

THE USE OF PROBLEM-BASED LEARNING MODELS AND MEDIA IN GEOGRAPHY LEARNING

*Mutia Ayulanda, Yurni Suasti, Ernawati

Master Program (S2) Geography Education, Faculty Social Science – Universitas Negeri Padang, Indonesia
*E-mail: mutiaayulanda13@gmail.com

Received: 01 Feb. 2021, Revised: 10 Jun. 2021, Accepted: 30 Dec. 2021

ABSTRACT

The purpose of this study is to: 1) know the use of Problem Based Learning; 2) know the various ways of applying Problem Based Learning; and 3) know the use of media in learning. This research is a library research. Literature research is research whose data collection techniques are carried out by reading various literature related to information and relevance to research topics. Problem-based learning, hereinafter abbreviated as PBL, is one of the innovative learning models that can provide active learning conditions to students and the purpose of using learning media is to help teachers in conveying messages or subject matter to their students, so that the message is easier to understand, more interesting, and more enjoyable to students.

Keywords: Geography, Problem Based Learning, Learning Media



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License

INTRODUCTION

Education is very important in its role in improving the quality of human resources. The success of a problem in realizing ideals can be measured by how many citizens are educated. In particular, education is a vehicle to develop the potential that exists in humans. This is by the functions and objectives of national education as stated in the National Education System Law No. 20/2003 CHAPTER II article 3 that:

"National Education functions to develop the ability and shape the character and civilization of the nation to educate the nation's life, aiming to develop the potential of students to become human beings who have faith, piety in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of democratic and responsible cries".

"The teaching and learning process in schools carried out by teachers consists of 3 aspects, namely Knowledge (congenital), Attitude (affective), and Skills (psychomotor). These three aspects are an inseparable unity in learning in schools that are expected to be able to improve students' abilities. The learning process in schools contains five components of communication, namely teachers, teaching materials, learning media, students, and learning objectives.

These components are a system in the learning process that cannot be separated. Subjects that require the existence of media, one of which is geography. Geography subjects that are directly related to daily activities, especially students, require teachers to take advantage of available learning media.

Teachers do not use the media so students are bored with geography lessons. Low enthusiasm for learning can be seen when students participate in teaching and learning

activities in the classroom. The development of learning media does follow the development of educational technology. The development of paradigms in educational technology affects the development of learning media.

These paradigms include: first, the learning media is the same as the audio-visual props used by the instructor to explain his duties. Second, the media is seen as something that is systemically developed and adheres to the rules of communication. Thirdly, the media is seen as an integral part of the learning system, therefore there are changes in - the learning process. The fourth learning media is viewed as one of the sources that are deliberately and purposefully developed and utilized for learning purposes (Riyana & Susilana, 2008). The delivery of learning materials using media has several advantages compared to just verbally. The task of the teacher is getting lighter in conveying the content of the learning material. The learning material will be clearer and easier to accept by students. Media also serves to help students increase understanding, arouse the desire to learn, present data interestingly and reliably, facilitate interpretation, and condense information. Therefore, the use of media in geography learning is one of the supports for success in learning.

Sudjana & Rivai (1989); Azhar (2013) stated that the benefits of learning media in the student learning process are: 1) Learning will attract more students' attention so that it can foster learning motivation; 2) The learning material will have a clearer meaning so that it can be better understood by the student and allow him to master and achieve the learning objectives; 3) Teaching methods will be more varied, not just verbal communication through the narration of words by the teacher, so that students are not bored and the teacher does not run out of energy, especially if the teacher teaches at every class hour; and 4) Students can do more learning activities because they not only listen to the teacher's description, but also other activities such as observing, doing, demonstrating, acting, and others. From the description of expert opinions regarding the benefits of learning media, it can be concluded that learning media is very effective to be used in delivering the subject matter. Among the benefits are reducing verbalism so that teaching and learning activities are more varied, information from the material taught can be conveyed better, can increase student motivation so that they can easily achieve learning goals.

METHODS

This research is library research. Literature research is research whose data collection techniques are carried out by reading various literature related to information and relevance to research topics (Sukardi, 2010). Meanwhile, according to Moleong (2021), literature research with field research uses a qualitative approach, namely research whose procedures produce descriptive data in the form of written or spoken words from people and observed actors.

FINDINGS

Problem-Based Learning (PBL)

Problem Based Learning (PBL) is another term problem-Based Learning (PBM) which is learning that begins with exposing students, to a problem that exists in the real world and leads them to be able to solve the problem through learning activities or experiences carried out during the learning process (Isrok'atun& Amelia). According to Tan et al

(2018), PBL is an innovation in learning because in PBL the ability Student thinking is optimized through a systematic process of a group or teamwork so that students can empower, hone, test, and develop their thinking ability on an ongoing basis. The PBL model is a teaching method with a real problem-solving focus, the process by which students carry out group work, feedback, and discussions, which can serve as a springboard for investigations and investigations, and final reports. Thus students are encouraged to be more actively involved in the subject matter Sockalingam & Schmidt (2011) also stated that the PBL model is a learning model which uses the problem as a base of 9 mater learning for students. In line with the halter, the role of the teacher in this learning model is more of a role as a guide and facilitator so that students learn to think and solve their problems.

The PBL learning model is a learning model designed so that students get important knowledge, which makes them proficient in solving problems, and has their learning and the ability to participate in the team (Rebello & Zollman, 2013). According to Paloloang (2014), the PBL Model is a learning model that is focused on regulated learning experiences including investigation and problem solving, especially problems related to everyday life. The problem-based learning model is a learning model that is a learning model that trains students to use problem-solving skills (Putra, 2022). The focus of learning PBL is on the chosen problem so that students not only learn concepts related to the problem but also scientific methods for solving such problems (Sianturi et al, 2018). The role of teachers in the PBL model is to provide problems to students, provide questions and facilitate students in learning activities (Pratiwi et al, 2014). PBL has the following characteristics: 1) Learning begins with a problem; 2) Ensure that the problems given are related to the real world of the student/ college student; 3) Organizing lessons around problems, not around disciplines; 4) Give great responsibility to the learner in forming and carrying out directly their learning process; 5) Using small groups; and 6) Require learners to demonstrate what they have learned in the form of a product or performance. Problems that are used as the focus of learning can be solved by students through group work so that they can provide diverse learning experiences for students such as collaboration and interaction in groups, in addition to learning experiences related to problem-solving such as making hypotheses, designing experiments, conducting investigations, collecting data. , interpreting data, drawing conclusions, presenting, discussing, and making reports. This situation shows that the PBL model can provide a rich experience for students. In other words, the use of PBL can increase students' understanding of what they are learning so that they are expected to be able to apply it in their daily lives. A finding describes that the PBL method is more effectively used in learning that is applied to students compared to traditional methods (lecture methods and without involving the activeness and creativity of students in obtaining teaching materials). The PBL model requires students to learn actively, demanding that learners be able to solve problems made by their teachers or problems that are strengthened by the learners themselves. this will spur the achievements and learning outcomes of learners effectively. As already mentioned that the application of the learning method with the PBL model. The characteristics of the PBL learning model, which have been explained above, that is, it is started with the presence of a problem (it can be raised by the student or teacher), then the student deepens his knowledge of what they or already know and what they need to know to solve the problem. Students can choose problems that are considered interesting to solve so that they are encouraged to play an active role in learning. This stimulates a person to hold a reaction to achieve goals in an atmosphere of competition to achieve something. So it is assumed that this PBL learning model has a positive contribution to increasing motivation to excel.

Learning media

Based on the National Education Association (NEA) has a different meaning. Media are forms of communication both printed and audiovisual as well as their equipment. Media should be manipulated, visible, audible, and readable. Meanwhile, according to the Association of Education and Communication Technology (AECT), media is any form and channel used to channel messages or information. Based on the opinion above, it can be concluded that media is a tool used to support learning so that learning can run well. Media can also be interpreted as a liaison between the giver and recipient of information. The use of media as a liaison between educators and students is called learning. In other words, that active learning requires media support to deliver the material they are going to learn. Learning is a translation of the word "instruction" which in Greek is called instructions or "intruder" which means conveying thoughts, thus the meaning of instructional is conveying thoughts or ideas that have been processed meaningfully through learning.

The word learning contains a more pro-active meaning in carrying out learning activities because in it not only educators or instructors are active, but participants did is an active subject in learning. Learning media is any form of communication tool that can be used to convey information from the source to participants educated in a planned manner to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively. Learning media is a messenger technology that can be used for learning purposes, learning media is a physical means to deliver the subject matter. Learning media is a means of communication in print and view and hearing forms including device technology hard.

The use of media in learning

The use of media or modern tools in lectures or learning does not intend to replace good teaching methods, but to complement and assist lecturers in delivering material or information. By using the media, it is hoped that there will be maximum interaction between lecturers and students so that they can achieve learning outcomes that are by the objectives. There is no stipulation when a media should be used, but it is highly recommended for lecturers to choose and use media appropriately. In general, the purpose of using learning media is to assist teachers in conveying messages or subject matter to their students, so that the message is easier to understand, more interesting, and more fun for students. While specifically learning media is used to provide a different and varied learning experience thus stimulating students' interest in learning. Cultivating certain attitudes and skills in the field of technology, Creating learning situations that are not easily forgotten by students, Realizing effective learning situations, To provide learning motivation to students (Situmorang, 2015).

CONCLUSION

PBL is a learning model that is focused on regulated learning experiences including investigation and problem solving, especially problems related to daily life, PBL is more effectively used in learning that is applied to students compared to traditional methods, lecture methods and without involving the activeness and creativity of students in obtaining teaching materials. Media is a tool used to support learning so that the learning can run well, Learning media is a messenger technology that can be used for learning

purposes, learning media is a physical means to convey the subject matter. The purpose of using learning media is to assist teachers in conveying messages or subject matter to their students, so that the message is easier to understand, more interesting, and more fun for students.

REFERENCES

- Azhar, A. (2013) *Teknologi Pembelajaran Agama*. Alauddin University Press.
- Moleong, L. J. (2021). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.
- Sianturi, A., Sipayung, T. N., & Simorangkir, F. M. A. (2018). Pengaruh model problem based learning (PBL) terhadap kemampuan berpikir kritis matematis siswa SMPN 5 Sumbul. *UNION: Jurnal Ilmiah Pendidikan Matematika*, 6(1).
- Situmorang, M., Sitorus, M., Hutabarat, W., & Situmorang, Z. (2015). The Development of Innovative Chemistry Learning Material for Bilingual Senior High School Students in Indonesia. *International Education Studies*, 8(10), 72-85.
- Sockalingam, N., & Schmidt, H. G. (2011). Characteristics of problems for problem-based learning: The students' perspective. *Interdisciplinary Journal of Problem-Based Learning*, 5(1), 6-33.
- Sudjana, N., & Rivai, A. (1989). *Teknologi pengajaran*. Bandung: Sinar Baru.
- Susilana, R., & Riyana, C. (2008). *Media pembelajaran: hakikat, pengembangan, pemanfaatan, dan penilaian*. CV. Wacana Prima.
- Paloloang, M. F. B. (2014). Penerapan model problem based learning (PBL) untuk meningkatkan hasil belajar siswa pada materi panjang garis singgung persekutuan dua lingkaran di kelas VIII SMP Negeri 19 Palu. *Jurnal Elektronik Pendidikan Matematika Tadulako*, 2(1), 67-77.
- Pratiwi, A. A., Adi, W., & Octoria, D. (2014). Pengaruh Model Problem Based Learning Dan Cooperative Learning Metode Jigsaw Terhadap Prestasi Belajar Akuntansi Ditinjau Dari Motivasi Belajar (Studi Eksperimen Pada Siswa Kelas Xi Ips Sma Negeri 1 Surakarta Tahun Ajaran 2013/2014). *Jupe-Jurnal Pendidikan Ekonomi*, 2(3).
- Putra, T. T. (2012). Meningkatkan kemampuan berpikir kreatif siswa dengan pembelajaran berbasis masalah. *Jurnal Pendidikan Matematika*, 1(1).
- Rebello, N. S., & Zollman, D. A. (2013). Assessing pedagogical content knowledge of future elementary teachers. In *Proceedings of the 2013 Physics Education Research Conference* (pp. 297-300).
- Tan, E., Rusman, E., Firssova, O., Ternier, S., Specht, M., Klemke, R., & So, H. J. (2018, November). Mobile Inquiry-based Learning: Relationship among levels of inquiry, learners' autonomy and environmental interaction. In *World conference on mobile and contextual learning* (pp. 22-29).