

THE APPLICATION OF PROBLEM BASED LEARNING APPROACH IN PRODUCTION ECONOMICS SUBJECT TO IMPROVE STUDENTS' CRITICAL THINKING AND LEARNING INTEREST

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Abstract

The learning process in schools requires effective strategies that are able to encourage students to actively participate and develop their critical thinking abilities. Conventional learning methods that rely heavily on teacher explanations often reduce students' interest and motivation in learning. Therefore, innovative learning approaches are needed to create a more interactive and meaningful learning environment. One of the learning approaches that can be applied is the Problem Based Learning (PBL) method. This study aims to examine the implementation of the Problem Based Learning approach in the Production Economics subject in order to improve students' critical thinking skills and learning interest. The implementation of this method involves several stages including problem orientation, group discussion, investigation of learning materials, development of problem solutions, and presentation of results. Teachers act as facilitators who guide students in exploring concepts and solving contextual problems related to economic production activities. The learning process is also supported by the use of digital learning media, visual presentations, and student worksheets to help students better understand the material. Assessment is conducted through observation, formative assessment, and summative evaluation to determine students' learning progress. The findings indicate that the use of the Problem Based Learning approach can create a more active learning atmosphere, improve students' analytical abilities, and increase their interest in learning. Therefore, the application of innovative learning models such as PBL is important in supporting the improvement of educational quality and developing students' competencies in the learning process.

Keywords: Problem Based Learning, critical thinking, learning interest, production economics.

A. INTRODUCTION

The demand for teacher professionalism is an important indicator that is always a requirement in the world of education to improve the quality of education in accordance with current developments . motivation Study student is Wrong One technique in develop ability And will Study. Wrong One method Which logical For motivation student in learning is linking experience Study with Student motivation . Various difficulties and obstacles that indicate weaknesses in improving the quality of education, especially at SMA Negeri 1 Pasaributobing, are:

- a. Students are embarrassed to interact with teachers and other students in the classroom during the learning process, which is caused by a learning culture that is still monotonous and centered on the teacher.
- b. Weak ability to understand and listen to lesson material can be caused by the teacher's ability to apply student-centered learning innovations.
- c. Students are not enthusiastic about participating in learning which can be caused by the teacher's lack of mastery of the material and variations in learning models.
- d. Students' decreasing interest in reading literacy can be caused by environmental influences and the diffusion of culture and technology.

- e. Difficulty understanding and listening caused by regional language culture in everyday environments.
- f. Students who are often absent due to environmental influences and parental attention and support.
- g. Lack of communication between teachers and parents of students is caused by parents who are focused on earning a living for their families, and the economic conditions of teachers, especially honorary teachers, which force teachers to look for side jobs to meet their needs.

Based on the background of the problem and the identification of the problems that have been described, the author then limits several problems in this study so that the problem to be studied is selected, namely the weak ability to understand and listen to lesson materials which can be caused by the teacher's ability to apply student-centered learning innovations.

- a. Variable X (Students' weak ability to listen and understand lessons)
- b. Variable Y (Application of the Problem Based Learning/PBL learning model)

B. Theoretical Basis

- a. In the study account quote <https://www.akubelajar.id/blog/3-alasan-mengapa-pelajar-mudah-lupa-pada-materi-yang-diajarkan>
It is explained that there are 3 factors that cause students to easily forget a lesson, namely:
 - The student's attention is not focused on what you are giving
 - Students do not see the material directly.
 - Too much burden on my mind.
- b. In Euis Intan Masittoh's Journal (2021), it is explained that poor listening skills are caused by factors within students, such as attitudes and psychological factors, and factors outside of school, such as the social environment. Poor listening skills hinder the development of other skills. Teacher motivation and the role of teachers significantly influence listening improvement.
<https://prosiding.unma.ac.id/index.php/semnasfkip/article/download/614/500>
- c. Zainul Kurama, Dassucik & Ahmad Hafas Rasyid in the journal Effectiveness of Literacy Learning in Social Studies Learning Economy, concluded: That literacy activities on material lesson Social Studies/Economic Activities very effective with use method based learning problem (PBL)
<https://unars.ac.id/ojs/index.php/consilium/article/download/2138/1402>
- d. According to Mesritta Habeahan S, Pd Gr (Junior High School Social Studies Teacher), the appropriate learning model that attracts students' interest, especially in rural areas, on the topic of types of businesses in economic activities is the PBL model.

C. Research Model.

This type of research is classroom action research (CAR), with a qualitative method that explores a concept in a research problem. The research location was carried out at SMA Negeri 1 Pasaributobing, Central Tapanuli Regency in December 2023. The research subjects used were a population of 36 class XB students, with a research sample of 24 students .

D. Discussion

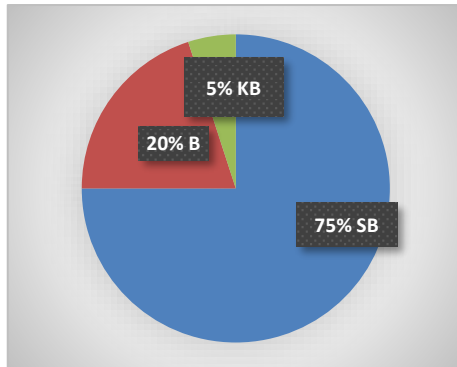
In learning assessment activities, assessment of learning or assessment of learning outcomes is used. Assessments carried out include assessment of knowledge, attitudes, and skills. Attitude assessment is carried out through observations based on observations of

students' attitudes and behavior on a daily basis both during the learning process and in general. Knowledge assessment uses oral tests/observations of discussions, questions and answers, and conversations. Skills assessment uses performance assessments in the form of observations when students are discussing problem solving and when presenting the results, the teacher makes an assessment on the observation sheet. From the research results obtained:

Attitude Assessment

The main purpose of assessing student attitudes is to obtain important feedback as a basis for improving the learning process and improvement programs for students.

Attitude Assessment Results:



Attitude assessment with indicators of Cooperation, Responsibility, and Creativity obtained the following scores for 24 students:

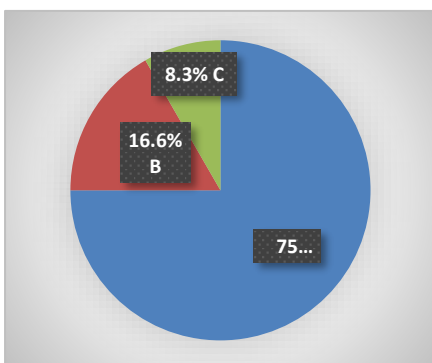
$\% = \text{Total Rating Value} \times 100 : 24$

- 18 Very Good Students = 75%
- 5 Good Students = 20%
- 1 Poor Student = 5%

Knowledge Assessment:

The purpose of this knowledge assessment is to determine the level of student learning completion and to identify student weaknesses and mastery in the ongoing learning process.

Knowledge Assessment Results:



Knowledge assessment with indicators of essay questions, presentation questions and answers, and LKPD results obtained the following scores for 24 students :

$\% = \text{Total Rating Value} \times 100 : 24$

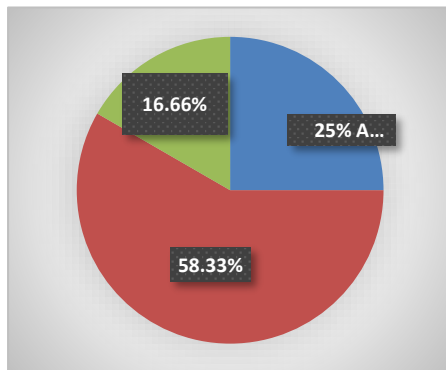
18 Very Good Students = 75%

4 Good Students (B)=16.6%
 2 Students are Good Enough (C)=8.3%

Skills Assessment:

The purpose of skills assessment is to identify students' strengths and weaknesses in certain parts of learning activities that can be used as a source of student expertise that needs to be developed.

Skills Assessment Results:



Skills Assessment with indicators of collaboration, performance ability, presentation display, the results obtained for 24 students were as follows:

% = Total Rating Value X 100 : 24

- 6 Very Good Students (A) = 25%
- 14 Good Students (B)=56.33%
- 4 Students Are Quite Good = 16.66%

The table and diagram above show a significant increase in student learning interest. Therefore, students are considered successful in participating in the Problem-Based Learning method because they have met the expected learning outcomes, namely the success indicators. Therefore, the research is considered successful .

E. Conclusion

Based on description results And data exposure as stated above, then can conclusions are put forward research as following :

- a. Implementation method learning *Problem Based Learning* can increase increased student interest and learning outcomes in Learning Economic Production Activities in Class X B SM A Negeri 1 Pasaributobing . This is proven by the percentage value Attitude indicators are 75% SB, 20% B, and 5% CB . Cognitive aspect of knowledge with a score of 75% SB, 16.6% B and 8.3% CB. Meanwhile, the skills aspect resulted in 25% SB, 56.33% B and 16.66% CB.
- b. Implementation method learning *Problem Based Learning* can increase results Study students on the material of Production Economic Activities . Matter This proven with percentage student the whole thing reach the KKM value is 70.

F. Suggestion

Based on the research results obtained from field data, this study generally went well. However, it would be a good idea for the researcher to offer some suggestions that will

hopefully benefit the advancement of education in general . The following are the proposed suggestions:

- a. Further research should be able to deepen the understanding of various models and learning media that are enjoyable and can achieve optimal learning outcomes.
- b. Future researchers should further expand the scope of their research, considering that the research conducted in rural areas with minimal equipment and technology may not be fully applicable in other places, considering the different habits, levels of regional development, culture, and basic abilities of students.

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