

APPLICATION OF PROBLEM BASED LEARNING (PBL) MODEL BY MICROSOFT POWER POINT MEDIA TO IMPROVE ACTIVITIES AND RESULTS OF LEARNING SOCIAL SCIENCE OF SMP in MADIUN

Fatchur Rahman✉; Universitas PGRI Madiun

Nurhadji Nugraha; Universitas PGRI Madiun

Sudarmiani; Universitas PGRI Madiun

Abstract: This study aims to determine the application of Problem Based Learning aided by Microsoft PowerPoint in improving social studies learning outcomes for SMP Negeri 2 Madiun. This class action research uses the Kemmis and Mc Taggart model, which includes planning, action, observation, and reflection. This research uses qualitative and quantitative analysis techniques. Data analysis techniques used in this study focus on three assessments, namely the assessment of the cognitive, affective, and psychomotor domains. This study was carried out in the even semester of 2019/2020 school year. The minimum completeness criteria for social studies subjects in the 2013 curriculum for 8th grade students is 75. The study concludes that the Problem Based Learning (PBL) Model assisted by Microsoft PowerPoint can improve the learning outcomes of Social Studies in 8th grade of SMP Negeri 2 Madiun.

Keywords: Problem Based Learning, Microsoft Power Point, Learning Outcomes.

✉ rahmanfatchur61@gmail.com

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INTRODUCTION

Education is very much needed as an effort to prepare quality human resources, in the sense of mastering science, skills and technology to keep abreast of the times and the progress of the nation. This is in line with the goal of national education, which is aiming at developing the potential of students to become human beings who believe and fear God Almighty, have good morality, knowledgeable, capable, creative, independent and become citizens who are democratic and responsible "(UURI No. 20/2003 in Satrijo, Sudarmiani, 2018).

The government as the authority has sought to anticipate one of them by changing the existing curriculum. One of the curriculums is the 2013 curriculum which has been implemented today with the hope to emphasize the learning process that is not focused on the teacher alone. Students are also involved in the learning process so it is expected to find meaningfulness and the ultimate goal in learning. However, this condition is far different from the field. Teachers are still a center of learning so that the 2013 curriculum has not been implemented well which certainly has not provided significant changes from the world of education in Indonesia.

The problem that is no less important is related to education today, namely student achievement, especially in Social Sciences. Social Knowledge is "a science that must be learned since individuals know the world and are studied continuously because IPS is a science that is close to the daily life of an individual both obtained from formal and non-formal education" (Mana'a, 2012).

Determination of the success or failure of the learning process, teachers must be able to determine the learning model that is in accordance with their interests and can attract students' attention. Do not forget the material to be taught must be mastered and able to link in social life so that students can digest

through the delivery of teachers who talk about the community. The teacher must also develop students 'thinking and active abilities with various learning models that can stimulate students' abilities and inspire them to learn. The teacher's ability to choose the right learning model will result in a willingness to learn from within students which will ultimately increase student achievement. If the will has not arisen from the students themselves, then the teacher's task must be to make students challenged wanting to learn a material one of them with the right learning model.

Based on observations made regarding social studies learning for students of 8th grade in SMP Negeri 2 Madiun there is a gap between the value of the minimum completeness criteria applied in the 2013 curriculum and the minimum completeness criteria applied in schools. The minimum completeness criteria of social studies subjects in the 2013 curriculum for class VIII students is 75. In fact, class VIII has not been able to achieve these minimum completeness criteria. Students who score above KKM are 9 ((30%), while those who score below the minimum completeness criteria are 20 students (70%). This number 75 when viewed in the 2013 curriculum assessment system in the form of letter scores, only gets a score of C. Determination the minimum completeness criteria by social studies teachers for class VIII which is classified as low is certainly not without reason, given the ability of students and student learning outcomes that have been considered insufficient so that social studies subject teachers do not increase the number of minimum completeness criteria. 8th grade requires the improvement in learning planning that must be done by the teacher. The lesson plan not only involves models, methods, strategies, media and materials, but also involves interaction between the teacher and students.

Based on facts in the field, in the 2019/2020 school year This even semester the learning outcomes of social studies subjects are still low. Based on observations and preliminary studies, it is known that in social studies learning in class VIII, learning is still dominated by teachers. Teacher-dominated learning often makes students feel bored and unenthusiastic in learning, therefore in the learning process it requires a variety of models, methods, strategies, and media. The learning process is varied, it is hoped that students will be interested in learning independently and impacting on the achievements that have increased. The teacher must know the cause of the low value of social studies subjects.

Alternative choices for these problems with the application of Problem Based Learning model, namely the model of giving problems related to daily life to students then students in groups look for alternative solutions to solve these problems. Meanwhile, according to Dutch (in Amir 2009), Problem Based Learning is an instructional method that challenges students to learn to learn, work together in groups to find solutions to real problems, these problems are used to remind curiosity as well as analytical abilities and initiatives on subject matter. PBL prepares students for critical thinking and analysis and to find and use appropriate learning resources. However, if reviewed again to create learning that is fun and can attract students' attention, the teacher does not only depend on the learning model applied. Teachers in this case also need the media as a mediator for the delivery of material, one of which is the use of Microsoft PowerPoint. Microsoft Powerpoint media itself can help teachers remember the material that needs to be delivered to students, not only that, the benefits of this media,

which is to attract students' attention so that the focus in the learning process.

Sudarmiani (2012), in his research note that Problem Based Learning (PBL) learning model is able to encourage students to think comprehensively, as shown by the increase in student achievement in cycle 2 and cycle 1. Likewise, student learning activeness also increases in the cycle 2 compared to cycle 1 on the ability to give their opinions, ask questions, answer questions, and the ability of students to work together to solve problems.

Meanwhile, according to the results of the study of Setyorini, U., Sukiswo, S. E., & Subali, B. (2011) the application of the Problem Based Learning (PBL) model can improve students' ability to think critically in learning motion is not uniformly accelerated.

Siswanta, E. (2015). In his research shows that the application of audiovisual-aided Problem Based Learning (PBL) models can improve student responses. Completeness of student responses classically by 100%. The application of the project based learning model based on lesson study can improve student learning activities. Based on the conclusions and findings of this study it is recommended to teachers to: 1) prepare learning resources to be used, 2) pay close attention to the activities of students who are looking for information through internet access so as not to access information outside the interests of learning material, 3) assignments outside of learning hours needs to be done so that the activity of group work occurs (Yulianto, A.: 2016).

The implementation of HOTS-based problem solving learning with varied learning strategies and methods in the teaching and learning process can improve students' critical thinking skills. Various uses sources of information in learning such as the internet, the environment, and books with the teacher's role as a facilitator are able to

improve students' critical thinking skills (Sudarmiani, 2019).

METHODS

In accordance with the type of research chosen, namely action research. According to Arikunto (2008), action research is research known as Action Research or a research activity carried out in class. In this class action research consists of four series of activities carried out in repetitive cycles. Each cycle includes planning (action), action (action), observation (observation), and reflection (reflection). The next step in the cycle is revised planning, action, observation and reflection. However, before entering the action planning stage, the researcher will conduct preliminary research or pre-research procedures. The four sets of procedure activities described above can be described as follows:

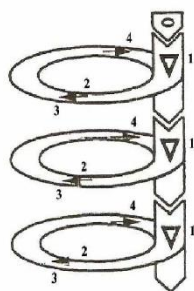


Figure.1 Kemmis and Mc Taggart Models
(Source: Arikunto, 2017)

The procedures for each class action research cycle are as follows:

a. Pre-Action

- 1) Carry out observations to get an initial overview of the teaching and learning activities in 8th H grade of SMP Negeri 2 Madiun.
- 2) Identifying the problem by analyzing student learning outcomes from the daily test scores on social studies subjects that have the theme of conflict and social integrity from the first test ever carried out by the teacher before.

Pre-test as a preliminary identification of students' abilities in social studies subjects.

- 3) Conducting interviews between researchers and teachers as well as researchers with students about the level of student activity in the classroom learning process and related student responses to social studies subjects.
- 4) Literature study is carried out based on the main problems in this research.
- 5) Completion of the research design with the guidance of lecturers to obtain approval in conducting research from the lecturer.
- 6) Completing research permits.

b. Cycle I

1) Planning

- a) At this stage in the form of preparation of learning preparation actions, namely conducting the preparation of the Learning Implementation Plan (RPP) and syllabus using the Problem Based Learning (PBL) model, with Basic Competence (KD): Analyzing social interactions in different spaces of social and cultural life and development of national life, on the material : Conflict and Integration in Social Life.

- b) Conduct data collection instrument preparation, in the form of teacher activity observation sheets in the learning process, student learning activeness sheets, interview sheets for teachers and students, student work sheets (LKS) and evaluation questions

2) Acting

- a) Observation was carried out in the even semester of 2019/2020 academic year for students of class VIII H at SMP Negeri 2 Madiun on Tuesday, October 1, 2019 08:40-10:00 a.m. and Tuesday, October 8 2019, 08:40-10:00 a.m.
- b) The teacher explains about the material "Conflict in social life"

and the steps of implementing learning activities with the Problem Based Learning (PBL) model to students.

- c) The teacher carries out the learning process by using the PBL method using Microsoft Power Point using worksheet.
 - d) The teacher divides students into groups, where each group will get a worksheet for discussion.
 - e) The teacher monitors student activities during teaching and learning activities.
 - f) At the end of the teacher and student learning together to conclude the subject matter.
 - g) The teacher gives multiple choice questions as an evaluation of the results of learning cycle I.
- 3) Observing
The observation phase is carried out together with the implementation phase. At this stage things done include:
- a) Social studies teacher records in detail the observations of the learning process activities in class on the student activity observation sheet format.
 - b) The researcher records in detail the teacher's activities during the learning process on the teacher observation sheet.
 - c) Interview the teacher and some students to find out the responses about the PBL model learning process that has been carried out.
- 4) Reflection
The reflection phase of the researcher will carry out activities in the form of discussion, identification of strengths and weaknesses during the first cycle process based on the results obtained during the learning process in class recorded on the teacher's observation sheet and student activity. The results obtained from reflection and observation in cycle I are used to correct deficiencies in cycle I and to be a follow-up to cycle II.

c. Cycle II

1) Planning

The cycle II phase is carried out based on reflection in cycle I. The following is the planning for cycle II:

- a) Arrange Learning Implementation Plan (RPP) and syllabus which is a continuation of BC and material in cycle I, namely about Conflict and Integration in Social Life.
- b) Conduct data collection instruments, in the form of teacher activity observation sheets in the learning process, student learning activeness sheets, interview sheets for teachers and students, student work sheets and evaluation questions sheets in the form of multiple choice questions.

2) Acting

- a) Observation was carried out in the even semester of 2019/2020 academic year for students of class VIII H at SMP Negeri 2 Madiun on Wednesday, October 9, 2019 at 10:20 to 11:40 a.m. and Tuesday, October 15, 2019 at 08:40 -10:00 a.m.
- b) The teacher explains about the material "Social Integration: and the steps of implementing learning activities with the Problem Based Learning (PBL) model to students.
- c) The researcher distributes student worksheets to students to work in groups.
- d) After all groups work on the worksheets, the researcher asks for the results of the work of each group to be presented in front of the class. If there is a different group work, the group leader will state the reason.
- e) At the end of the teacher and student learning together to conclude the subject matter.
- f) The teacher gives multiple choice questions related to the learning material implemented.

3) Observation (Observing)

The observation phase is carried out together with the implementation phase. At this stage things done include:

- a) Social studies teacher records in detail the observations of the learning process activities in class on the student activity observation sheet format.
- b) The researcher records in detail the teacher's activities during the learning process on the teacher observation sheet.
- c) Interview the teacher and some students to find out the responses about the PBL model learning process that has been carried out.
- 4) Reflection
The results that have been obtained from the observation and evaluation phase in cycle II in the form of the results of the test post and student observation will be discussed, discussed, and identified to be drawn conclusions. Whether the actions that have been implemented have been successful or vice versa. It is expected that in cycle II, the activeness and learning outcomes of 8th H grade of SMP Negeri 2 Madiun will reach the target indicators of success that have been set.

This research uses qualitative and quantitative analysis techniques. Data analysis techniques that will be used in this study focus on three assessments, namely the assessment of the cognitive, affective, psychomotor domains.

RESULT AND DISCUSSION

Result

Cycle I

The study was conducted at SMPN 2 Madiun in VIII H graders with 2 cycles conducted on October 1 2019 and October 9 2019. In cycle 1 it was conducted with the material "Conflict in social life".

a. Active Learning

Based on observations of actions in this first cycle, a recapitulation of student learning activities that includes Visual activities, Oral activities, Emotional activities, and Mental activities, as follows:

Table 1: Recapitulation of Student Learning Activities in cycle I

No	Indica tor	Rated aspect	Meeting		Avera ge
			1	2	
1.	Visual active ties	Activities pay attention to the explanations of teachers and other groups	38 %	52%	45%
		<i>Visual activities Average</i>			45%
2.	Oral active ties	Courage (Asking or answering questions) Have a good discussion	10 %	34%	22%
		<i>Oral Activities Average</i>	22 %	41%	31,5%
3.	Emotio nal active ties	Student activities in solving problems in worksheets	52 %	72%	62%
		<i>Emotional activities Average</i>			62%
4.	Mental active ties	The activity of students' enthusiasm in working on assignments.	69 %	69%	69%
		<i>Mental activities Average</i>			69%

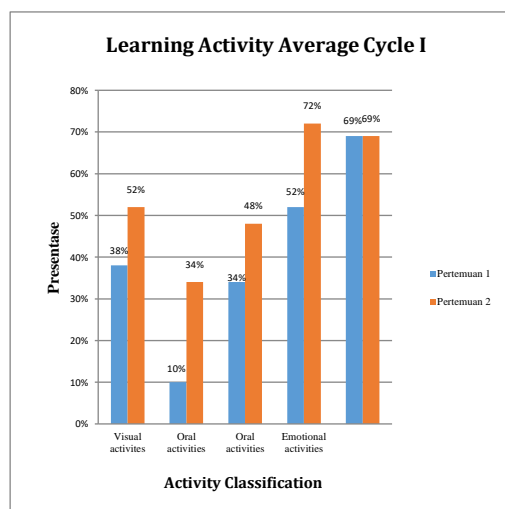


Figure 2: Learning Activity Average of Students per Cycle I

Based on the recapitulation and the picture above it is known that:

- 1) Active in paying attention to teacher's explanation (Visual activities)

The average addition of the results of active observations in paying attention to teacher explanations from the first and second meetings

has increased from 38% to 42% with an average of 45%.

- 2) The activeness of students in the courage to ask questions and answer/respond to questions (Oral activities)

In the aspect of student activity in the courage to ask questions and answer/respond to questions shows an average percentage of 22%. This shows that many students lack the courage to ask questions or respond to questions raised by both the teacher and other groups at presentations.

- 3) Active discussion in groups well (Oral activities)

The percentage of activeness in the group discussion an average of 41% in the first cycle. This shows that many students still rely on the answers of one person in their group. Indicates that the group is still lacking in cooperation.

- 4) The activeness of students in solving problems in LKS (Emotional activities)

The average percentage of activeness of students in solving problems in the worksheet at the first meeting showed a magnitude of 52% while in the second meeting increased to 72%. This shows that there is an increase in students who are enthusiastic in solving problems in worksheets even though there are still some students who are still confused in answering problems in worksheets.

- 5) The activeness of students eager to do the task (Mental activities)

The average percentage of first and second meetings in the aspect of student activity solving problems in LKS was 69%. This figure shows that the enthusiasm shown by the students is quite good, but there are still students who are still lazy to do the work, because they feel there is no sanction if they do not do it. So that this can be used as an improvement in the next cycle.

b. Learning outcomes

Student learning outcomes are obtained through tests in the form of giving multiple choice questions conducted at the beginning and end of the first cycle, namely at the first and second meetings. The average results of student learning obtained from the pretest and posttest show the value of students above minimal completeness criteria respectively 31% and 69%. This shows learning outcomes in the first cycle are still categorized as low because there are still many students who get grades below minimal completeness criteria 75. Summary of recapitulation of achievement, posttest and N-gain values in cycle I can be seen in the following table:

Table 2 Recapitulation of Pretest and Posttest Average Results in Cycle I

Category	Pretest	Posttest
Minimal Completeness Criteria (MCC)	75	
Above MCC	77	84
	9 (31%)	20 (69%)
Below MCC	63	69
	21 (72%)	8 (28%)
N-Gain	1,17	2,5
Total students	29	29

The reflection phase is carried out after the observation and analysis phase more precisely after the researcher analyzes the results of observations, tests, and interviews that have been carried out. The analysis is carried out with the aim of knowing the deficiencies that need to be corrected in cycle I. The results of the reflection conducted by the researcher can be seen in table 3 as follows.

Based on the results of the scores from the pretest and posttest that have been done by students in this first cycle, the average value obtained is 66. The average is obtained because there are still many students who score below minimal completeness criteria. Thus the test of learning outcomes in cycle I still did not reach the success category or the indicator success did not reach.

Table 3. Reflections on Learning Actions in Cycle I

No.	Weaknesses in Cycle I	Planning for improvement for Cycle II
1.	Beginning of learning many students are less focused attention to the teacher's explanation. There are still some students chatting with their seatmates	Give a loud reprimand to students who do not pay attention and are given a minus score for attitude assessment.
2.	The courage and ability of students in answering questions is still low as evidenced by many students still embarrassed to raise their hands when asking questions and when stoned questions often answer simultaneously.	Directing students to increase the reading of textbooks and encouraging students to be more active when the teaching and learning process takes place as well as giving added value to active students or giving gifts.
3.	There are still many students who rely on one person in their group to spell out the assignment because students feel afraid to express their opinions.	Encourage students to provide motivation with the aim that students are willing to express their own opinions, in addition to students who dare to express opinions will be given a gift.
4.	When difficulties in working on assignments or material that are not understood many students still feel ashamed to ask questions	Directing students to ask material that is not understood or understood.
5.	Group discussions are time-consuming and students do only a few because they only rely on one person, many students begin to get bored with group discussions.	Choose one student in turn to work on the worksheets that have been given to the group.

Based on the explanation above, the results of this reflection stage, namely the activeness of student learning and the results of the test scores in the first cycle have not yet reached the indicators of success, so it is necessary to follow up the next cycle by utilizing improvements in the results of reflection cycle I.

Cycle II

a. Active Learning

Cycle II is carried out with the material "Social Integration" which is carried out on Wednesday, October 9, 2019 at 10:20 -11:40 a.m. and Tuesday, October 15, 2019 at 08:40-10:00 a.m.

Based on observations of actions in this first cycle, a recapitulation of student learning activities that includes Visual activities, Oral activities, Emotional activities, and Mental activities, as follows:

Table 4. Recapitulation of Student Learning Activities in cycle II

No	Indicator	Rated aspect	Meeting		Average
			1	2	
1.	Visual activities	Activities pay attention to the explanations of teachers and other groups	75%	86%	80,5%
Visual activities Average					80,5%
2.	Oral activities	Courage (Asking or answering questions)	52%	59%	55,5%
Oral Activities Average					
		Have a good discussion	66%	96%	81%
3.	Emotional activities	Student activities in solving problems in worksheets	22%	41%	59%
Emotional activities Average					
		The activity of students' enthusiasm in working on assignments.	93%	96%	94,5%
4.	Mental activities		83%	96%	89,5%
Mental activities Average					89,5%

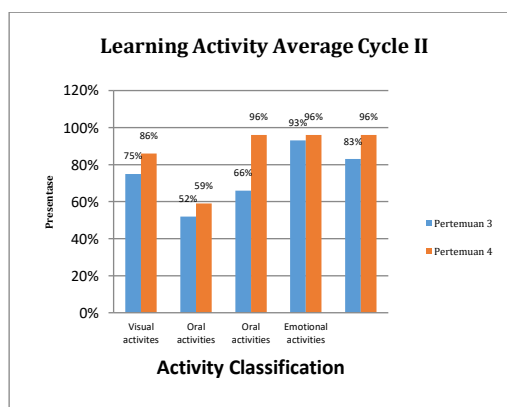


Figure 3: Learning Activity Average of Students per Cycle II

Based on table 4 and figure 3 above, the classification of student learning activities consists of visual, oral, emotional, and mental activities, each classification will be described as follows:

1) Active attention to the teacher's explanation (Visual activities)

The average percentage of activeness of students paying attention to the teacher's explanation at the third meeting, namely 75%, while the fourth meeting was 86%. Many students still pay less attention to the teacher's explanation and chat with friends in the first cycle, so that the active aspect of the teacher's explanation in the second cycle increases compared to the previous cycle. During the learning process of the second cycle, the teacher held more questions and answers through Microsoft Power Point media, so that many students paid more attention to the teacher's explanation because if they did not pay attention the students would be reprimanded and given sanctions in the form of answering puzzles.

2) The activeness of students in the courage to ask questions and answer/respond to questions (Oral activities)

The percentage of students' activeness in the courage to ask questions or answer / respond to questions has increased from the second meeting 34% to the third meeting to 52% to the fourth meeting to 59%. This shows that students have started to dare to answer or ask both with fellow friends during the presentation or ask / respond to questions from the teacher.

3) Active discussion in groups well (Oral activities)

The percentage of activeness in group discussions at the third meeting yielded 66% while the fourth meeting became 96%, this shows an increase. This increase occurs because in one group the division of tasks has been applied, where each student in one group seeks answers from one question.

4) The activeness of students in solving problems in worksheet (Emotional activities)

The average results of the percentage of students' activeness in solving problems in worksheet was 93% at the third meeting and 96% at the fourth meeting. This increase is because students feel challenged by the questions in the worksheet and motivated by the rewards that will be given by researchers and teachers.

5) The activeness of students eager to do the task (Mental activities)

The percentage of students' activeness excited in working on assignments at the third meeting showed a magnitude of 83% and increased to 96% at the fourth meeting. This is because many students feel that each task that can be completed will get additional points from the teacher.

b. Student learning outcomes

Based on the results of tests that have been carried out after completion of learning in cycle II, recapitulation of the results of the achievement, posttest and N-gain values are as follows:

Table 5. Recapitulation of Pretest and Posttest Average Results, in Cycle II

Category	Pretest	Posttest
Minimal Completeness Criteria (MCC)	75	
Above MCC	79	93
	17	24
	(59%)	(83%)
Below MCC	68	75
	12 (41%)	5 (17%)
N-Gain	1,57	19
Total students	29	29

DISCUSSION

The application of the Problem Based Learning model with the help of Microsoft power point media based on cycle I and cycle II gets the results that the two indicators that the researcher has set succeed. The results of the two indicators of success are explained as follows :

- 1) The application of the Problem Based learning (PBL) learning model can improve student learning activeness Student learning activeness can be seen the results through analysis on the observation sheet of student

learning activeness. The purpose of this observation sheet is to find out the percentage of students' activeness during the social studies learning process in class. In addition, this observation sheet is used by researchers to analyze each component of learning activeness and reflect deficiencies with the aim of improving for subsequent cycles. Following the results of observations of student learning activeness can be seen in table 6 below:

Table 6. Observation Results of Student Learning Activities

No	Active component	Percentase Average	
		cycle I	cycle II
1	<i>Visual activities</i>	45%	80%
2	<i>Oral activities</i>	31,5%	68%
3	<i>Emotional activities</i>	62%	94,5%
4	<i>Mental activities</i>	69%	89,5%
	Average	51,87%	83%

Based on the table above it can be seen that the average percentage in the first cycle was 51.87% and for the second cycle it was 83%. This shows an increase from cycle I to cycle II, while the increase reached 31.13% which can prove that learning by applying the Problem Based Learning (PBL) model can increase student learning activities.

- 2) The application of the Problem Based learning (PBL) learning model can improve student learning outcomes Tests in the form of multiple choice questions become formative tests chosen by researchers with the aim to determine the level of student success, especially in the cognitive realm. Tests are given to students four times which consist of two questions about achievement and two questions posttest. As for knowing whether the application of PBL learning models can improve student learning outcomes, researchers use the N-gain test. The average results of each cycle, i.e. the first cycle reached an average of 51.03% for pretest while the posttest produced an average of 63.97% from the two test tests on students obtained an N-gain value of

0.23 which is still in the low category. The average percentage achieved in cycle II for the value of pretest was 72.93% and the average posttest value was 82.07%. Whereas the average N-gain value reaches 0.33 which is included in the medium category. This shows an increase from cycle I to cycle II which proves that the application of the PBL model can improve student learning outcomes because in cycle II there are no more students whose grades are below minimal completeness criteria.

The results of the activeness observation sheet and student learning outcomes can be seen in the table as follows:

Table 7. Results of Observation activeness sheets and student learning outcomes

No	Rated aspect	cycle I	cycle II
1	Average activity of student learning	51,87%	83%
2	Average test scores of student learning outcomes	76,5	84

Based on the table above, it can be concluded that from cycle I to cycle II has increased sequentially, so that indicators of success have been reached. Indicators of success for student learning activeness has reached 83% in the second cycle so it can be said that the percentage of 83% is included in the category of Very Good based on the level of student learning activeness according to Djamarah (2010). The next indicator of success that has been achieved, namely an increase in the results of the test scores from the first silus to the second cycle by proving that in the second cycle the number of students whose grades below minimal completeness criteriadeceased. With the achievement of these two indicators, then this class action research need not be continued.

The findings during the study by researchers are described as follows:

- 1) Giving rewards can increase student activity in the aspect of courage to ask questions, answer/respond. Giving rewards in the form of small prizes

such as snacks, stationery can increase students' courage to ask questions or answer / respond to questions. This motivates students to be more willing to ask questions or answer / respond to these questions so students can get as many prizes as possible. However, the gift giving is not done continuously by researchers.

- 2) The application of the PBL model many students who respond positively.

The application of this PBL model many students find it helpful in mastering the material because it not only learns through the teacher as a facilitator but also can work together with friends and share knowledge. Cooperation between friends is considered fun for students.

CONCLUSION

Based on the results and discussion regarding the application of the Problem Based Learning (PBL) model assisted by Microsoft Power Point media above, it can be concluded as follows:

1. The application of the Problem Based Learning (PBL) model with the help of Microsoft Power Point media can improve the learning activities of students of 8th grade in SMP Negeri 2 Madiun.
2. The application of the Problem Based Learning (PBL) model assisted by Microsoft Power Point media can improve the learning outcomes of 8th grade students in SMP Negeri 2 Madiun.

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