Analysis of Problem Presentation of PBL Model on Grade VII Social Teacher

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Article Info	Abstract
	The PBL is more appropriately applied to social studies material that contains social problems. The teacher as a facilitator in implementing the PBL. But in reality, the PBL cannot be applied by all teachers and the presentation of the problem isn't yet a real problem around the students. The research purpose was to analyze the presentation of factual problems, application of the PBL, and finding the obstacles experienced. The research method is a descriptive percentage that describes the presentation of the problem and the application. The population is ten social sciences teachers from different schools in Ungaran. The sample is a lesson plan from ten social sciences teachers in VII grade. Data obtained through observation, interviews, and documentation. The research result showed that the analysis of the problem presentation was quite good at 67%, six teachers use PBL from ten teachers, and Application of the 100% PBL according to the syntax. Constraints are the lack of willingness of teachers in determining problems, and time allocation arrangements are still inappropriate. The conclusion is that not all teachers can use the PBL, and the problem presentation is less factual. Teachers should be more active and creative in applying the PBL.

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INTRODUCTION

Education is the spearhead in preparing reliable human resources, through education, it is hoped that it will encourage, improve, and develop the potential of a reliable generation to be critical, logical, and innovative in dealing with or resolving any issues it faces, or problems that occur in the surrounding environment. Based on Regulation Minister of Education and Culture Number 22 of 2016 concerning the standards for basic and secondary education processes stated that:

"The learning process in educational units is held interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiatives, creativity, and independence following the talents, interests and physical and psychological development of students. For each education unit planning learning, implementation, learning processes, and assessment of the learning process to improve the efficiency and effectiveness of graduate competency achievement".

Teaching and learning activities are deliberately created for students and teachers in schools. The teacher creates a learning atmosphere to teach his students. Teachers who teach and students learn. The teaching component is played optimally to achieve predetermined teaching goals before teaching is carried out (Djamarah, 2009).

Learning Curriculum 2013 uses a scientific or scientific based approach. The scientific method can be applied with one approach of Inquiry/Discovery Learning, Problem-Based Learning, and Project-Based Learning (Regulation Minister of Education and Culture Republik Indonesia Number 103 of 2014). Problem-Based Learning (PBL) approaches are used in social sciences material that contains social problems. The teacher must determine the issues that will be presented to the students. Problems presented are written in the lesson plan. Teachers can develop lesson plans and carry out learning in various strategies by using approaches that are appropriate to the learning material they provide (Regulation Minister of Education and Culture Republik Indonesia Number 103 of 2014).

The teacher's role is one of the aspects that determines the success of the learning process because the teacher is the implementing facilitator of learning activities for students at school. This was conveyed by Djamarah (2010) that in learning, teachers act as facilitators, mediators, supervisors, and class managers.

Social teachers are expected to have competence in understanding or applying the curriculum and the ability to describe in real life the provision of students to socialize in the surrounding environment. Sometimes, learning activities in Curriculum 2013 cannot go according to the plan. The steps in the scientific approach which consist of observing, asking, gathering information, reasoning/associating, and communicating, and can be continued by creating, sometimes not according to the syntax. Likewise, the application of one learning approach is sometimes not following the rules of use, especially the implementation of the PBL approach in terms of presenting problems.

The results of the research from Erlinawati (2015) concluded that the teacher had not prepared a based lesson plan Curriculum 2013, because the willingness of teachers to develop lesson plans was still lacking. Susilo, Junaedi, and Suyitno (2015) in his research concluded that the application of the scientific approach carried out by teachers was not fully in accordance with the rules in Curriculum 2013, the writing of indicators and concepts of teaching material written in the lesson plan was not in accordance with basic competencies, learning with scientific approaches was still poorly understood , and not yet in the time allocation. Pujatama (2014) analyzed the implementation of Curriculum 2013 for social studies teachers in Semarang, especially in applying the scientific approach. The research findings that the application of the scientific approach carried out by the teacher has not been fully following the plan and there are constraints in the form of time constraints in developing learning, diverse student abilities, and socialization of Curriculum 2013 have not been experienced by all social studies teachers. The

results of monitoring and evaluation of the implementation of Curriculum 2013 by the Directorate of Junior High School Development (PSMP) in 2015, stated that the main problem faced by teachers was the process of drafting the lesson plan, even though there was already a teacher's book as a guideline for writing a lesson plan.

The learning process of Social at Junior High School does not emphasize the theoretical aspects but instead of emphasizes the practical aspects of studying, examining symptoms, and social problems that occur around students (Setiawan, Dedi, Suciati, and Mushlih, 2017). A scientific approach to the PBL approach is used to monitor social issues. Rosnawati, Atmaja, and Suhandini (2015), in her research journal, stated that the PBL approach has the power to familiarize students with solving problems in learning as well as social issues that occur in their environment. The same thing was conveyed by Cintang, Setyowati, and Handayani (2017) that a learning method that starts from problems based on experience can integrate new knowledge with learning projects. The existence of differences in learning styles of students requires an appropriate learning approach. As reported by Pramono (2013) that the object of education in social sciences is students and the topic of human life and all its dynamics, both in local, national, regional, and global contexts. In essence, students as objects and subjects of social sciences education. The teacher plays a role in forming critical and creative students so they can overcome the problems that occur around their lives.

A teacher should have the ability to present problems that occur in the community. Questions can be displayed in the form of articles, pictures, and narratives about a case to be discussed by students. However, in reality, the implementation of the PBL approach has not been done by all teachers, and not all the problems presented by the teacher are following the real events that occur in the student environment. In 2016, the assistance of Curriculum 2013 in Semarang district was conducted, it was found that many teachers chose to use the discovery learning approach because the steps were written on the teacher's book and not all teachers used the PBL approach on the specific material. The PBL approach has not been widely applied because of the obstacles experienced by the teachers. Constraints can occur due to various reasons, so researchers are interested in analyzing the presentation of problems written in the lesson plan and digging up information about the obstacles experienced by social teachers in applying the PBL approach. A similar study has been carried out by Mangram, and Watson (2011) on Social Studies and Global Education Teachers, examining the social studies of teachers in making meaning of global education and their information pedagogical perspective in terms of teaching and analyzing social discourses that influence the thinking of teachers to their actions towards their students. Social studies teachers should have extensive insight in determining the presentation of problems so that the knowledge and insights of students can also develop according to the development of science.

The purpose of the study was to analyze the real problems presented by the teacher according to basic competencies and learning material, examine the application of the PBL approach in learning and to find out the obstacles experienced by the social teachers in using the PBL approach. Real problems must be presented by a teacher in applying the PBL approach in learning. The teacher can give problems in the form of images, texts, real phenomena, or articles so that students can discuss the issue properly. After the study is done, it is expected to motivate the teacher to be more active and creative in determining the presentation of the problems, and to increase the teacher's understanding of the introduction of real issues following the development of students.

METHODS

The research method uses a mixed method in the form of a qualitative and quantitative descriptive approach. The quantitative approach is made to measure the level of completeness of the elements of the lesson plan through the PBL

approach, and measure the level of suitability of the implementation of learning through the syntax of the PBL approach. A qualitative approach is carried out to determine the obstacles experienced by social sciences teachers in concluding the presentation of problems as well as in the application of PBL approaches.

The study population was ten social teachers from ten different schools. The sample was in the form of a lesson plan from five grade VII public social teachers and five grade VII private social teachers in Ungaran. The school consisted of Public Junior High School 1 Ungaran, Public Junior High School 2 Ungaran, Public Junior High School 3 Ungaran, Public Junior High School 4 Ungaran, Public Junior High School 5 Ungaran, PGRI Junior High School Ungaran, Daarul Qur'an Junior High School Ungaran, Daarul Qur'an Junior High School Ungaran, Assalamah Junior High School Ungaran, Miftahul Ulum Integrated Islamic Junior High School Ungaran, dan Islamic Junior High School Ungaran. The ten teachers from ten schools were coded R1 to R10. The reason the researchers chose the school was that the school location was located in one area in Ungaran as Curriculum 2013 year 2018/2019 school. The focus of the research is the presentation of problems, the application of the PBL approach in learning, and the obstacles experienced by the social sciences teachers. The introduction of the issues was analyzed in class VII material about the dynamics of the Indonesian population and the population distribution written in the lesson plan. Sources of data came from respondents, among them ten class VII social sciences teachers. The teachers are the main research subjects and Semarang District instructors, along with the headmaster as supporters.

The research documents are in the form of the lesson plan, the 2018 learning manual, Regulation Minister of Education and Culture number 103 of 2014, Regulation Minister of Education and Culture number 22, teacher books, and student books for Junior High School revision 2016 grade VII and other supporting documents. The technique of collecting data uses observation, documentation, and interviews.

Observation and documentation are done by analyzing the study of the implementation of the learning plan, especially in the presentation of problem-based material and analyzing the application of the PBL approach in learning. Documentation is carried out to collect data sourced from the required documents relating to the application of the PBL learning approach. Interviews were conducted to find out the obstacles experienced by the teacher in the process of presenting problems and obstacles in applying the PBL approach during learning.

Data analysis techniques used descriptive percentages and analyzed using quantitative and qualitative analysis. Quantitative analysis is carried out with a lesson plan instrument that is directed at the study of problem-based material presentation and learning observation sheets in the form of analysis of observation sheets for Curriculum 2013 assistance activities. Analysis of the problem presented in the lesson plan is processed through a rating scale. The Gutman scale measures the observation results of the implementation of learning. The measurement scale with this type will get a firm answer in the form of "yes and no" provided that if the answer "yes" is given a score of 1 and if the answer is "no" is given a score of 0 (Sugiyono, 2010).

The results of the study are presented in the form of percentages, calculated using descriptive percentage analysis to describe the situation or phenomenon that occurs. Calculations are used to determine the percentage level of the answers from the results of observations of each respondent. The percentage formula is calculated by:

$$P = \frac{S}{N} \times 100\%$$

Information:

P = percentage response, score

S = the number of scores obtained on the instrument

N = maximum number of scores

(Sugiyono, 2010)

Descriptive categories of percentages on the results of observations were arranged by determining the highest percentage by means of (4/4) x100% = 100%, determining the lowest

percentage by means of (1/4) x 100% = 25%, looking for a range 100% - 25% = 75%, and determine the criteria interval through 75%: 5 = 15%. Thus the classification of levels in the form of percentages in Table 1.

Table 1. Classification of Levels in Percentage

Percentage range	Predicate
$85 < score \leq 100$	Excellent
$70 < score \leq 85$	Good
$55 < score \leq 70$	Enough
$40 < score \leq 55$	Not good
$25 < score \leq 40$	Not very good

Purwanti (2008)

Qualitative analysis by describing the results of research in the form of words or sentences, so that the author describes in depth the results of the study following the actual situation. Data reduction is made by summarizing the results of interviews according to the research objectives. Presentation of data in the form of a collection of information arranged as a conclusion, and taking action. The validity of the data of the researcher uses the source triangulation technique (data) to test the validity of the data related to the research problem. A piece of information obtained is examined through different sources. The source is found in 10 respondents of class VII social sciences teachers from different schools. Data in the form of an instrument for studying the implementation of lesson plans in writing problem-based material and learning observation sheet instruments, then linked to the results of interviews. So that the research objectives can be found to analyze the problems presented by the teacher, the application of the PBL approach, and the obstacles experienced by the social teachers.

RESULTS AND DISCUSSION

Analysis of problems presentation begins with a review of the lesson plan (RPP). Observations on ten teachers which six teachers use PBL approach and four teachers use discovery learning approach. Table 2 shows that ten respondents of class VII social sciences teachers presented problems in the material dynamics of the Indonesian population and the distribution of the population by an average of 67%. The problem-based material presentation was carried out by six teacher respondents, namely R1, R4, R5, R.6, R.8, and R.9. While four other respondents, namely R2, R3, R7, and R10 still use discovery learning approaches. Presentation of the right problems is in 4 teachers, namely R.1, R.6, R.8, and R.9 with a percentage of 100% following the material and indicators of achievement of competencies, containing cases that occur in society in fact, and problems arranged according to the development of students. This is following the statement of Arends in Trianto (2007) that problem-based learning (PBL) is applied by using problems in the real world, aiming to compile student knowledge, train self-reliance and self-confidence and develop students' thinking skills in problem-solving. Mubuuke, Louw, and Schalkwyk (2016) in Student's Response Cognitive and Social Factors Research and Utilization of Facilitator Feedback in a Problem-Based Learning Context explained that the problem-based learning model could influence students' cognitive aspects in the learning process.

The results of the analysis stated that there were two teachers, namely R4 and R5, which were still inaccurate in presenting the problems because the problems presented did not yet contain real cases that occurred in the community and were not following the development of students.

The results of observations on the overall learning activities in 10 respondents of grade VII social teachers in Ungaran, obtained very good qualifications with an average percentage of 84%. The application of the PBL approach, is six teachers or 100% is following the syntax, while the other four teachers do not use the PBL approach, but they use a discovery learning approach.

Constraints in presenting problems and constraints on the application of PBL are known through interviews. The ten respondents admitted that determining the presentation of problems was difficult because they had to think first in deciding the factual issues that were following the material, and basic competencies,

and had to take the time to open the internet. Suprihatinigsih, Rachman, and Suhandini (2016) in his research stated that teachers should develop problem-based learning associated with real situations according to the surrounding environment and can be done through exploring the surrounding so that students gain experience in learning. Walker, Recker, Robertshaw, Osen, Leary, Ye, and Sellers (2011) found that problem-based learning strategies are integrated with technology so that the application of PBL becomes more effective and students can get more varied learning resources from the internet.

Table 2. Results of Analysis Problem-Based Material Presentation

Observation points	Indicator scores from each teacher										Total score	%
	R_1	R_2	R_3	R_4	R_5	R_6	R_7	R_8	R_9	R_{10}		
Learning materials Material presentation, problem based: Problems presented according to the learning objectives Containing cases that occur in the community in real/factual Problems that are arranged following the development of students	3	1	1	2	2	3	1	3	3	1	20	67
%	100	33	33	67	67	100	33	100	100	33		

The willingness to create articles about social problems in the population distribution material still does not exist. The difficulty of determining issues causes the teacher to be reluctant to apply the PBL approach so that not all teachers can implement problem-based learning. Rasyid, Widodo, and Suyahmo (2015) stated in his research on the social construction of social teachers in education. The results of his study concluded that there are only 2 out of 9 social teachers who constructed social sciences to study social problems.

Constraints in learning activities PBL approach that the teacher doubts the ability of students to clarify and solve problems, so that time allocation arrangements become less precise. Doubt is due to the ability of students to vary. This is following the statement of Sanjaya (2007) about the weakness of the PBL approach that there are students who do not have trust, so the problems learned are challenging to solve, students feel reluctant to try and learn PBL approaches, require a long time in problem-solving discussions or brainstorming processes. However, in reality, the teacher's doubt about the ability of students does not fully occur. Students can clarify and discuss the problem well because of the teacher's guidance. The teacher facilitates his students to carry out the stages of PBL approach learning starting from problem clarification, brainstorming, information gathering, problem-solving solutions to the presentation of the results of problem-solving (Minister of Education and Culture, 2018). A teacher should be more active and creative as a facilitator and mediator in the learning process with the PBL approach. Teachers are more actively creative in the presentation of problem-based material, and the application of PBL approaches to develop the ability of students to get used to solving problems that occur in the surrounding environment.

CONCLUSION

The application of the PBL approach cannot be applied by all teachers in the social material that contains problems. The problems presented by the teacher in the lesson plan are not entirely yet real problems that occur around the community. The teacher was not familiar to use PBL approach. Some teachers found it is difficult in determining the presentation of the problem. The teachers suggested that first thought was needed in resolving the problem/case that would be presented following the material. The willingness of teachers is still limited in finding images or articles on the internet to present problems. Social studies teachers should have broad insight into determining the presentation of problems. The application of the PBL approach has been implemented very well according to the

learning steps, but the teachers doubt the ability of students to discuss the problem. This doubt arises because the ability of students is not the same. Some teachers acknowledged that there were those who did not understand the PBL approach because they had not taken yet in technical guidance after 2014.

When the interview was conducted, the teachers gave input so that the presentation of the problems was displayed in the teacher's book as a guideline for writing the lesson plan. Presentation of the problem, displayed in the teacher's book, aims to make students' knowledge in discussing issues nationally the same. The teachers hope that the example written in Curriculum 2013 instructor refreshment material guide book for 2018 about the instance of problem presentation is also written in the teacher's manual.

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