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IMPROVING STUDENT LEARNING OUTCOMES IN THE FIELD OF STUDY INDONESIAN THROUGH THE PROBLEM SOLVING METHOD IN GRADE IV STUDENTS OF SDN 173456 HUTAGINJANG

Abstrak

Tujuan penelitian ini adalah untuk meningkatkan (1) Kualitas Proses Pembelajaran Bahasa Indonesia Siswa Kelas IV SD N 173456 Hutaginjang Tahun Pelajaran 2020/2021 melalui metode Problem Solving; dan (2) kualitas hasil pembelajaran Bahasa Indonesia Siswa Kelas Kelas IV SD N 173456 Hutaginjang Tahun Pelajaran 2020/2021 melalui metode Problem Solving. Penelitian ini berbentuk Penelitian Tindakan Kelas (PTK). Objek penelitiannya adalah Pembelajaran Bahasa Indonesia, sedangkan subjek penelitiannya adalah Siswa Kelas Kelas IV SD N 173456 Hutaginjang Tahun Pelajaran 2020/2021 yang berjumlah 24 siswa. Sumber data yang digunakan adalah dokumen, informan, dan tempat peristiwa. Penelitian ini dilaksanakan dalam dua siklus. Berdasarkan hasil penelitian dapat disimpulkan bahwa: (1) Metode Problem Solving dapat eningkatkan kualitas proses pebelajaran bahasa Indonesia Siswa Kelas Kelas IV SD N 173456 Hutaginjang Tahun Pelajaran 2020/2021. Hal ini ditunjukkan dari persentase keaktifan dan kesungguhan siswa dalam pembelajaran Bahasa Indonesia yang mengalami peningkatan pada setiap siklusnya. Terjadi peningkatan sebesar 25% pada ketuntasan hasil belajar Bahasa Indonesia 70% di siklus I menjadi 95% di siklus II. Hal ini menunjukkan bahwa metode pembelajaran Problem Solving dapat meningkatkan hasil belajar Bahasa Indonesia. (2) metode Problem Solving dapat meningkatkan kualitas hasil pembelajaran Bahasa Indonesia Siswa Kelas Kelas IV SD N 173456 Hutaginjang Tahun Pelajaran 2020/2021.

Kata Kunci: Metode Problem Solving, Pembelajaran Bahasa Indonesia, Hasil Belajar Siswa

Abstract

The objectives of this study are to improve (1) the quality of the learning process for Indonesian Grade IV students of SD N 173456 Hutaginjang for the 2020/2021 Academic Year through the Problem-Solving method and (2) the quality of learning outcomes for Indonesian Grade IV students of SD N 173456 Hutaginjang for the 2020/2021 Academic Year through the Problem-Solving method. This research is in the form of Classroom Action Research (PTK). The research object is Indonesian learning, while the research subject is Grade IV students of SD N 173456 Hutaginjang for the 2020/2021 academic year, totaling 24 students. The data sources used are documents, informants, and event venues. This research was carried out in two cycles. Based on the study's results, it can be concluded that (1) The Problem-Solving Method can improve the quality of the learning process for Indonesian Grade IV students of SD N 173456 Hutaginjang for the 2020/2021 Academic Year. This is shown by the percentage of student activity and seriousness in learning Indonesian, which has increased each cycle. There was an increase of 25% in the completeness of Indonesian learning outcomes, from 70% in the first cycle to 95% in the second cycle. This shows that the Problem-Solving learning method can improve Indonesian learning outcomes. (2) The Problem-Solving method can improve the quality of learning outcomes for Indonesian Grade IV students of SD N 173456 Hutaginjang for the 2020/2021 Academic Year.

Keywords: Problem Solving Method, Indonesian Language Learning, Student Learning Outcomes

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process (Susanti et al., 2022). Educators or teachers must have a strong empirical basis to support their profession as teachers (Alfiyanto, 2022; Alfiyanto et al., 2021; Alfiyanto & Hidayati, 2022). Activities in learning occur as a teaching and learning interaction between a teacher and his students actively, all of which are a learning process (Rahman et al., 2023). Learning experiences that are accompanied by linking subject matter with students' real lives are very important in student learning activities because these learning experiences are used as a source of knowledge and skills that will encourage the achievement of a learning outcome (Faizin et al., 2023; Syahrial et al., 2022).

Learning outcomes are results obtained through the learning process (Maryance et al., 2022). Thus, learning outcomes are a better level of mental development when compared to the pre-learning period seen from the student's perspective (Dahniar, 2022). The level of mental development is related to the study materials. The learning outcomes are a collection of outcomes or periods of learning stages. Learning outcomes are when the subject matter is completed. Evidence that a person has learned is the change in behavior in that person, for example, from not knowing to knowing and from not understanding to understanding. The learning outcomes also change in knowledge, skills, appreciation, emotions, and social relationships (Zikri et al., 2023).

Learning activities are needed to support good learning outcomes because, without learning activities, the learning experience will not occur. Direct experience in the learning process is a learning activity, and there is no learning without learning activities (Sunadi, 2013). As one factor affecting learning outcomes, teachers must also be competent in creating a comfortable and fun learning environment based on student conditions (Arianti, 2019). So, in this case, creative and innovative teachers are needed who can create a more interesting learning environment and invite students to relate the subject matter with the real situation of students so that students can find their own learning experience through the learning process (Sarudin et al., 2024).

Based on the results of the pre-survey on April 9, 2021, data was obtained from the learning outcomes that the teaching and learning process carried out by teachers uses a more conventional model so that the learning process runs boring and does not attract students' attention in learning. While many students think that Indonesian subjects are boring, it is easier to make students drowsy quickly, and even more so, the desire to learn Indonesian is less in demand by many students. Students seem less active in listening to the teacher's explanations during learning and seem bored. On the other hand, some students lack concentration when participating in learning. This is seen from the number of students who are busy chatting with their friends, and some even play around, such as throwing round paper. Students tend to be passive, and only a few actively participate in learning activities. They are often allowed to ask students questions but are only silent when students do not understand the material delivered by the teacher. Of course, this condition is disturbing and prevents students from mastering the learning material optimally.

The results of the pre-survey data show that the value of learning outcomes for Indonesian grade IV students of SDN 173456 Hutaginjang is still below the KKM. This can be seen from the data on the daily test results of the even semester of the 2020/2021 school year as presented in Table 1 as follows:

Table 1. Daily Test Scores for Grade IV Students of SDN 173456 Hutaginjang TP. 2020/2021

No	Value	Category	Sum	Percentage
1	<	Incomplete	14	66%
2	>	Complete	10	34%
	Sum		24	100%

Based on the data from the pre-survey results, it is clear that many students still have below Indonesian scores. Minimum Completeness Criteria (KKM), or students whose scores are

below 70, are more than those above 70. Namely, only 34% of 10 students completed Indonesian language learning, and 66% or 14 students did not complete it out of 24 students. The grades of students who do not complete are greater than those who do not.

Based on the interviews conducted by the researcher, this happened because many things affected the students' learning condition in the classroom, and information was obtained that, in general, the student's learning results were still not satisfactory. Researchers need an appropriate learning method and encourage student participation fully, actively, and enthusiastically. This discussion method can make students more active in learning and help them not be shy or afraid to ask the teacher if something is unclear.

Understanding the various problems that arise above, the researcher applies learning solutions that are expected to improve student learning outcomes better than before. The researcher chose this problem-solving method because, according to Syaiful Bahri Djamara, the problem-solving method is not just a teaching method but also a method of thinking. The problem-solving method is the use of methods in learning activities by training students to face various problems, be it individual or individual problems or group problems, to be solved alone or together so that students can better understand the material delivered by the teacher. The researcher chose this problem-solving learning method because the learning process will fully involve students so that the learning process will feel more meaningful.

Then, students are more encouraged to solve problems in Indonesian learning and be actively involved in learning to understand the Indonesian subject matter more easily. These students will be directly involved in the learning process so that they can better understand the material being taught and cooperate in their groups so that students more easily absorb the knowledge gained.

The researcher chose this problem-solving learning method because it will fully involve students so that the learning process will feel more meaningful based on the real situation of the students. With the existence of the Problem-solving learning method, it is hoped that students will become competent students, meaning students who are intelligent, capable, able to understand well the material taught by the teacher, and able to behave, reason, and act by what the teacher teaches. So that students are active and their learning outcomes increase, it is very important to conduct classroom action research with the title "Improving Student Learning Outcomes in the Field of Study Indonesian Through Problem Solving Methods in Grade IV Students of SDN 173456 Hutaginjang for the 2020/2021 Academic Year.

METHOD

The operational definition of variables in this study is based on the nature of variables that can be observed, observed, and measured. This definition is essential to ensure adequate analysis techniques and appropriate data for a particular population. The independent variable in this study is the Problem-solving method, a learning approach that encourages students to find solutions to a problem through their experiments and analysis. This method is done by giving problems to students, dividing them into discussion groups, and accompanying them throughout the learning process. Meanwhile, the bound variable is the learning outcomes of grade IV students of SDN 173456 Hutaginjang after applying the Problem-solving method in Indonesian learning. Learning outcomes are measured through pretest and post-test, with a KKM standard of 70.

This research was conducted at SDN 173456 Hutaginjang, Muara District, North Tapanuli Regency, with 24 research subjects in grade IV in the 2020/2021 school year, consisting of 10 female and 14 male students with various ability levels. The main purpose of this study is to improve student learning outcomes in Indonesian subjects. This study uses the classroom action research method (PTK) with the Arikunto model, which consists of two cycles. Each cycle involves four stages, namely planning, implementation, observation, and reflection, to evaluate and improve the effectiveness of Problem-solving methods in learning.

The classroom action research model has four stages that are commonly passed, namely, (1) planning, (2) implementation, (3) observation, and (4) reflection. These four activities take place repeatedly in the form of cycles." The model and explanation of each stage are as follows:

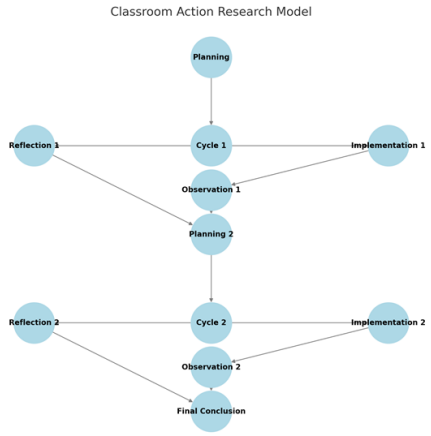

Figure 1. Classroom Action Research Model

The data collection techniques in this study are carried out based on the necessary data needs, using observation, test, and documentation methods. Observation is used to observe and record students' behavior during learning. At the same time, tests measure students' understanding of the material being taught with instruments tested for reliability before use. The documentation method obtains information from written sources such as books, syllabi, and other relevant documents. The research instruments used include teacher and student observation sheets and learning outcome tests that measure students' mastery of material through written questions. Data analysis was carried out quantitatively and qualitatively using a simple statistical formula, with success indicators marked by an increase in student learning outcomes, reaching at least 80% of the total students who met the KKM of 70.

RESULTS AND DISCUSSION

Result

Description of Research Results

This action research uses Classroom Action Research (PTK). This study aims to improve the learning outcomes of Indonesian grade IV students of SDN 173456 Hutaginjang, Muara District, using the Problem-solving method. This research was carried out in 2 cycles, with each cycle consisting of 2 meetings, with an allocation of 2 hours of lessons (2 x 35) minutes in each face-to-face session.

Initial Conditions

This research is based on the results of observations in grade IV of SDN 173456 Hutaginjang, Muara District, where the researcher found the Problem of low student learning outcomes in Indonesian language subjects, which was characterized by 66% of students who had not completed their studies. In learning Indonesian in grade IV, students experience several difficulties in receiving subject matter, so students are slow in working on the questions given by the teacher. Students have difficulty understanding subjects that require concrete examples, and students have difficulty answering questions when asked about the subject matter being taught, as well as re-explaining the subject matter even though it has been taught. The lack of methods used by teachers to learn Indonesian in grade IV is one of the causes of low student learning outcomes. Teachers have used various methods but have been unable to maximize the expected learning outcomes.

Referring to the initial conditions above, the researcher proposed that the problem-solving method be applied to learning. The Problem-Solving method can make learning activities more interesting and interactive by involving students. With the Problem-Solving method, it is hoped that better results can be obtained in a shorter time. This class action research is carried out in 2 cycles. The presentation of the research is as follows:

1. Cycle I Planning

Learning in the first cycle is two meetings. The first meeting before the action of the learning process using the discussion method is a test (pretest) to determine students' initial

ability to determine the basic score in the group division. At the end of the cycle, the meeting is given a test (post-test) to determine the level of learning success after learning actions are carried out using the problem-solving method. The cycle I implementation stages are planning, action implementation, observation, and reflection.

a. Planning

At this stage, the researcher plans to learn how to apply the problem-solving method. In each process and each cycle, it consists of 2 meetings. The things that are done in the planning are as follows:

1) Preparing Problem-Solving study materials such as syllabus.
2) Make a learning implementation plan (RPP). The learning implementation plan is made according to the Problem-solving method.
3) Prepare an evaluation tool based on making a question grid. The number of questions in this cycle is as many as five, which will be examined at the beginning of the meeting (Pretest) and the end of the cycle (Post-test) or after the second meeting.
4) Prepare Student Activity Sheets (LKS). LKS is made based on the material and learning objectives set. This LKS is carried out in groups.
5) Create a data collection tool. The data collection tool is in the form of observation sheets of student activities and learning outcomes.

b. Implementation of Actions

In the first cycle, 2 x meetings were held. Meeting I was held on Friday, July 26, 2021, for 2 hours of lessons (2 x 35 minutes). The learning activities are as follows.

1) Initial Activities

This activity began with the teacher saying greetings, then praying together, and continued with attending students. Then, ask and answer students about the learning material, namely the Surrounding Environment that the students know, and appoint one of the students to mention what they know. The teacher gave a pretest at the beginning of the meeting to measure how far the students' knowledge was.

2) Core Activities

These core activities consist of exploration, elaboration, and confirmation. In the exploration stage, the teacher explains to the students about the surrounding environment. Then, the teacher gave a question to one of the students to determine their level of understanding. Then, at this elaboration stage, the teacher began to apply the Problem-solving method, where the students were formed into groups, each group consisting of 4-5 students and a total of 24 students. After this elaboration, the next stage is confirmation, in which, in this case, the teacher and the students ask and answer questions about the material that has been taught. The teacher, together with the students, concludes the results of the discussion that has been carried out.

The teacher's confirmation stage provides feedback to the students. It strengthens the results of the discussions they have conducted, as well as provides opportunities for students to ask about the results of the discussions they have carried out and provides motivation to students who have not been and are less active in the discussion process (problem-solving method) to be able to be more active in discussing with their respective groups.

3) Closing Activities

The closing activity carried out by the teacher and the students is to straighten out the problems regarding the surrounding environment. Then, the teacher assesses the activities carried out, provides motivation or reinforcement to the students, and asks one of the students to lead the prayer and close the greeting.

The second meeting of the learning process was held on Monday, July 29, 2021, with a time allocation of 2 x 35 minutes, during which the learning process still uses the Problem-solving method. The learning activities are as follows:

1) Initial Activities

This activity began with the teacher saying greetings, then praying together, and continued with attending students. Then, ask and answer questions to students about the Surrounding Environment learning material that the students know and appoint one of the students to mention what he knows. The teacher gave a pretest at the beginning of the meeting to measure how far the students' knowledge was.

2) Core Activities

These core activities consist of exploration, elaboration, and confirmation. In the exploration stage, the teacher explains the surrounding environment to the students. Then, the teacher gives a question to one of the students to determine their level of understanding. Then, at this elaboration stage, the teacher began to apply the Problem-solving method, where the students were formed into certain groups. Each group consisted of 4-5 students, totaling 24 students.

The student will do the assignment that the teacher has given. The task the teacher gives is an LKS (Group Worksheet), which is done in groups according to their respective groups. In this case, the teacher continues to provide direction and guidance so that the discussion process can run smoothly. Then, after the students finish carrying out the group discussion, one of the representatives of each group will read the results to the class. After this elaboration, the next stage is confirmation, in which, in this case, the teacher and the students ask and answer questions about the material that has been taught. The teacher, together with the students, concludes the results of the discussion that has been carried out.

The teacher confirmation stage provides feedback to the students. It strengthens the results of the discussions they have conducted, as well as provides opportunities for students to ask about the results of the discussions they have carried out, and provides motivation to students who have not been and are not active in the discussion process to be able to be more active in discussing with their respective groups.

3) Closing Activities

The closing activity by the teacher and the students is to straighten out the problems regarding the Surrounding Environment. Then, the teacher assesses the activities carried out, provides motivation or reinforcement to the students, and asks one of the students to lead the prayer and close the greeting.

4) Observation

The observation results of the first cycle of learning activities were carried out by researchers and in collaboration with Indonesian subject teachers in grade IV of SD N 173456 Hutaginjang, Muara District. Observations are made by observing the learning activities and then recording the results in an observation sheet. Observation of student learning activities using the problem-solving method is carried out in collaboration with grade IV teachers using student activity observation sheets. Data on student learning activities after applying the Problem-Solving Method in cycle I can be seen in the attachment.

Table 2. Average Data on Learning Activities with the Problem-Solving Method Cycle I

No	Aspects observed	Meeting		Average Amount	Inf.
		I	II		
1	Pay attention to the teacher's explanation	37,5	50	43,75	B
2	Students follow the process of Problem-solving learning	79,16	79,16	79,16	B
3	Showing a serious attitude when following the course of the discussion group	83,33	83,33	83,33	SB
4	The enthusiasm of students in discussing between members of their group.	62,5	70,83	84,78	SB
	Final results of all activities	65,62	70,83	72,75	B

Score Percentage Description
Maximum Score 100
81 – 100 = Very Good (SB)
71 – 80 = Good (B)
61 – 70 = Enough (C)

50 – 60 = Less (K)

Based on the table above, it can be seen that the number of learning activities in cycle I has increased. The largest average was students' enthusiasm in discussing with their group members through the Problem-Solving method, which was 84.78%, and the smallest activity, namely paying attention to the teacher's explanation, was carried out with an average score of 43.75%. From the results of the four stages of student activities, it can be concluded that the learning process activities in cycle 1 went very well, with an average result of 72.75%.

5) Learning Outcomes of Cycle I

The assessment of student learning outcomes in cycle I can be seen in the average number of pretests and post-tests that teachers have given to grade IV students, with a total of 24 students. Student learning outcome data can be seen in the table below, and more information can be seen in the appendix.

Table 3. Student Learning Outcomes Pretest and Post-test Cycle I

		Cycle I					
No.	**Name**	**Pretest**	**Information**		**Posttest**	**Information**	
			T	**TT**		**T**	**TT**
1.	Alfito Silaban	50		√	80	√	
2.	Bonatua Simanullang	60		√	70	√	
3.	Pastorius Sinaga	50		√	60		√
4.	Cindi adelina Manalu	50		√	70	√	
5.	Citra Manalu	70	√		80	√	
6.	Darwin Manalu	40		√	70	√	
7.	Dani Silaban	60		√	70	√	
8.	Efran Silaban	40		√	55		√
9.	Felecia Manalu	60		√	75	√	
10.	Hanna upada	50		√	60		√
11.	Januarto simanullang	65		√	70	√	
12.	Jonathan simanullang	60		√	75	√	
13.	Josua simanullang	65		√	70	√	
14.	Kasih lbn gaol	70	√		75	√	
15.	Kanna Simanullang	60		√	85	√	
16.	Mishael simanullang	60		√	70	√	
17.	Masaal Simanullang	50		√	65		√
18.	Maruli Manalu	60		√	85	√	
19.	Nathan Silaban	45		√	70	√	
20.	Natalia Manalu	60		√	65		√
21.	Sonia situmorang	60		√	65		√
22.	Tasya simatupang	60		√	65		√
23.	Tegar Silaban	70	√		75	√	
24.	Uswatun Manalu	65		√	70	√	
Sum		1380	3	21	1698	17	7
Average		57			70		
Maximum Value		70			85		
Minimum Value		40			55		
Tuntas is presented			12,5 %	87,5 %		70%	29%

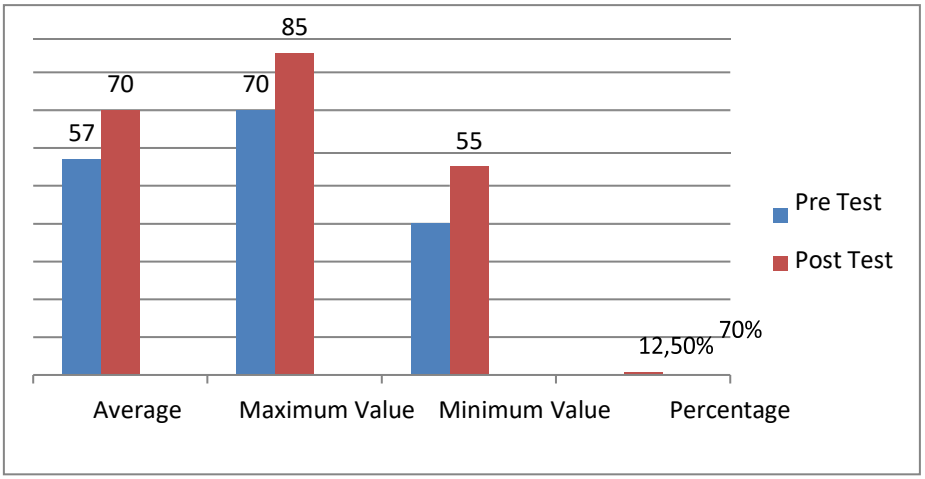

Figure 2. Student Learning Outcomes Cycle I

Based on Table 4.8 and Graph 1 above, it is known that the completeness of student learning in the implementation of the pretest was obtained with a total score of 1380 with an average of 57, the highest score of 70, and the lowest score of 40, with a completion rate of 12.50%. From the results of the initial measurements of students, it can be seen that the average student still does not know or master the subject matter taught by the teacher after students know the learning process for one cycle with two meetings, the post-test of students who completed it with a total of 1698, with an average of 70, highest score of 85, and lowest scores of 55, with a completion rate of 70%.

In this case, the student learning results showed increased student learning completeness after being given action using the problem-solving method. However, the student learning completeness obtained in the first cycle still has not reached the success indicators set in this study, namely the achievement of the Minimum Completeness Criteria (KKM) of Indonesian subjects with a ≥ score of 70, reaching 80%.

6) Reflection

From the results of learning observations in cycle I, the reflections obtained include:

a) Some students are less active in discussions with their groups.
b) Some students still do not give their opinions and do not want to cooperate in the discussion.
c) Some students still do not optimize the accuracy and efficiency of the available time for the tasks given by the teacher.
d) Some activities are carried out by students, such as chatting with friends.

Based on the reflection in cycle I, the actions that will be carried out in cycle II are:

a) Teachers should always relate the material to daily life when explaining learning materials.
b) Teachers require students to bring discussion equipment that is not yet in class.
c) The teacher provides guidance and reprimands specifically to couples who are still inactive in discussions.
d) Classroom mastery and time management must be better.

2. Cycle II Planning

a. Planning

The planning of class actions carried out in Cycle II is based on Cycle I, while the stages in Cycle II are still the same as in Cycle I.

b. Implementation of Actions

The implementation carried out in cycle II to improve the learning process in cycle I or carry out reflection from cycle I, namely teachers should always relate the material in daily life in explaining learning materials, teachers require students to bring package books or references that are by the material or teachers give handouts (teaching materials) with the number of possibilities for students not to bring books, teachers provide special guidance to couples who are still less active in discussing, class mastery and time management must be better and give rewards to students so that the students feel motivated when presenting their group results in front of the class.

Learning in cycle II was carried out 2 times: at the beginning of the meeting, a test (pretest) was held, and at the end of the meeting at the same time a test (post-test) was carried out to find out the learning results of students after using learning actions using the Problem-solving method. Meeting I in cycle II was held on Monday, August 5, 2021, for 2 hours of lessons (2 x 35 minutes). The method used is still the same as cycle I, namely the Problem-solving method. The learning implementation activities are as follows:

1) Initial Activities

This activity began with the teacher greeting and praying together and continued with students' attendance. Then, I will ask and answer questions to students about the learning materials of My Neighborhood that are known to the students, and I will appoint one of the students to mention what he knows. The teacher gave a pretest at the beginning of the meeting to measure how far the students' knowledge was.

2) Core Activities

These core activities consist of exploration, elaboration, and confirmation. In the exploration stage, the teacher explains to the students about the surrounding environment. Then, the teacher gave a question to one of the students to determine their level of understanding. Then, at this elaboration stage, the teacher began to apply the problem-solving method, where the students were formed into a certain group, with each group consisting of 4-5 students and a total of 24 students.

The student will do the assignment that the teacher has given. The task the teacher gives is an LKS (Group Worksheet), which is done in groups according to their respective groups. In this case, the teacher continues to provide direction and guidance so that the discussion process can run smoothly. Then, after the student finishes carrying out the group discussion, one of the representatives of each group will read it in front of the class.

After this elaboration is carried out, the next stage is confirmation, in which, in this case, the teacher, together with the students, asks and answers questions about the material that has been taught, the teacher together with the students concludes the results of the discussion that has been carried out. The teacher confirmation stage provides feedback to the students. It strengthens the results of the discussions they have conducted, as well as provides opportunities for students to ask about the results of the discussions they have carried out, and provides motivation to students who have not been and are not active in the discussion process to be able to be more active in discussing with their respective groups.

3) Closing Activities

The closing activity carried out by the teacher and the students is to straighten out the problems regarding the surrounding environment. The teacher assesses the activities that have been carried out, provides motivation or reinforcement to the students, and asks one of the students to lead the prayer and closing greeting.

The second meeting of the learning process was held on Tuesday, August 6, 2021, with an allocation of 2 x 35 minutes, during which the learning process still used the Problem-solving method. The learning activities are as follows:

1) Initial Activities

This activity began with the teacher saying greetings, then praying together, and continued with attending students. Then, ask and answer questions to students about the Surrounding Environment learning material that the students know and appoint one of the students to mention what he knows. The teacher gave a pretest at the beginning of the meeting to measure how far the students' knowledge was.

2) Core Activities

These core activities consist of exploration, elaboration, and confirmation. In the exploration stage, the teacher gives a little explanation to the students about the surrounding environment, then gives a question to one of the students to determine their level of understanding. Then, at this elaboration stage, the teacher began to apply the problem-solving method, where the students were formed into a certain group, with each group consisting of 4-5 students and a total of 24 students.

The student will do the assignment that the teacher has given. The task the teacher gives is an LKS (Group Worksheet), which is done in groups according to their respective groups. In

this case, the teacher continues to provide direction and guidance so that the discussion process can run smoothly. Then, after the student finishes carrying out the group discussion, one of the representatives of each group will read it in front of the class. After this elaboration, the next stage is confirmation, in which, in this case, the teacher and the students ask and answer questions about the material that has been taught. The teacher, together with students, concludes the results of the discussion that has been carried out.

The teacher confirmation stage provides feedback to the students. It strengthens the results of the discussions they have conducted, as well as provides opportunities for students to ask about the results of the discussions they have carried out, and provides motivation to students who have not been and are not active in the discussion process to be able to be more active in discussing with their respective groups.

3) Closing Activities

The closing activity carried out by the teacher and the students is to straighten out the problems regarding the surrounding environment. Then, the teacher assesses the activities that have been carried out, provides motivation or reinforcement to the students, and asks one of the students to lead the prayer and closing greeting.

c. Observation

The researcher carried out this observation activity in collaboration with the teacher of Indonesian subject in grade IV 173456 Hutaginjang, Mrs. Eti Simanullang. Observations are made by observing the learning activities and then recording the results in an observation sheet. In detail, the observation results of cycle 2 are as follows:

d. Results of Activities / Student Activities Cycle II

The learning process in cycle II uses the Problem-solving method, and student activities are observed using the author's prepared observation sheets. Activity data can be seen in the table below, and more details are in the appendix.

Table 4. Percentage of Learning Activities in Cycle II

No	Aspects observed	Meeting		Average Amount	Inf.
		I	II		
1	Pay attention to the teacher's explanation	79,16	91,66	85,41	SB
2	Students follow their path The learning process of the problem-solving method	91,66	91,66	91,66	SB
3	Showing a serious attitude when following the course of the group discussion.	95,83	100	97,91	SB
4	Enthusiasm in discussing between members of the group.	75	95,83	85,41	SB
5	Final results of all activities	85,41	94,78	90,09	SB

Score Percentage Description
Maximum Score 100
81 – 100 = Very Good (SB)
71 – 80 = Good (B)
61 – 70 = Enough (C)
50 – 60 = Less (K)

Based on the table above, it can be seen that learning activities in cycle II have increased. The largest average was showing a serious attitude when participating in the group discussion, 97.91%, and the smallest activity was paying attention to the teacher's explanation and enthusiastically discussing in the group, which had been carried out with an average score of

85.41%. From the results of the four stages of student activities, it can be concluded that the learning process activities in cycle II went very well, with an average result of 90.09%.

c. Student Learning Outcomes Cycle II

The assessment of student learning outcomes can be seen based on the learning outcomes of cycle II by looking at the average of the pretest and post-test the teacher gave to students in grade IV with a total of 24 students. The learning data of these students can be seen in the table below, and more information can be seen on the sheet.

Table 5. Student Learning OutcomesPre-Test and Post-test Cycle II

No.	Name	Cycle I					
		Pretest	Information		Posttest	Information	
			T	TT		T	TT
1.	Alfito Silaban	80	√		85	√	
2.	Bonatua Simanullang	70	√		95	√	
3.	Castorius Sinaga	85	√		95	√	
4.	Cindi adelina Manalu	65		√	70	√	
5.	Citra Manalu	85	√		95	√	
6.	Darwin Manalu	80	√		90	√	
7.	Dani Silaban	80	√		90	√	
8.	Efran Silaban	50		√	65		√
9.	Felecia Manalu	75	√		95	√	
10.	Hanna upada	60		√	95	√	
11.	Januarto simanullang	70	√		80	√	
12.	Jonathan simanullang	65		√	75	√	
13.	Josua simanullang	65		√	75	√	
14.	Kasih lbn gaol	85	√		95	√	
15.	Kanna Simanullang	75	√		85	√	
16.	Mishael simanullang	65		√	85	√	
17.	Masaal Simanullang	65		√	85	√	
18.	Maruli Manalu	60		√	100	√	
19.	Nathan Silaban	80	√		85	√	
20.	Natalia Manalu	80	√		100	√	
21.	Sonia situmorang	70	√		80	√	
22.	Tasya simatupang	80	√		100	√	
23.	Tegar Silaban	70	√		80	√	
24.	Uswatun Manalu	70	√		80	√	
Sum		1730	16	8	2080	23	1
Average		72			86		
Maximum Value		85			100		
Minimum Value		50			65		
Tuntas is presented			66 %	33%		95%	4,1%

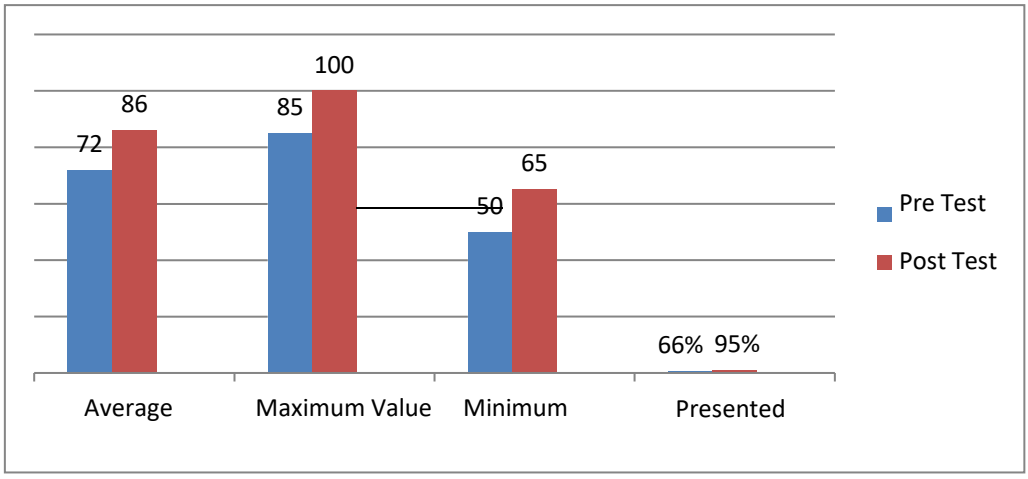

Figure 3. Learning Outcomes of Cycle II

Based on the table and graph above, it is known that the completeness of student learning in the implementation of the pretest was obtained with a total score of 1730 with an average of 72, the highest score of 85, and the lowest score of 50, with a completion rate of 66%. From the results of the initial student measurements, it can be seen that the average student still does not know or master the subject matter taught by the teacher. After students know the learning process for one cycle with two meetings, the post-test of students who completed the test was 2080, with an average of 86, the highest score of 100, and the lowest score of 65, with a completion rate of 95%. In this second cycle, student learning outcomes have reached the target, and the improvement of Indonesian language learning outcomes can meet the Minimum Completeness Criteria (KKM) Standard, a score of ≥ 70, reaching 80% at the end of the cycle. The results of the second cycle of research show that the use of the problem-solving method can improve student learning outcomes quite well compared to the first cycle, so it can be concluded as follows:

1) Students become more aware of the benefits and usefulness of reading texts about various forms of cooperation, such as those found in printed books.
2) Students can use the Problem-solving method to improve learning outcomes.
3) Students can become more active in learning activities.

Discussion

This study's results show that applying the Problem-Solving method in Indonesian learning in grade IV of SDN 173456 Hutaginjang significantly improves student learning outcomes. In the first cycle, the completeness of student learning reached 70%, with an average post-test score of 70. Despite the increase from the initial condition, this completeness has not reached the target of 80% by the set KKM. Therefore, improvements were made through cycle II, which showed a significant increase with a completion rate of 95% and an average post-test score increasing to 86. This result is in line with the research of Fathonah et al. (2016), which revealed that the problem-solving-based learning model can improve students' metacognitive abilities, which in turn positively impacts the achievement of their learning outcomes.

This finding is also strengthened by Ekayogi's (2023) research, which states that Problem-based Learning positively influences student learning outcomes and independence. In this study, the increase in student activities in problem-solving-based learning can be seen from active participation in group discussions and increased involvement in completing tasks. This result is also in line with the findings of Syafitri (2017), which shows that active interaction in the learning process contributes to increasing student responsibility and understanding. Furthermore, the results of Sari et al. (2018) prove that applying the Problem-Solving method in science subjects positively impacts learning outcomes, which is relevant to this research in the context of Indonesian language learning.

In addition, research by Prabandari & Gunawan (2022) and Risnawani & Tarigan

(2023) shows that combining problem-solving and Cooperative Learning can improve learning outcomes in various disciplines, including mathematics and physics. This is also true in this study, where collaboration in group discussions helps students understand the material more deeply. The research by Kaka et al. (2024), which integrates Quantum Learning with the Problem Solving method, also shows positive results in improving Indonesian learning outcomes. Thus, the results of this study strengthen the empirical evidence that the problem-solving method effectively improves learning outcomes and builds students' independence in understanding the subject matter.

Overall, this study confirms that the Problem-Solving method is an effective learning strategy for improving Indonesian learning outcomes. Applying this method not only helps students understand the material more deeply but also improves critical thinking skills and interaction in group discussions. Thus, this study's results support previous findings that show that problem-solving-based learning can be applied effectively in various subjects to improve academic outcomes and students' thinking skills.

CONCLUSION

Based on the results of the classroom action research that has been carried out, it can be concluded that applying the Problem-Solving method in Indonesian learning in grade IV of SDN 173456 Hutaginjang for the 2020/2021 Academic Year can improve student learning outcomes. This is evidenced by the increase in student learning completeness from 70% in cycle I to 95% in cycle II, demonstrating the effectiveness of this method in increasing student understanding and involvement in the learning process. Therefore, it is recommended that teachers apply the Problem-Solving method in learning so that students are more active in discussing, expressing opinions, and understanding the material more deeply. In addition, students are expected to participate more actively in each learning process to achieve learning goals optimally. The school is also expected to support and motivate teachers, especially Indonesian subject teachers, to continue to apply this method to improve the quality of learning and student learning outcomes.

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