

## THE INFLUENCE LEARNING STRATEGY OF PROBLEM BASED LEARNING (PBL) TOWARDS THE UNDERSTANDING OF THE CONCEPT OF SOCIAL STUDIES (IPS) IN 8<sup>TH</sup> GRADE JUNIOR HIGH SCHOOL IN SELF REGULATED LEARNING

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### ABSTRACT

*This Social studies is a subject that related to the development of human society and as members of society. As we know that the scope of the IPS is covering human life in society. The scope of the IPS is a very broad scope, so that the learning process should be done gradually and sustainable appropriate to the development of the ability of learners and the scope of the formal object IPS. This is related to real life that essentially the man is a united whole that consists of various aspects, such as biological / physical and aspects Rohaniyah / psychiatric in life can not be separated from the interrelation and interaction with the natural environment, social and cultural environment. Therefore, It is required an appropriate learning strategies and more meaningful, especially in understanding the concept. Learning strategies that have been proven to bridge these problems is the problem-based learning. The results show that the strategy of problem-based learning to develop critical thinking skills, problem solving, and intellectual skills. Besides that, it can give learners the opportunity to learn and make a real students experience become autonomous, independent and be able to develop high-level thinking skills. Self-regulated learning is a passive learner internal factors means it will appear on the result of the direct impact of the creation of conditions conducive learning environment. In accordance paradigm form of conditioning through design learner-centered learning (learner-centered instruction). The purpose of this study was to look at the level of understanding of the concept of social studies students using problem based learning strategies. Students often answered on stage to explain just yet at the stage of analyzing. One of the factors that lead to low ability learners understand concepts is a lack of seriousness of the learners in the learning IPS.*  
**Keywords :** *problem based learning, self regulated learning, concept understanding*

### A. INTRODUCTION

There is a tendency to assume that some of the students to understand social phenomena anyone can do without the need to learn and try. This is further aggravated by the process of learning that only refers to rote concepts only and are not to be driven on the analysis of the cases of interest that occur in the community so that learners tend to underestimate and think that social science subjects (IPS) is the subject of rote and tedious for learners. Memorization requires us to remember more information (Schunk, 2012). Activity memorize some information without any meaning in the individual impact on the ability of human memory that will not last long. Though learning experience do learners will be more meaningful if it can be useful for life.

Students sometimes answered on stage to explain just yet at the stage of analyzing. One of the factors that leads to low ability learners grasp the concept is lack of seriousness learners in learning IPS. In addition, learners are less accustomed to formulate the problem because the learner only conceptualize and less able to use these concepts when they have a problem in real life associated with its concept so that student learning outcomes are still low.

This is because, most of the students are less capable of connecting between what they learn with how such knowledge will be used and applied to new situations.

So in the process of learning a social studies, the nature of social problem-solving that is integrated from various aspects in accordance with the character of problem-based learning. Margetson (1997) suggested that the problem-based learning requires much more integrated knowledge. For example social issues, culture, economics, physics, and chemistry. All areas of the disciplines, intertwined in contributing to overcome the problem of the phenomenon exists.

Based on the background above, research problems can be formulated as follows:

How can the students cooperation skills of 8th grade in SMP Negeri 1 be increased with a jigsaw cooperative learning strategies on social studies?

## **B. Review of Literature**

### **2.1. Problem based learning learning strategy**

Learning strategies that have been proven to bridge the problems mentioned above is a problem-based learning (PBL). Problem-based learning is an instructional strategy that facilitates learners learn through solving real-world problems and authentic and integrate knowledge across disciplines (Keziah, 2009). According Savery (2006) problem-based learning is an instructional strategy that prioritizes student centered learning approach that empowers students to do research, combines theory and practice, implement, knowledge, and skills of learners to solve real problems / real. Through problem-based learning learners can be challenged to find a solution to real-world problems individually or in groups (Ackay, 2009).

Problem-based learning is a teaching model that uses a set of issues as a focus to develop problem solving skills, materials, and self-regulation (Hmelo-Silver, 2004; Srafino&Cicchelli, 2005). Problem-based learning is usually done in groups in small groups (no more than four) so that all the students involved in the process. Preparing lessons problem based learning model is the same as preparing lesson for problem-based learning with the use of more complex topics and abstract than teaching the concept of such a force in the IPA or main ideas in the language and the relation of geography and economy in specific

geographical areas in the social sciences ( Eggen&Kauchak, 2012). Some research suggests that problem-based learning is conducted in small groups by using topics to the subjects to be discussed and invite students to be actively involved in all discussions within the group (Calliver, 2000). Cooperating is an activity carried out in any discussion when it will solve the problem in learning activities. Collaboration in solving problems with a positive thing in this problem based learning (Diana, 2005). Problem-based learning is building a learning principles to develop a theory as to build knowledge, map out the subject matter and learning context (Gijselaer, 2006).

Hmelo-Silver (2004) argues that in PBL, students involved in building knowledge during pre-discussion, during studying alone, when shared in a group, and evaluated the findings of their study. The discussion was guided by a tutor or facilitator whose role is to encourage learners to discuss, to ensure that the information of the relevant material content to those discussed (eg, by asking questions), evaluate progress, and monitor the extent to which each member of the group contribute to the work group (Schmidt, et al ., 2007). Problems in PBL can be divided into two types of structured problems (well-structured) and unstructured problems (ill-structured) (King & Kitchener, 1994). Structured problems are limited to a problem that can be solved by applying one or a set of rules is limited, for example, learners can apply the concepts about study of social problems related to the problem of children junior high school age. While the problem of unstructured or unclear cause some problems and solutions can be solved in several ways, for example, learners are faced with real problems in daily life. For example, concerns about the behavior of parents of children aged smp on the subject of the opposite sex relationships. Often the problem is not structured does not contain sufficient information to resolve the problem or not solved at all dapats (Van Bruggen&Kirscher, 2003) .. Because some solutions or some way of reaching solving the problem, then the problem is not clear (ill-structured) suitable for raises discussion (Otting&Zwaal, 2006). Additionally ill-structured problems are more representative of the problems encountered in daily life, and is therefore more realistic than tersruktur problems (well-structured). Research on the use of problem-based learning strategies initiated in the field of medicine, and then expanded in other fields, such as architecture, management, law, social sciences, and education (Hung et. Al. 2011).

The results show that the strategy of problem-based learning to develop critical thinking skills, problem solving, and intellectual skills. Besides that, it can give learners the opportunity to learn in a real experience and make the students become autonomous,

independent and able to develop high-level thinking skills. This is consistent with findings made by Mergendoller, et al (2006) which states that the problem-based learning strategies can improve language skills, an interest in economics and social sciences, a reference for study groups and problem-solving effectiveness compared with traditional learning strategy, Problem-based learning is also a model of learner-centered learning, develop active learning, problem solving skills and areas of knowledge that is based on concepts and problem solving (Major, et al. 2000; Malinowski & Johnson, 2001).

## 2.2. Self-Regulated Learning

It should also consider other factors in self-learners that contributes to the understanding of the concept of the learning outcomes which gets self-regulated learning. In the self-regulated learning and learning activities largely controlled learners themselves. Self-regulated learning as a process activity belajari learners in setting goals, direct, supervise, and manage and control their cognition (Zimmerman, 2002) So self-regulated learning is an individual effort to monitor the ability of yourself, to make planning and monitoring in completing duties task well.

Self-regulated learning is characteristic of learners who have believed psychologists to accommodate the views of learners are responsible for their own learning, active learning in order to improve their academic achievement. Results of research Zimmerman (2008) membuktikan that the group of learners who have self-regulated learning showed an increased understanding of the concepts and learning outcomes significantly in the field of time management skills and self-reaction, compared with a group of learners who do not have self-regulated learning.

SLR is the internal factors of learners are passive means it will appear on the result of the direct impact of the creation of conditions conducive learning environment. In accordance paradigm form of conditioning through design learner-centered learning (learner-centered instruction). According Santrock (2004), the principle of learner-centered instruction and instruction is planning on learners rather than the learner. In this case the learner has the characteristics as a facilitator, motivator and evaluator.

SLR is a learning process in the idea of self-regulating, change habits, attention, and what can be done to help maintain and improve the understanding of the concepts and

learning outcomes. SLR comes from self-regulated (self-regulation) that individual learning activities. Zimmerman (1989) explains that the SLR is a potential knowledge possessed by individuals to improve student achievement, planning how to learn, determine the steps that can be taken to achieve the learning objectives as well as the successes and shortcomings mengvaluasi obtained. Individuals have the ability to organize and control themselves by developing three processes, namely 1) the observation of self, the more systematic individual monitoring their behavior, the more quickly people aware of the things done, 2) a self-evaluation is done through self-assessment, individuals can determine whether the chosen learn the proper way, 3) reaction of ourselves when people managed to do something will feel the satisfaction or pleasure, but if a failure of individuals to experience disappointment. Menurut Zimmerman (2002) that education SLR set learning objectives to be achieved, organize and supervise their progress. From the above opinion can be said that the SLR is characteristic of learning by setting yourself up as a proactive process in determining the goals (planning), monitoring, and evaluation. The process is guided by perseverance, belief in his own ability and commitment to achieve the learning objectives or completing academic tasks. The expected target was to ensure that the learners can master both the knowledge received, can develop this knowledge through the ability and skills possessed and can achieve and sustain learning results.

The process of achieving SLR is an effort to help learners understand the things owned by him such as personal initiative, a sense of the responsibility, perseverance and the ability to think on the face of the tasks that are difficult (Darmiany 2009) Construct an SLR is divided into two, namely: (1) belief self-efficacy, and (2) hope to succeed in achieving the goals set. Confidence means that a person's beliefs to be able to better understand and master the behaviors needed to achieve a feat (Elliot et al, 2000)

In SLR there is some ability learners, namely: (1) the ability to clarify learning goals, (2) the ability to adapt the study to their talents and interests, (3) the ability to create education that is challenging, stimulating, and fun, and (4) the ability to avoid pressure uncertain as intimidating atmosphere, disappointing and confusing (Zimmerman, 1989).

In addition to having several advantages, SLR also has three weaknesses: (1) is less likely to occur interaction between learners, (2) learners possibilities collided in completing the task of individuals and groups, and (3) the demands of self-regulation of learning is not easy to achieve at high levels , Based on the SLR excellence, it can be said that the four-step

learning cycle through systematically, where learners will certainly allow more foster proactive towards learning, which in turn can help improve learning outcomes. SLR Markowitz learned trait that enables individuals to bertanggungjawab towards learning. Indicators are attached to the learners have been able to organize learning activities with good behavior will be different than the learners who have not been able to organize themselves and learning activities.

In the process of the activity, the application to guide learners melalui SLR model that includes four steps (Zimmerman, 1996). Implementation of learning from planning, implementation, monitoring, and self-evaluation.

The first stage of planning, starting facilitator / learner prepare classrooms well, thus enabling SLR underway. Furthermore, learners communicate to learners what will be learned and alternative learning objectives and concepts necessary to understand the material. Learners to hear and heed directives. Learners specify learning objectives and learning the proper way according to his ability, to have faith, and motivators provide motivation to achieve the goal (complete the task).

The second phase of implementation and monitoring, learners prepare a variety of tasks that can be chosen with different difficulty levels. Learners perform a series of learning activities, underlining and notes, making summaries, set the time and the learning environment fun. Besides, the role of the learner to motivate and direct the learners to achieve the learning objectives.

The third stage results of that activity monitoring strategy focusing learners to pay attention or mengecek learning outcomes and determine how learning is used to complete the tasks.

### 2.3. The concept of IPS

Social studies designed to develop knowledge, understanding, and analysis capabilities of the social conditions in entering a dynamic social life. Social studies, arranged in a systematic, comprehensive, and integrated in the learning process towards maturity and success in life in society. With this approach the expected learners will gain a broader understanding and depth in science-related fields.

Through social studies, students are directed to be able to become a citizen of Indonesia that is democratic, and responsible, as well as citizens of the world who love peace. IPS is a synthetic discipline that seeks to organize and develop the content of the social sciences scientifically and psychologically for educational purposes. Synthetic meaning of discipline, that IPS not only synthesizes the concepts relevant between educational sciences and social sciences, but also correlate with the problems of society, nationality, and statehood.

National Council for the Social Studies (NCCS) provides a definition that is more assertive, as quoted Chess (2004), that the IPS as "the study of political, economic, cultural, and environment aspects of societies in the past, present and future. Education IPS contains three sub-goals, namely; As civic education, as the science concepts and generalizations in the disciplines of the social sciences, and as the science education absorbing material from real life in the community and then studied reflective.

In general, IPS Educational objectives is to make the students as good citizens, with various characters dimensionless spiritual, personal, social, and intellectual. IPS purpose of information and knowledge (knowledge and information), values and behavior (attitude and values), and the purpose of skills (skills): social, working and learning, group work, and intellectual skills (Jarolimek, 1986: 5). The purpose of Social Sciences (IPS) is to develop students to be sensitive to the social problems that occur in the community, have a positive mental attitude towards the betterment of all inequality, and skillful overcoming any problems that occur everyday good happens to him personally and that afflict society. From the formulation of these objectives can be specified that the purpose of IPS is to develop students' potential in order to:

- a. Have an awareness and concern for the community or the environment, through the understanding of the values of history and culture of the community.
- b. Knowing and understanding the basic concepts and are able to use methods adapted from the social sciences which can then be used to solve social problems.
- c. Being able to use the models and thought processes and make a decision to resolve the issue and a growing problem in society.
- d. Paying attention to issues and social issues, as well as being able to make a critical analysis, then being able to take the appropriate action.

- e. Being able to develop a variety of potential so as to establish themselves in order to survive are then responsible for building society.

The learning objectives of IPS, in general can be formulated to deliver, among others, guiding and developing the potential of learners in order to: (1) be a citizen (and also citizens of the world) is good; (2) develop an understanding of the basic knowledge society, (3) developing critical thinking skills with the full knowledge and skills of inquiry to understand, respond, and take steps to participate in solving the social problems of nationality, (4) build commitment to values humanity and respect and to help develop noble values and culture of Indonesia, and (5) develop the ability to communicate and work together in the life of a pluralistic society, both locally, regionally and internationally (Stahl, 2008).

Based on the problems and research objectives that has been stated previously, the research used quasi-experimental research methods (quasi-experimental) design with a 2x2 version of the design using a non equivalent control group design (Tuckman, 1999). This method was chosen because of the determination of the treatment group receiving either an experimental group or a group kontrol, so that it is possible only randomized treatment assignment (random assignment to treatment). To minimize weaknesses as a result of the use of samples or group treatment, it is done by selecting a sample group that has character and ability are relatively equal (homogeneous). This method was chosen because during conducting experiments not possible to change the existing class.

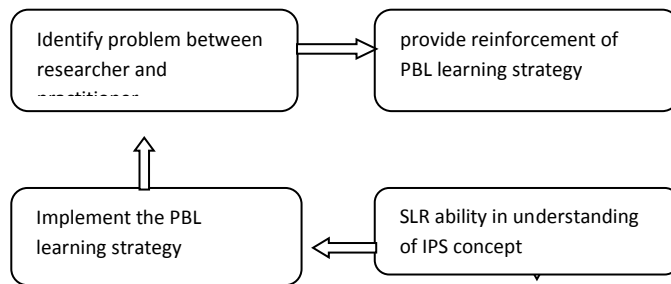
This research was conducted using the Development Research Approach (Design-Based Research) focusing on "Education Development Research" (Educational Design Research). Plomp (2010: 13) explains that the research development of education is a systematic research to design, develop and evaluate intervention. Education intervention (such as programs, materials and training strategy-instruction, product and system) as a solution to a complicated problem in the practice of education, which also aims to improve knowledge about the characteristics of intervention and process of making and development.

The research model development is done by using the model Reeves (2006: 59), which consists of 1) phase to identify and analyze the problems in collaboration, the researchers called the phase of the pilot study, 2) phase of developing the basic solutions, by



researchers this phase is called the phase of making products early or prototype model of training, 3) assessment phase is to repeat the cycle of testing and improvements, 4) a phase of reflection, which is done sistematikuntuk generating theories or principles of development, reflection has included reflection phase penelitian beginning until the assessment phase ( Akker, 1999, in Plomp, 2010: 15).

The model is visually depicted in Figure 3.1 below:



Repair of the principle problems, solutions, methods and models or design

Figure 3.1 Model for Educational Development Research

**B. Research Prosedur**

1. The preparation phase of instruments

Activities undertaken during the preparation of instruments is to conduct a preliminary study that included discussions with principals (especially waka curriculum and teacher of class VIII ips). The initial stage of preparation in this study, researchers set up the necessary instruments as a means of collecting initial data to carry out experiments. The steps are: (1) the determination of the class to use research, (2) the development of research instruments, (3) simulation learning on teachers in the classroom, (4) test learning scenarios, (5) identify the understanding of the concept of the student (obervasi and questionnaires).

2. Implementation Phase of Experiment

During the implementation phase of experiments applied the following steps: (1) conduct learning activities using problem based learning instructional strategies in the classroom, (2) made some observations on the treatment performed. Stage

### 3. Post Experiment

After the implementation of the experiment with a treatment of learning by using learning strategies of problem based learning, then the two groups of observation and tests.

#### D.Data Analysis technique

Data analysis techniques used in this research is the development of statistical analysis of quantitative and descriptive analysis. Quantitative statistical analysis is used exploratory factor analysis. This analysis is used to determine student achievement cooperation skills. While the descriptive analysis was used to analyze the results of the validation experts that include level of conformity syllabus, lesson planning and implementation, and evaluation. The descriptive analysis in the form of averages and percentages.

In order to give meaning and making decisions about the quality of training model, use the following stipulations:

| Table 3.4                 | Conversion Rate | Validation Product    | Achievement Scale5 |
|---------------------------|-----------------|-----------------------|--------------------|
| Achievement Specification | Level           | Qualification         |                    |
| 85% - 100%                | Excellent       | No need to be revised |                    |
| 75% - 84%                 | Good            | No need to be revised |                    |
| 65% - 74%                 | Enough          | Revised               |                    |
| 55% - 64%                 | Less            | Revised               |                    |

### C. CONCLUSION

PBL learning strategies can influence the understanding of the concept of IPS students of 8<sup>th</sup> grade with self-regulated learning possessed by the students. SLR owned by each student can improve student understanding if it has high that the SLR social studies learning outcomes for the better.

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