

THE EFFECTIVENESS OF THE PROBLEM BASED LEARNING MODEL IN LEARNING HIGH SCHOOL ECONOMICS IN THE MERDEKA CURRICULUM

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INTRODUCTION

Miladiah et al., (2023) In the Merdeka Belajar framework championed by the Minister of Education and Culture, Nadiem Makarim highlighted two critical aspects in education: Merdeka Belajar and Mobilizing Teachers. The concept of Merdeka Belajar emphasizes that teachers and students have the freedom to develop innovations, learn independently, and collaborate in group learning. The hope is that the idea of Merdeka Belajar will become a force that produces positive transformations in education, different from the educational paradigm of the past. In the concept of Merdeka Belajar, it is hoped that students can be completely free from pressure, intimidation, and exploitation during the education process to experience accessible and meaningful learning (Sesfao, 2020).

PBL is a learning approach that emphasizes problem-solving activities as the centre of the learning process. Educators see the importance of PBL as a response to the limitations of traditional teaching methods (Bulut Ates & Aktamis, 2024). This approach encourages the development of thinking skills because students are required to be able to solve the problems presented (Purnasari & Sadewo, 2019).

From the results of this study, there was a significant increase in learning completeness, learning interest, and learning activities from the beginning of the cycle to cycle II. There was a notable increase in learning outcomes in cycle II, reaching 88.24% compared to 70.59% in cycle I. Similarly, students' interest in learning increased from 67.65% in cycle I to 78.16%. Similarly, student learning interest rose from 67.65% in Cycle I to 78.16% in Cycle II, and student learning activities increased from 80% in Cycle I to 92.5% in Cycle II (Purnasari & Sadewo, 2019).

LITERATURE REVIEW

In implementing the Merdeka Curriculum, all these aspects focus on improving learners' competence and supporting support systems to produce high-quality graduates (Cholilah et al., 2023). Muharrom et al., (2023) The merdeka learning curriculum is designed to improve from the previous curriculum by introducing a more active learning approach based on religious values, Pancasila, and the wisdom of the nation's culture. V. F. H. Putri et al., (2023)

Over 40 years ago, the Problem-Based Learning (PBL) Model was developed as a response to the challenges and limitations of traditional teaching approaches (Alrahlah, 2016). Applying Problem-Based Learning (PBL) involves presenting a problem to students. According to the teacher's directions and requests, students try to find an approach to solving the problem. The teacher facilitates this process by placing students into groups and presenting a real problem (Iryanto, 2021). Problem-based learning (PBL) is also a concept in which the learning process is carried out by examining every real problem encountered in everyday life (Maryati, 2018). This will stimulate learners to think critically and develop their desire to solve problems presented by the teacher (Camelia & Maknun, 2021)

METHOD

This research involves collecting, evaluating, and combining related data from various previously published literature sources by applying the Systematic Literature Review (SLR) method. SLR is a research method used to collect and assess research results related to the topic that will be the focus of the research (A. A. Putri & Juandi, 2022). This research utilizes three systematic stages of literature review by research conducted by Yanti & Novaliyosi (2023) namely: Planning: The selected research topic is applying the PBL learning model in the context of economic education, by setting the criteria for searching articles through Google Scholar. Implementation: Articles are collected according to the predetermined keywords.

FINDING AND DISCUSSION

The literature study was conducted with the aim of finding the theoretical basis that supports the solution of the problem being investigated.

1. PBL Model in Improving Learning Outcomes - PBL model has a positive effect on learning outcomes. The success in applying the Problem-Based Learning (PBL) type cooperative learning model can be seen through the increase in learning activities and the achievement of student learning outcomes from the initial stage to the next stage (Sudareny, 2023). Meanwhile, the combination of Problem-Based Learning (PBL) and Cooperative Script (CS) has been proven to improve the evaluation of student learning outcomes in economic learning in high school. It can be seen from the significant increase in economic learning outcomes from before action (18.52%), in cycle I (29.63%), and reached 100% in cycle II (Jailani & Qudsiyah, 2020).
2. PBL Model in Improving Learning Achievement - By applying the PBL learning model, student learning achievement in class X-1 SMA Negeri 1 Sinunukan increased. Before the research, the average daily test score was 42.8 with a 43% completeness rate. After cycle I, the average score increased to 69.3 with a completeness rate of 69% (T. Siregar, 2023). The findings of this study indicate that the application of the PBL learning model has a positive impact on improving student learning outcomes at SMAN 1 Kasongan, Katingan Hilir District, Katingan Regency, in the 2022/2023 academic year (Wahyuni, 2023).

FINDING AND DISCUSSION

3. PBL Model in Improving Higher Level Thinking Ability - According to Ramadhani & Sukenti (2023b) the PBL model can support students in improving their critical thinking skills, which is an essential aspect in the development of higher-order thinking skills. The results showed that there was an increase in higher-order thinking when the PBL model was applied where the increase in C4 was 15.5%, C5 was 2.5%, and C6 was 12.5% from pre-action to cycle I. Then from cycle I to cycle II, there was an increase in critical thinking skills. Then from cycle I to cycle II, an increase in C4 21.25%, C5 21.25%, and C6 19%. Based on the research results from pre-action to cycle II, the total increase was C4 36.75%, C5 23.75%, and C6 31.5% (Fatimah et al., 2021).

4. PBL Model in Improving Learning Motivation - Research shows that the use of the PBL model with the TPACK approach has succeeded in increasing student learning motivation, with a 15% increase from 67% (Moderate) of the first cycle results to 82% (High) of the second cycle results (Tama & Sumargiyani, 2022). Applying the PBL model can increase student learning motivation. This is indicated by a significant increase in student learning motivation, namely 94.53%, and changes in behavior that increase learning motivation, namely 89.06% (Sawitri, 2021).

FINDING AND DISCUSSION

5. PBL Model in Improving Students' Activeness - This research shows that when PBL is applied in basic nursing concepts lessons, X AK 2 class students are more active (Manggalastawa & Nugraha, 2020). The percentage of involvement at the initial meeting of cycle I reached 58% and rose to 66% at the next meeting. At the initial meeting of cycle II, the percentage of engagement reached 70% and rose to 80% at the next meeting. It is hoped that other schools facing similar problems will see the PBL model and video media as an option that can increase student activeness in the learning process (Patmawati & Meilinda, 2023).



CONCLUSION

It can be concluded that PBL is a practical and highly effective learning model when used as one of the learning approaches by a curriculum that emphasizes independent learning. The use of the PBL model in learning economics at the senior high school level provides better learning outcomes, higher learning achievement, and improves thinking skills - including critical, creative and higher order thinking skills - as well as strengthens and expands learners' attitudinal skills such as self-confidence and motivation to learn. In addition, applying this model can also improve the effectiveness of the learning process in the classroom by encouraging active participation from learners.

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