THE EFFECT OF METHODS PROBLEM SOLVING INTEGRATED THEMATIC- BASEDAND LEARNING MOTIVATION ONLEARNING OUTCOMES SOCIAL STUDIES STUDENTS'IN SD DURING PANDEMIC

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ABSTRACT

In general, the breadth ofmaterial social studies in elementary schools has an impact on students being less motivated to learn. The learning method carried out by the teacher so far is still dominantly using the lecture method. This gives the effect of student understanding of the material and student learning outcomes are inadequate. The purpose of learning social studies (social studies) at the elementary level is that students are expected to be able to have honest, disciplined, responsible, polite, caring, and confident behavior in interacting with family, friends, teachers, and the community and love the homeland. One of the efforts that can be made to makelearning social studies interesting and able to motivate students during a pandemic is to apply anmethod problem solving integrated thematic-based. Through this learning, students are guided to solve a problem in a learning process that integrates several integrated thematic materials. Teachers and students conduct Learning From Home (BDR) assisted bytechnology Google Meet with a series of daily activity materials that can be directly applied by students in their environment. This research is a quantitative research with the type of experimental research and elementary school students as respondents. Preliminary research results show the influence ofmethod problem solvingan integrated thematic-based and student learning motivation simultaneously on student learning outcomes in learning. The learning characteristics developed include material packaged in daily life situations by influencing the practice of values and skills on students in interesting and measurable learning activities.

Keywords: *problem solving, integrated thematic, learning motivation, learning outcomes*

1. INTRODUCTION

Education is a person's effort to develop his potential in order to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. Education is a necessity for everyone. So important is an educated human being that the government obliges every child in Indonesia to attend school. With sufficient education, it is hoped that they will be able to live a better life. An educated society will certainly have an impact on the development of the country.

Humans as social beings really need other people in their lives. Since a person is born until he dies, it cannot be separated from the help of others. Every day we interact with other people. They need each other so that reciprocity occurs. One of the branches of science that studies *social studies* is social science (IPS). In the 2013 curriculum it is stated that the purpose of social studies learning in elementary schools is that students have social attitude competencies, namely "Show honest, disciplined, responsible, polite, caring, and confident behavior in interacting with family, friends, teachers, and neighbors and love the land. water". By understanding *social studies* well, it should be able to shape the character of a society that is honest, disciplined, polite, caring, confident and responsible.

The character that is formed in society is not the result of instant habituation. It takes a continuous and continuous process. This can be started when they are still in school. It is students who are currently studying in educational institutions who must get this habituation so that in the future they become a society that has full awareness and responsibility.

Student learning motivation is an important thing that should not go unnoticed by the teacher when teaching. The amount of motivation of a student will determine the quality of the behavior he displays in learning because it is this motivation that functions as a driver and giver of hope (Hamdani, 2011). A student who has a strong drive to learn will certainly have high hopes in order to understand what is being learned. Thus, of course, it will affect the mastery of the material being studied as well. Through good mastery of the material, of course, it will affect the learning outcomes. Seeing the importance of learning motivation, the learning delivered in class should be able to arouse student learning motivation well. Teachers must understand how important learning motivation is and be able to encourage students to have good learning motivation.

Lessons *social studies* that are delivered in a monotonous teaching style, such as using the lecture method alone or only with assignments. This is because the social studies material is considered very broad and plentiful, so teachers are worried that they will not be able to complete the material on time. In fact, with this method, student activity is very low. With low student activity, it will certainly affect their learning motivation. The lecture method can also cause student boredom while studying so that this will certainly affect the students' learning outcomes of *social studies* . The lack of variation in teacher learning methods in teaching is thought to be the main factor in the low motivation of students to learn so that student learning outcomes are not optimal. For this reason, variations in teaching are needed by applying methods that are in accordance with the characteristics of the *social studies* material. One of the methods that teachers can choose is to use *problem solving*. *Problem solving* according to Hamdani (2011) is a way of presenting lessons by encouraging students to find and solve a problem or problem in order to achieve teaching goals. Through *problem solving* students are trained to face various problems, both personal and group problems to be solved alone or together (Florean, 2016). The learning orientation is investigation and discovery which is basically problem solving. The main purpose of this study is to investigate and examine the basis of problem solving. Social studies subject matter is a study of real daily life, so it is felt that it will be very appropriate if the learning uses problem- solving-based learning.

2.   LITERATURE REVIEW AND THEORY

Learning *Problem solving* according to Hamdani, (2011) is a way of presenting lessons by encouraging students to find and solve a problem or problem in order to achieve teaching goals. In this learning activity students are trained to face various problems, both personal and group problems to be solved alone or together. Meanwhile, Djamarah & Zain (2013) revealed that the *problem solving* is not just a teaching method, but also a method of thinking, because *problem solving* can use other methods that start with looking for data to draw conclusions. Through this *problem solving*, it can also stimulate the development of students' thinking skills creatively and thoroughly, because in the learning process, students do a lot of mental work by highlighting problems from various aspects in order to find solutions.

Thematic learning is a form of integrated learning model that combines a concept in several materials, lessons or fields of study into a particular theme or topic of discussion so that there is an integration of knowledge, skills and values that enable students to actively discover scientific concepts and principles holistically, meaningfully and authentically. (Riadi, 2020). According to Tirtoni (2018) integrated learning is the linking of several subjects into one theme. In integrated learning, students can take advantage of the skills developed from studying the interrelationships between subjects. Integrated learning helps students to solve problems and think critically to be developed through skills in real situations or practice.

Motivation or interest in learning according to Hamdani (2011) is a desire to learn from an individual. Students will be able to learn more effectively if they have great learning motivation. This motivation will encourage him to study better and harder than before. Learning motivation can come from within students or be raised, improved, and maintained from external factors. Meanwhile, according to Rachman (2015) motivation is defined as a person's strength (energy) that can lead to a level of persistence and enthusiasm in carrying out an activity, both originating from within the individual itself (intrinsic motivation) and from outside the individual (extrinsic motivation).

In the context of psychological studies, Sondang and Makmun (2004) in Rachman (2015) suggest that to understand individual motivation, it can be seen from several indicators, namely (a) the duration of the activity; (b) frequency of activities; (c) persistence in activities; (d) perseverance, tenacity and ability to face obstacles and difficulties; (e) devotion and sacrifice to achieve goals; (f) the level of aspirations to be achieved with the activities carried out; (g) the level of achievement or product qualification (output) achieved from the activities carried out; (8) the direction of the attitude towards the target.

Through learning, it is hoped that a person's potential can develop to the fullest. The ability from not knowing to knowing, unable to be able. This is as expressed by Yamin (2014) that learning is a conscious human effort to escape as much as possible from ignorance about many things. Learning is engineered in such a way as to be able to become a process of understanding the situation and reality that is still biased in meaning. Yamin (2014) also revealed that learning is an effort to improve the quality of life and optimize the development of human quality that can bring hope for improvement in the future.

Through the learning process, a person is expected to produce more abilities than before learning. Sudjana (2011) suggests that learning outcomes are abilities that students have after they receive their learning experiences. Learning outcomes according to Bloom (1979) in Rusmono (2014) are behavioral changes that include three domains, namely the cognitive, affective, and psychomotor domains. The cognitive domain includes learning objectives related to recall of knowledge and the development of intellectual abilities and skills. The affective domain includes learning objectives that describe changes in attitudes, interests, values, and the development of appreciation and adjustment. The psychomotor domain includes behavioral changes that indicate that students have learned certain physical manipulative skills. From Bloom's thought, Anderson and Krathwohl (2001) in Rusmono (2014) divided the cognitive domain into two dimensions, namely the cognitive process dimension and the knowledge dimension. Dimensions of cognitive processes consist of six levels: (1) memory, (2) understanding, (3) application, (4) analysis, (5) evaluation, (6) creating. Meanwhile, the knowledge dimension consists of four levels, namely (1) factual knowledge, (2) conceptual knowledge, (3) procedural knowledge, and (4) meta-cognitive knowledge.

Learning outcomes are not simply obtained by students. There are several factors

that influence the acquisition of student learning outcomes in learning. These factors can come from within the students themselves (internal factors) or external factors (external factors). Internal factors include physical factors, health factors and psychological factors, while external factors come from parents, schools and society (Nurul, 2020).

The scope of *social studies* teaches students to be able to become the next generation of the future and be useful for the interests of themselves, society, and the nation. For this reason, the scope of *social studies* for elementary schools begins with an introduction to the environment and the closest community, starting at the district, provincial, national and international levels. Between one region to another has a connection. The international environment in elementary school is limited to the introduction of the ASEAN environment subjects *Social studies* aim to produce citizens who are religious, honest, democratic, creative, critical, love to read, have learning abilities, are curious, care about the social and physical environment, contribute to the development of social and cultural life, and communicate productively. The scope of *social studies* consists of knowledge, skills, values and attitudes developed from society and social science disciplines. Mastery of these four contents is carried out in an integrated learning process through a process of reviewing knowledge content (Ministry of Education and Culture, 2017).

Relevant research is used in this study as material to determine the study and determine the differences between this study and previous studies. These other studies include research conducted by Dewi (2021) entitled the implementation of *problem solving* to improve social studies learning outcomes and also research conducted by Hartmann et al. (2021) entitled *preparatory effects of problem solving versus studying examples prior to instruction*. Likewise, research conducted by Pramestika et al., (2020) entitled *creative problem solving* on creative thinking skills and thematic learning outcomes of elementary school students.

3.   METHODS

Type of research includes quantitative research with experimental research methods. The main characteristic in experimental research is the control of variables by giving treatment or *treatment* to the experimental group. The treatment given in this research is the application of *problem solving* and learning motivation. The group that uses the *problem solving* is called the experimental group and the group that uses the conventional method is called the control class. Each group will be divided into two categories based on the level of student motivation, namely groups of students with high learning motivation and groups of students with low learning motivation.

The research population is all students at SDN Kebayunan, Tapos District, Depok City. The sampling technique was carried out by random sampling on the sixth grade students at SDN Kebayunan which consisted of 32 students in class VIA and 32

students in class VIB. Group 1 consisted of 32 students of class VIA which were then divided into two categories, namely children with high learning motivation and children with low learning motivation. The grouping of children based on motivation depends on the results of the learning motivation questionnaire distributed to students before learning is carried out. After that the results of the questionnaire will be calculated as a whole and look for the median value. Students who have scores above the median are declared as children with high learning motivation while children who have scores below the media are declared as children with low learning motivation.

Group 2 consisted of 32 students in class VIB, who were then also divided into two categories, namely children with high learning motivation and children with low learning motivation. This grouping is the same as the grouping in the first group. Then group 1 received treatment by applying an *problem solving* while group 2 was taught using conventional learning strategies.

Data collection techniques in this study using tests, observations, interviews, questionnaires and documentation studies. Sources of data used are primary data and secondary data. Primary data sources were obtained from the results of interviews and observations made during learning with *problem solving* thematic-based *social studies* in class VI SDN Kebayunan, Tapos District, Depok City. Meanwhile, secondary data was obtained from a documentation study in the form of a profile of SDN Kebayunan, *problem solving* , a list of grade VI students' learning outcomes in *social studies*.

The study was conducted during a pandemic with students studying from home. Learning is carried out using Google Meet media and also Google Forms to collect student learning outcomes.

4. RESULTS

Purpose of this study was to determine the effect of the application of *problem solving* based on integrated thematic and student motivation in influencing students' *social studies* . From the student pretest data, it was found that the average pretest score of the experimental class students was 55 for students with high learning motivation and 43 for students with low learning motivation. This shows that the average student still has a low ability in the social studies material. In this initial test, basically students do only what they know. The modernization material presented is material that is familiar to students. It's just that because they haven't learned it, of course they only guess when working on the questions according to their own understanding. After being given treatment in the form of learning using *problem solving* , posttest was then carried out with an average result of 74 for students with high learning motivation and 65 for students with low learning motivation. This shows that there has been a significant increase in *social studies* .

The control class was also given the same test, both pretest and posttest. The mean results of the pretest for the control class were 54 for students with high learning motivation and 50 for students with low learning motivation. In the implementation of control class learning using conventional methods, namely by means of students reading the material independently and then doing practice questions. After learning, the post-test was carried out with an average result of 73 for students with high learning motivation and 54 for students with low learning motivation.

When compared to the average pretest and posttest scores of the two classes, it can be seen that the learning outcomes of the experimental class are greater than those of the control class. This can happen because the experimental class uses an *problem solving* integrated thematic-based Learning is carried out during the pandemic and students study from home, therefore learning is carried out online using the Google Meet application. Even though learning is online, students can still learn actively in class discussions. Learning begins with an overview of the problems that exist around students. The real effects of modernization around students are shown to be material for reflection and the main problem that must be answered by students at the end of the lesson. Students are asked to pay attention to the description of the problem and are then asked to express their opinion. With this direct interaction between teachers, students and learning resources, the level of student understanding is getting better. Through direct viewing and conveying thoughts directly, students have unintentionally been fully involved in learning. Student involvement in learning is a very good thing.

This has also been proven in the research of Chacon & Janssen (2020) which states that *problem solving* can train reasoning skills and hone students' critical thinking skills. Likewise, Rokhman & Ni'matullah (2020) in their research show that the problem-based learning model is a learning approach that presents problems as the initial basis for building students' critical thinking skills by skillfully solving problems in order to gain meaningful knowledge. Another study was conducted by Sari & Zaiyasni (2020) who applied *a problem solving model* in an integrated thematic learning process in grade V elementary school.learning model *problem solving* can improve the integrated thematic learning process on theme 2 in class V.

Thus, the *problem solving* is more effective in improving students *social studies* than conventional methods. This can also be seen from the value of N-Gain in both classes. The N-Gain value in the experimental class is 0.41 in the medium category and the N-Gain value in the control class is 0.23 in the low category. The N-Gain value in the experimental class is greater than the N-Gain value in the control class.

In addition to the applied learning methods, another thing that affects student learning outcomes is the student's own learning motivation. The higher the student's learning motivation, the better the learning outcomes will be. This is indicated by an increase in higher learning outcomes in students who have high learning motivation, namely an increase of 19 points (from an average of 55-74) for experimental class students and an increase of 19 points (from an average of 54-73). for control class students. Meanwhile, for students with low learning motivation, the increase in

learning outcomes was 22 points (from an average of 43-65) for the experimental class students and an increase of 5 points (from an average of 50-54) for the control class. Thus, it shows that the influence of students' learning motivation is very significant on students' social studies learning outcomes in both the experimental class and the control class. Students with high learning motivation had a significant improvement in both classes. Meanwhile, students with low learning motivation in the experimental class showed a significant increase in the average score as well. This shows that the selection of appropriate learning methods will be able to improve learning outcomes even better. In control class students with low learning motivation, the increase in value is not too large. This is certainly influenced by learning that is less interesting so that they are not able to be motivated to learn better.

In line with this, Wijnia & Baars (2021) in their research explained that student motivation can help explain the differences between students who study using *problem solving* and self-assessment skills by watching video modeling examples. This study found that students with good or moderately positive quality profiles learned more from video modeling in terms of problem solving accuracy and student self-assessment than students with poor or moderately negative quality profiles. Likewise, Hartmann et al. (2021) that there are differences in learning outcomes between students who are actively involved in learning from the beginning (have good learning motivation) and students who are not active from the start (have low learning motivation).

From the explanation above, it shows that students' learning motivation and the application of appropriate learning methods will significantly affect student learning outcomes. In this case, the application of *problem solving* as well as the student's motivation to learn is very influential on students' *social studies* . As stated by Sulistiyowatie (2016) that there is a significant influence on student learning achievement by applying *problem solving* and cooperative learning methods both separately and together. Likewise Dewi (2021) who explained that by applying *problem solving* in *social studies* , teachers are able to present innovative learning so that they can increase students' mastery up to 80%.

5. CONCLUSION

Conclusion that can be drawn from the results of the analysis and discussion is an *problem solving* integrated thematic-based *social studies* . This is indicated by the average score of students who apply the *problem solving* is higher than the average score of students who apply conventional methods. Student learning motivation is effective in improving student *social studies* . This is indicated by the average score of students with high learning motivation is higher than the average value of students with low learning motivation learning methods *problem solving* and learning motivation simultaneously are effective in improving student learning outcomes. This is indicated by the average score of students using *problem solving* and having high learning motivation, which is higher than the average score of students using *problem solving* and having low learning motivation.

6. SUGGESTIONS

From the research results that have been obtained, it is recommended for educators to be able to choose the right learning method and in accordance with the learning objectives to be achieved. With a variety of learning methods it will improve the ability of teachers in teaching. Teachers can apply *problem solving* in social studies learning that has broad subject matter and is directly related to students' daily lives. Through this learning method students are trained critically to solve problems that are directly related to life. The impact of this learning will be directly felt by students. By applying an *problem solving* , teachers can improve teaching skills so as to improve student learning outcomes. For policy makers or schools or education offices, it is necessary to encourage teachers to be able to apply various learning methods in schools. Every teacher must be able to continue to develop his teaching competence in order to improve the quality of education in general. For further researchers, they can conduct similar research by examining other variables for improvement from the methodological aspect so that the results are more accurate.

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