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Application of the Problem Based Learning Model to Improve Learning Outcomes in the Religious Moral Development Method ology Subject for Early Childhood Pg Paud Study Program

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A B S T R A C T

The aim of the research is to describe the implementation of the problem-based learning model to improve student learning outcomes in the subject of religious development methodology , children's morals. The method used is Classroom Action Research (CAR) and 2 cycles, there are 4 steps: Planning, action implementation, observatio n and reflection, and the subjects of this study were PGPAUD Study Program students. Furthermore, the technique used in collecting data uses observation sheets, tests and documentation. The technique in analyzing the data uses the average value formula, presentation of learning completeness and data observation. Learning using problem-based learning can improve the learning outcomes of PG PAUD study program students in the Development course of moral and religious values for early childhood.The results showed that before the implementation of the based learning model, the minimum mastery standard criteria (KKM) were still low. After implementing the problem based learning model, there was an increase in learning outcomes, indicating an increase in learning completeness in each cycle.

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INTRODUCTION

Development of children's education in accordance with Ministerial Decree 137 of 2014 is the development of cognitive, physical, motor, social, emotional, religious, moral, language, and art. Religious and moral development is the focus of this research. In the learning process carrying out tasks using learning theory and learning theory is used as a reference for selecting and determining, as well as developing learning methods according to the characteristics of students. Basically in this learning normative efforts in helping a person and team to make a view of life towards the inculcation of religious values, morals (to carry out and utilize life and life in line with the guidance of religious teachings, namely instilling in religion and morals) religious and moral treatment, can be manifested in skills in everyday life (Muhaimin, 2009: 262).

If the ongoing learning process activities in general students consider this course to be less important to consider it very easy so that every face-to-face material given to students still does not understand the metrics. Therefore the teachers explain the material in detail or coherently using the lecture method and other methods. Success in learning can also be influenced by using appropriate learning methods, teachers adjust material, learning methods. And if the method used by students is inappropriate or irrelevant, the class situation will be less conducive or not as expected. Utilization of the learning method in the PGPAUD Study Program FKIP Tadulako University still applies traditional methods, namely monotonous lectures, in learning the teaching staff is more active and students are passive and as listeners. Furthermore, there needs to be steps in learner-centered learning, and these steps can provide the competence, knowledge, and skills needed later, so that these steps are centered on the teaching staff, considered traditional and very urgent to be improved because learning the learner is still passive, still has difficulty in critical thinking, lacks interpersonal skills and is proficient in adaptation. Learning methods can also affect the success or failure of teaching staff according to their interests and attract students' attention. There are several factors that affect the evaluation of student learning, namely factors from themselves and environmental factors of students through approaches and using methods in the learning process (Hisbullah & Firman, 2019). Furthermore, the research analysis lacks learning outcomes, due to the dominance of using ancient or old learning. Currently, the classroom atmosphere tends to be teacher-centered so that students become passive. Although teaching staff prefer to use old methods that do not use instructional media, they are lacking in explanation of teaching materials and other references. So that students are not given learning strategies so they can understand learning techniques, in critical thinking and self-motivation, so that these aspects become the key to success in learning in the classroom (Hikam & Karima, 2020).

Piaget argues that cognitive development in general has three stages, namely, the pre-operational stage (2-7 years), that students are less able to think logically and abstractly. Second, the operational stage (7-11 years). Students begin to apply classification and operational logic. Third, the formal operational stage (after the age of 11) Suyadi in (Nurhayati & Agusniatih, 2020). In the third stage, children begin to develop mental and abstract and conceptual thinking. That children can distinguish right from wrong and make their own provisions, so that their religious development is easy to understand.

Previous research (Satwika et al., 2018) Application of the Problem Based Learning Model Increases Students' Critical Thinking Ability, shows learning activities using the Problem Based Learning model can increase the intelligence of thinking of students in Social Psychology courses at Surabaya State University. Shows the average percentage results in critical thinking in the observation of cycle I and cycle II showing an increase in the impact of achieving indicators of success. Prior to the study, 66.66% of students were in the "Critical Sufficient" category and 33.30% were in the "Not Critical" category. After carrying out the actions of cycle I and cycle II it showed that students were in the "Very Critical" category before there was no increase of 29% in the "Critical" category before there was no increase of 58% of students.

Religious development, morals are very important to instill, there are two things related. According to Zakiah Daradjat in (Wartini, 2016) argues that religion is what regulates humans and their God, humans and humans, humans and their surrounding environment, humans and themselves can guarantee harmony, balance and harmony in human life, both private and social. Furthermore, the meaning of religion in Sanskrit, religion comes from the word "a" which means not and "gama" which is chaotic.

Moral development according to Kohlberg in Monks et al (2002), 1) pre-conventional, 2) conventional, 3) conventional end. Meanwhile, Piaget argues that the moral stages are 1) the accommodating stage, 2) the assimilation stage, 3) the equilibration stage. Suyadi stated that the formation of children's religious values, namely writing on copper-coated paper using gold ink, so that children can receive a sense of religion according to their level of development. Kohlberg in Piaget's approach examines the development of children's morality. Kohlerberg in his research on the development of morality which makes perfect on Piaget's initial formulation. Kohlerberg's research shows that there are 3 stages of moral development, of which at each level there are two levels of overall moral development, namely there are six levels. Namely the stages of moral development according to Kohlerberg are level I, focusing on obeying the law and focusing on the satisfaction of needs. 5-6 years entering the stage of pre-conventional morality (MuhibinSyah, 2007:40)

Based on the explanation above that learning activities are still low and it is very important to improve, there should be a solution in dealing with them. In implementing the learning model.

METHODOLOGY

The method used is classroom action research (CAR) so that there is an increase in student learning evaluations and can apply the learning model. Sanjaya (2011) suggests that action research is an intervention, behavior in goodness associated with a real increase in performance. Furthermore, etymologically there are 3 terms of class action research (CAR), namely "Research, action, and class as follows: 1) can examine the meaning of research is a problem-solving process carried out systematically, empirically and controlled. Second, it is understood that the treatment was carried out by the research team, namely the teaching staff. Actions can improve the performance of teaching staff. Third, the classroom situation shows ongoing learning. Classroom Action Research is carried out in classrooms without setting special research interests, but Classroom Action Research takes place under no engineered situations and conditions.

This research is in collaboration with the teaching staff of the PGPAUD Study Program FKIP Tadulako University which is planned to have a successful cycle, namely cycle I and cycle II and even cycle III if the target has not been achieved. Implementation of this class action includes planning, action, observation and reflection. Cycle I in this study carried out actions using audio-visual media where this was the child who would be grouped directly to find out good and bad deeds. Based on the actions in cycle I, improvements were made to these actions. The improvement is that the teacher also instructs how to carry out learning procedures that will be carried out by children in cycle I which will also be used in cycle II. Likewise until cycle III if there is no increase. Observation sheet analysis to determine the increase in the development of children's religious values. Observation results were analyzed using percentage analysis. Percentage analysis using the formula (Sugiono, 2016), namely:

Information:

$$Pi = \frac{f}{n} x100\% n$$

Pi=Hasil pengamatan

f= Jumlah skor yang dicapai anak n=Jumlah skor total

One of the psychologists who use this method is Piaget. He examines religious development in children with a moral-cognitive approach. Piaget introduced two moral stages, namely the stage of moral realism and the stage of moral independence. Piaget is responsible for these two moral stages through good and bad stories or stories. Then the child is asked to say true or false for the story he is given. These two moral stages are the basis of the cognitive stage.

d. Factors Influencing Religious and Moral Values of Early Childhood Yudrik Jahja (2011: 51) describes several parental attitudes that need to be considered in relation to moral development in early childhood, including: a) Consistency in educating children, namely: Attitudes and treatment that are the same between fathers and mothers in prohibiting or allowing certain behaviors to children. b) The attitude of parents in the family, the attitude of parents both towards children and the attitude of fathers towards mothers or vice versa indirectly affects the moral development of children through the process of imitation (imitation). c) The appreciation and practice of the religion adhered to by parents is an example for children so it is very important to provide guidance or examples of religious values to children so that children experience good moral development. So it can be concluded that the attitudes and behavior of parents greatly influence the moral and religious development of early childhood. Likewise with the behavior shown by the teacher as an educator, because the teacher is the second parent for children while at school. The teacher's attitude and behavior must be exemplary and imitated by their students so that the inculcation of religious and moral values in children goes well.

a. Characteristics of the Development of Religious and Moral Values in Children Aged 5-6 Years Syamsu Yusu fLN (2010: 176-177) states that children already have a basic

about the attitude of morality towards social groups (parents, siblings and peers). Through the experience of interacting with other people, children learn to understand good and bad activities or behavior. Based on this understanding, children must be accustomed to behavior such as washing their hands before eating, brushing their teeth before going to bed, and reading prayers before eating. Parents and teachers in introducing the concept of good-bad, right-wrong or instilling discipline should provide an explanation of the reasons. By giving reasons, it is hoped that children will develop self-control or self-discipline (the ability to control themselves or self-discipline based on their own awareness) in children. Further details will be described regarding the moral development of children aged 5-6 years.

Erik Erikson suggested three periods of psychosocial development in early childhood. One of the periods in psychosocial development is initiative vs guilt (3-6 years). In this period, the child will develop initiative skills. If the child experiences failure in this period, guilt will grow resulting in a lack of spontaneity, envy, suspicion, avoidance, and obstacles in obtaining social roles.

a. The Process of Developing Religious and Moral Values in Children

According to Piaget, it requires the following stages of assessment: 1) Accommodating stage, where children have the opportunity to learn and internalize values or morals, 2) Assimilation stage or internalizing these values with other value systems that already exist in them, 3) Equilibration stage or establishing a balance or standardizing it as a new value system that is standard, Suyadi stated that instilling religious values in children is writing on copper-coated sheets of paper with gold ink, so that children can receive a sense

of religion according to their stage of development. Some things that must be understood in the development of moral and religious values in children are as follows: 1) The meaning of religion for children, namely: A sense of religion is different from knowledge about religion in both adults and children. Religious knowledge is a confirmation of religion that comes from the scriptures, while a sense of religion is the fruit of knowledge of that religion. 2) The origins of the emergence of a sense of religion in early childhood are: The emergence of religion in children begins with knowing God through words. Indeed, at first the child is indifferent to the word God. However, along with the development of the brain, then supported by the function of the eyes which are starting to be able to see expressions of obedience to God by adults, the child begins to be restless and doubtful. This anxiety is because children do not yet have empirical experience of God, but they often witness expressions of obedience by adults to God. 3) The stages of religious moral development in early childhood are: Religious moral values in children develop according to their stage of development. So it is very unlikely that a child can directly achieve moral development

RESULTS AND DISCUSSION

Based on the researcher's observation of information data as follows:

a) In learning using methods implemented by lecturers namely applying lectures, feedback and assignments, students are not enthusiastic and do not focus on learning activities, b) Students generally have a lot of activities both on campus and outside campus which have nothing to do with courses and lack enthusiasm in following material taught by lecturers, c) Students lack confidence in asking and expressing opinions with teaching materials, d) Students have not been able to repeat teaching materials.

Tabel 1. Information KKM,Mark

No	Student name	KKM	Mark	information	
				complete	Not Complete
1	R1	70	50		√
2	R2	70	75	√	
3	R3	70	45		√

4	R4	70	80	√	
5	R5	70	70	√	
6	R6	70	75	√	
7	R7	70	55		√
8	R8	70	40		√
9	R9	70	55		√
10	R10	70	60		√
11	R11	70	45		√
12	R12	70	40		√
13	R13	70	70	√	
14	R14	70	65		√
15	R15	70	60		√
16	R16	70	50		√
17	R17	70	45		√
18	R18	70	75	√	
19	R19	70	45		√
20	R20	70	60		√
21	R21	70	70	√	
22	R22	70	55		√
23	R23	70	60		√
24	R24	70	40		√
25	R25	70	75	√	
26	R26	70	80	√	
27	R27	70	65		√
28	R28	70	40		√
29	R29	70	45		√
30	R30	70	75	√	

31	R31	70	50		√
32	R32	70	65		√
33	R33	70	45		√
34	R34	70	70	√	
35	R35	70	65		√
36	R36	70	40		√
37	R37	70	55		√
38	R38	70	75	√	
39	R39	70	60		√
40	R40	70	50		√
	Amount		2340		
	Average		58,5		

Nilai Rata-Rata

$$\boldsymbol{Rata - rata} = (\sum \boldsymbol{x})/\boldsymbol{N}$$

$$\boldsymbol{X} = 2340/40$$

= 58,5

Ketuntasan Belajar

$$\boldsymbol{KB} = \boldsymbol{F}/\boldsymbol{N}\ \boldsymbol{x}\mathbf{100\%}$$

$$KB = 12/40\ x100\%$$

Nilai Tertinggi = 80

Nilai Terrendah = 40

In accordance with the data above, it is explained that the level of student understanding in learning is not yet as expected because 30% of students get scores above the average.

Tabel 2. Siklus 1

No	Mahasiswa	KKM	Nilai	Keterangan	
				Tuntas	TidakTuntas
1	R1	70	60		√
2	R2	70	80	√	
3	R3	70	55		√
4	R4	70	90	√	
5	R5	70	65		√
6	R6	70	85	√	
7	R7	70	85	√	
8	R8	70	65		√
9	R9	70	70	√	
10	R10	70	75	√	
11	R11	70	55		√
12	R12	70	50		√
13	R13	70	85	√	
14	R14	70	70	√	
15	R15	70	75	√	
16	R16	70	75	√	
17	R17	70	55		√
18	R18	70	80	√	
19	R19	70	60		√
20	R20	70	70	√	
21	R21	70	75	√	
22	R22	70	60		√
23	R23	70	75	√	
24	R24	70	55		√

25	R25	70	80	√	
26	R26	70	90	√	
27	R27	70	75	√	
28	R28	70	50		√
29	R29	70	60		√
30	R30	70	80	√	
31	R31	70	60		√
32	R32	70	70	√	
33	R33	70	50		√
34	R34	70	80	√	
35	R35	70	75	√	
36	R36	70	55		√
37	R37	70	60		√
38	R38	70	80	√	
39	R39	70	75	√	
40	R40	70	60		√
	Jumlah		2780		
	Rata-rata		69,5		

Nilai Rata-Rata

$$\boldsymbol{Rata - rata} = (\sum \boldsymbol{x})/\boldsymbol{N}$$

$$\boldsymbol{X} = 2780/40$$

= 69,5

Ketuntasan Belajar

$$\boldsymbol{KB} = \boldsymbol{F}/\boldsymbol{N}\ \boldsymbol{x}\mathbf{100\%}$$

$$KB = 23/40\ x100\%$$

= 57,5%
Nilai Tertinggi = 80
Nilai Terrendah = 40

The explanation above is that the level of understanding of students in learning is relatively low, namely 57.5% of students above the score or average. Researchers in implementing learning there is progress in student learning outcomes.

Tabel 3. Rated Aspect

No	Rated Aspect	Observed Aspects	Mark	Category
1	Accept	1. Students are happy to participate in the learning process to develop religious and moral values for early childhood.	3	Good
		Students are able to describe the problem	2	Enough
2	Respond	Students in discussions try to answer questions	2	Enough
		Students actively answer, respond to ipinions in discussions	2	Enough
3	Evalution	Students can avaluate research that is not good/bad and good	2	Enough
		Students can evaluate good judgment and commendable behavior	1	Not Enough
4	Organize	Students provide examples of commendable behavior	2	Enough
		Students develop ways to avoid bad behavior	2	Enough
5	Personalize Students	Students do not discriminate between their group mates	3	Enough
		Students can respect the opinions of others	2	Enough
Gain Score		Twenty one		

Max Score	Thirtyn

Information :

3:Good
2:Enough
1:Not Enough
Rerata =$SkorPerolehanx100$
$Skor\ Maksimal$
=$21x10$~~0~~ =30
=70 (Enough)

Learning in cycle I applying learning using the PBL model is not as expected. It can be seen that there are still students who tell stories, are busy with their own activities, and lack focus in debriefing with their friends, and students lack confidence when presenting the results of their discussions. Students are focused and enthusiastic in reading and understanding and preparing questions and answers from the teaching materials provided.

In implementing learning through the PBL model, from the indicators that are evaluated so that there is an increase in student participants compared to when observations were made and problem-based learning was implemented. Given the conclusion that the implementation of learning using the problem based learning model in the first cycle is sufficient. Evaluation of observations of teaching staff activities:

Tabel 4. Evaluation of Observation of Teaching Staff Activities in the First Cycle

No	Rated aspect	Mark	Category
1	Teaching staff conduct learning by using social interaction of students	2	Enough
2	Apply teaching materials through presentations and relate material to life	2	Enough
3	The lecturer asks questions that encourage students to think critically	2	Enough
4	The lecturer shows the students in explaining the ideas or opinioons	1	Not enough

5	The lecturer asks questions to students	3	Good
6	Lecture asked about assignment given by students (students discussion results)	3	Good
7	The lecturer responds to students answer	1	Not enough
8	Lecturers form study groups of students	2	Enough
9	Lecturers motivate students to work in teams with groups in solving problems	2	Enough
10	The lecturers reminds students to connect the main teaching materials being studied	2	Enough
11	The lecturers encourages students to provide conclusions on the results of the discussion	2	Enough
12	The lecturers carries out closing activities of teaching material	3	Good
Gain score		25	
Max score		36	

information:
3: Verry high
2: Tall
1: Not enough

Average $= \frac{SkorPerolehan}{SkorMaksimal} x100$

$= {}^{25/40}x100$

=69,4 (Enough)

The implementation of learning through problem based learning has increased, but it is not optimal. Because it is still not implemented learning through problem based learning. Based on the activities of the teaching staff indicators, it can be seen from the table above that the lecturers are still not carrying out good learning activities, so that the indicators are sufficient, it is necessary to make improvements in making the activities of the teaching staff effective in the next cycle, so that the indicators of activity in the problem-based learning model increase.

Tabel 5. Cycle II learning outcomes

No	Student name	KKM	Skor	Information	
				Complete	Not finished
1	R1	70	75	√	
2	R2	70	95	√	
3	R3	70	65		√
4	R4	70	100	√	
5	R5	70	95	√	
6	R6	70	95	√	
7	R7	70	90	√	
8	R8	70	70	√	
9	R9	70	85	√	
10	R10	70	85	√	
11	R11	70	70	√	
12	R12	70	65		√
13	R13	70	100	√	
14	R14	70	85	√	
15	R15	70	90	√	
16	R16	70	85	√	
17	R17	70	80	√	
18	R18	70	90	√	
19	R19	70	100	√	
20	R20	70	85	√	
21	R21	70	90	√	
22	R22	70	70	√	

23	R23	70	85	√	
24	R24	70	70	√	
25	R25	70	90	√	
26	R26	70	100	√	
27	R27	70	85	√	
28	R28	70	65		√
29	R29	70	75	√	
30	R30	70	95	√	
31	R31	70	75	√	
32	R32	70	85	√	
33	R33	70	65		√
34	R34	70	95	√	
35	R35	70	80	√	
36	R36	70	65		√
37	R37	70	75	√	
38	R38	70	100	√	
39	R39	70	85	√	
40	R40	70	70	√	
	Amount		3325		
	Average		83,125		

Average value

$$\boldsymbol{Average} = (\sum x)/N$$

$$\boldsymbol{X} = 3325/40$$

= 83,12

Mastery learning

$$\boldsymbol{KB} = \boldsymbol{F}/\boldsymbol{N}\ \boldsymbol{x}\boldsymbol{100\%}$$

$KB = 35/40\ x100\%$

= 87,5%
The high score = 100
Lowest value = 65

Based on this table, it can be seen from the level of student understanding of the learning process that it can be carried out, with an average percentage of learning outcomes of 83.12 students obtaining an average value. Furthermore, researchers use learning through problem based learning learning models in order to get an increase in student learning.

Tabel 5. Results of Observation of Student Activity Cycle 1I

No	Rated aspect	Observed aspects	Skor	Category
1	Accept	-Students look happy Following the learning process of the Religious and Moral Value Development Course for Early Childhood	3	Good
		Students are able to identify the problems discussed.	3	Good
2	Respons	-Students try to answer questions during discussion	3	Good
		-Students actively answer all questions	3	Good
3	Evaluation	-Students are less consistent in giving assessments that are not in accordance with good behavior. And vice versa	2	Enough
		-Students are consistent in giving commendable assessments in commendable behavior	3	Good
4	Organize	Students display exemplary examples or	2	Enough

		good/commendable behavior		
		Students avoid bad behavior.	2	Enough
5	Personalize students	1. Students do not choose friends in groups.	3	Enough
		2. Students appreciate differences of opinion	3	Good
Gain Score		27		
Max Score		30		

3:Good
2:Enough
1:Not Enough

Average =Gain Score $x100$
Max Score

$= 27/30\ x100$

=90 (Good)

Every cycle II in learning through the problem-based learning model is as expected. Shows that students did not find stories with their friends, did not find students busy with their activities, found that in general they had paid attention to discussions with other friends. The students were very happy and enthusiastic about the instructions from the teaching staff to repeat the teaching material to understand and were very enthusiastic in preparing questions and answers

In accordance with the explanation above, the learning process through the problem-based learning model can be increased by being active in learning, from the indicators that occur in students there is an increase compared to the observation before implementing learning through the problem-based learning model. The formulation that the implementation of learning through problem based learning learning models can increase with the activeness of students in cycle II is classified as good and increasing. The following is the result of observing the activities of the teaching staff in providing learning:

Tabel 6. Results of Observation of Cycle II Teaching Staff Activities

No	Rated aspect	Skor	categori
1	Lecturers carry out learning with social interaction of students	2	Enough
2	Lecturers make brief presentations of teaching materials by relating them to life.	3	Good
3	The lecturer gives questions and motivates Students think critically Lecturers instruct students in conveying ideas, ideas, from the material provided	3	Good
4	The lecturer gives questions and motivates Students think critically Lecturers instruct students in conveying ideas, ideas, from the material provided	3	Good
5	Lecturers ask questions to students	3	Good
6	The lecturer asks the results of student assignment (student discussion result)	3	Good
7	The lecturer responds to each student aswer	2	Enough
8	The lecturer groups student with his team	3	Good
9	Lecturers motivate student to work in teams with teamates in solving problems.	3	Good
10	Lecturers remind students to connect material that has been studied with problems	3	Good
11	The lecturer invites students to conclude the result of their discussion	3	Good
12	The teacher closses the lesson	3	Good
Gain Score		34	
Max Score		36	

Information

3: Good
2: Enough
1: Not Enough
Average=Gain Score $x100$
Max Score

$= 34/36\ x100$

=94,4 (Baik)

According to the explanation above, the indicators for the activities of the teaching staff to implement learning through the problem-based learning model have improved very well and achieved the expected or maximum value. Show teaching staff in learning activities according to indicators in implementing learning according to the problem based learning model. Teaching staff in their learning activities well, according to the criteria of satisfying the results of observations of teaching staff and students from cycles I and II there was an increase

DISCUSSION

a. Cycle I

The implementation of the learning process in cycle I using the problem-based learning model is still not optimal, this is shown by the lack of student participation to listen and look for questions because there are still many students who are busy and engrossed in chatting with other friends, there are some students who have not been able to answer questions that given by his friend because of the lack of reading the material that has been provided so that there is a lack of understanding of the material being studied and there are still some students who are hesitant in conveying and answering questions because they still lack confidence and are afraid of being wrong. Learning through the problem-based learning model is expected that students are active in solving problems, in accordance with real life that must be understood and get used to training in improving skills in critical thinking in accordance with the problems that must be resolved. Furthermore, acquire knowledge that is very important. The teaching staff focuses on helping students according to their own skill targets, in learning models, it is easier to understand the teaching materials provided by the teaching staff and the better.

Furthermore, the weaknesses in learning activities in cycle I, which resulted in a weak level of mastery of students, showed results in learning cycle I obtained 57.5%, namely 23 students got the complete one out of 40 students, however, student achievement has increased in cycle I there is a comparison in repair/precycle.

Figure 1. Activities and Participate

b. Cycle II

Cycle II students are very active in learning activities and can participate in learning by using a good learning model both all questions and answers and additional information in question and answer. Furthermore, providing supervision and assistance in discussion activities.

In the learning process of active students there is an increase through the learning model. Students can understand and understand what is explained by the teaching staff, and can be given supervision of discussion activities with their respective group teams. After the assessment test was carried out at the end of the second cycle of learning activities, it showed an increase in learning. It can be seen from the value obtained that it is better if it differentiates the first cycle of students who complete 17 who get a complete 57.5%. As well as the second cycle of students totaling 35 students who complete, those who complete in learning can increase to 87.5% and by implementing learning through the problem based learning model there is an optimal increase in student learning outcomes. Furthermore, the difference between the two cycles

Tabel 7. Differences in Learning Products for Pre-Cycle, Cycle I and Cycle II Students

No	Aspect	Number of student		
		Pracycle	Cycle I	Cycle II
1	complete	12	23	35
2	Not Finished	28	17	5
3	Average Yield	58,5	69,5	83,12
4	Completeness Presentation	30%	57,5%	87, 5%

Figure 2. Showing

Showing the above differences in implementing learning through the problem based learning model there is an increase in student learning products. By learning through a based learning model in providing teaching staff learning, teaching staff can show real problems by students by giving assignments in dealing with the world of work of students and there are problem solving.

This study found that the implementation of learning through the problem-based learning model increased learning products. This is evidenced by the acquisition of learning outcomes which on average get the minimum completion criteria after the implementation of cycle II, namely 83.12. , the learning process relies more on the activities of the students independently, while the lecturer acts as a designer, facilitator, motivator for the occurrence of these teaching and learning activities, using the learning model students have the skills to have in solving a problem that is implemented in facing a real problem.

Education is an individual potential that can be developed to be able to stand alone (Nanang Fatah, 2009: 5). Furthermore, the development of education is one of the priorities on the national development schedule to be directed at improving the quality of education. Education is a process of continuous learning with the desired goals, both the goals set by the government. Nor the educational goals set in the formal education environment. Furthermore, educational goals can contain descriptions related to good, noble, appropriate, true, and beautiful values in life. So that the purpose of education has two functions, namely obtaining direction to all education which is something that is desired in all educational activities "(Umar Tirtarahardja and S.L.LaSulo, 2008: 37).

Furthermore, with the rapid development of since accompanied by increasingly high globalization, so that teaching staff who are sources of information cannot be the sole source of information for students (Gulo, W, 2003: 5). Based on Jakson's research that the role of the teaching staff plays a very important role, which means the focus of the teaching staff on students promotes child development, where a teacher can deal with students in class.

deep gerungan (Primadoniati, 2020). Education students actively participate in involving students' intellectual and feelings in learning, and educators can realize the progress of education depends on the dedication of the teaching staff and skills after knowing the changes that occur in various places (R Soedjadi, 2000: 101).

John W. Santrock, argues "that the process of learning in learning is the main focus in educational psychology" (JohnWSantrock, 2010: 265). But many schools have not implemented strategies, as well as methods, in good learning that can provide low enthusiasm for student learning which results in student learning outcomes. To improve the quality of education, the subject of developing religious and moral values for early childhood must be used as a benchmark in shaping the character and personality of students, as well as building the nation's morals (Muhammad Alim, 2006: 8).

To determine the success or failure of the educational process, the teacher can choose learning methods based on talents and interests and attract the attention of students. It can be understood that learning outcomes are influenced by several factors that arise from within and outside of students, as well as approaches or strategies in the teaching and learning process (Hisbullah & Firman, 2019: 103). In addition, do not forget that the material to be taught must be mastered and able to relate it to social life so that students can digest through the delivery of teachers who talk about society. Teachers also have to develop students' thinking skills with various learning methods that can stimulate abilities and arouse students' enthusiasm for learning.

Furthermore, more and more educational institutions are realizing the need for an approach in the learning process that is student-centered (learner-centered) because the teacher-centered method makes students less active at this time is an approach that provides the competence, knowledge and set of skills they need. By letting students be passive, it will be difficult to develop thinking skills, interpersonal skills and social skills. Even though the skills needed when living real life (M. Taufiq Amir, in (Syaifulloh, 2016) Activities The teaching and learning process carried out by teaching staff is centered on students. It can be proven from indications that the learning system is still monotonous, does not bring students in real life either in understanding concepts and experiences.Other aspects make a significant contribution which starts with the teacher's weakness in using media, strategies, methods and approaches as well as evaluation in learning (AminHaedari, in (Primadoniati, 2020)).

Based on the explanation above, the reflection product of cycle II carried out learning through the problem based learning model, there was an increase from the results of cycle II which obtained optimal indicator results, and the cycle was eliminated.

CONCLUSION

In implementing learning by using the problem based learning model to improve student learning products. The learning products of students before being implemented learning through the problem-based learning model did not meet the minimum completeness standard criteria (KKM) after being implemented. Learning according to the problem there is an increase in student learning products. Shows that the average product before implementing learning through the problem-based learning model is 58.5, of the number of students who achieve products above 70 (KKM) that is 30%. Based on cycle I, the average product obtained was 69.5, the number of those who scored above 70 was 57.5%, the results of observations of student activities were 70 (enough) and the product of observations of teaching staff activities was 69.4 (enough). After the second cycle obtained an average product of 83.12, students who got above 70 were 87.5%, the results of observations of student activities were 90 (Good) and the results of observations of teacher activities were 94.4 (Good).

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