

The Application of the Problem-Based Learning Cooperative Model to Improve Sociology Learning Outcomes on the Concept of Social Conflict

(In Class X-2 of SMA Negeri 2 Taniwel, West Seram Regency)

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Abstract. The era of globalization is an era of quality competition, where only those with high competence will be able to compete in the free market. Therefore, developing high-quality human resources is something that cannot be compromised. Education that supports development in this era is education that can foster students' potential, enabling them to face and overcome life's challenges. Thus, in the learning process, teachers should not only serve as models or sources of knowledge but also act as learning managers. As learning managers, teachers play an important role in creating a learning environment that allows students to learn comfortably and effectively. Based on observations at SMA Negeri 2 Taniwel, it was found that students in class X-2 have low learning outcomes in sociology. The writer's observation in class indicated that sociology learning was dominated by lecture methods, resulting in students being less active during the learning process. According to research conducted by Al Muchtar (1991), learning in social studies education does not sufficiently simulate students to be actively involved in the learning process. Furthermore, the teaching and learning process of social studies carried out by teachers has not been able to foster a learning culture among students, which in turn significantly affects their learning achievement and outcomes. To support active learning strategies, teachers can apply various relevant learning models. Therefore, the learning process will become more varied, innovative, and constructive, creating interaction between teachers and students, among students themselves, and between students and other learning resources.

Keywords: Active Learning; Education; Globalization; Learning Strategy; Social Studies

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1. Introduction

The globalization era is an era of quality competition, where those who possess quality are the ones who will be able to compete in this free market. Therefore, the development of quality human resources is something that can no longer be negotiated. This is imperative because the quality of human resources serves as the main pillar supporting national development.

In Law No. 20 of 2003, Chapter II, Article 3, it is stated that national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. It aims to develop students' potential to become human beings who believe in and are devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Education that can support development in the era of globalization is education that is able to develop students' potential, enabling them to face and solve life's problems. Education must touch both the conscience and competence of students. This concept of education becomes increasingly important when an individual enters society and the world of work, as they must be able to apply what they have learned at school to deal with everyday life problems, both present and future.

It is only natural that teachers engaged in education should be more creative in providing learning experiences for their students so that the students produced have the necessary provisions to compete and face life's challenges in this increasingly advanced

era. In line with the professional responsibility in the learning process, teachers are required to always prepare everything related to the learning activities to be carried out. The goal is to ensure that learning activities can run effectively and efficiently, with the ultimate objective being the mastery of learning outcomes by all students (Uno et al., 2011:3).

Thus, the learning process will become more varied, innovative, and constructive, creating interaction between teachers and students, among students, and between students and other learning resources. The learning process can be said to run well when there is good interaction between teachers and students. According to Sanjaya (2009:24), one of the tendencies often overlooked is that the essence of learning lies in the students' learning process, not the teacher's teaching. Therefore, in the learning process, teachers not only act as models or role figures for students but also as learning managers.

As learning managers, teachers play an important role in creating a learning atmosphere that allows students to learn comfortably. Uno (2011:75) states that "the success of achieving competencies depends on several aspects, one of which is how a teacher implements the learning process." Learning is something carried out by students, not something made by them. Learning is an effort by educators to assist students in conducting their learning activities.

Based on the observation conducted at SMA Negeri 2 Taniwel on Tuesday, January 23, 2015, it was found that students in class X-2 had low learning outcomes in sociology. Observations showed that sociology learning was dominated by the lecture method, making students less active in the learning process. This is confirmed by Drost and Conny Semiawan (2000), who stated that the low quality of teaching and learning is caused by the teacher's dominance. So far, teachers have been positioned as all-knowing sources, while students are viewed as passive objects who know nothing. Such learning only fills students' memory but does not develop their thinking abilities.

According to Al Muchtar (1991), learning in social studies does not stimulate students to actively engage in the learning process. Furthermore, the teaching process conducted by teachers has not yet succeeded in cultivating a learning culture among students. Consequently, this significantly affects student achievement and learning outcomes.

The low learning outcomes in sociology are influenced by several factors, one of which is teacher competence. According to Khabibah (2006) and Trianto (2009), there are two weaknesses in conventional learning: (1) low student absorption capacity, and (2) students' inability to apply concepts in daily life.

It should be emphasized that conventional learning has long been practiced, where teachers dominate the learning process and control students' freedom—students must always follow the teacher's instructions. Unconsciously, this approach limits the development of students' personal aspects, making them lose motivation to learn. Teachers must realize that students in the same classroom certainly have different abilities and initial understandings—they are highly heterogeneous.

Such learning conditions may not be a problem for academically strong students; however, for those with weaker academic abilities, it reduces their motivation to learn (Slavin, 1994, 1995). According to Slavin (1995), in this situation, academically strong students will continue to succeed, while academically weaker students will continue to fail and may never achieve success.

To promote active learning strategies, teachers can apply various relevant learning models. The selection of an appropriate learning model should consider students' conditions, the nature of the material, available media facilities, and teacher readiness (Uno, 2011:105). Thus, the learning process will become more varied, innovative, and constructive, which in turn can create meaningful interactions between teachers and students, among students, and between students and other learning resources.

2. Theoretical Study

Problem-Based Learning (PBL) is an educational method that encourages students to understand how to learn and work collaboratively in groups to find solutions to real-world problems. Problem simulations are used to stimulate students' curiosity before they begin studying a particular topic. PBL prepares students to think critically and analytically, as well as to effectively obtain and use learning resources appropriately..

Learner-Centered Instructional Strategy

According to Barrows (1982), *Problem-Based Learning (PBL)* is a learning model based on the principle of using problems as the starting point for acquiring and integrating new knowledge. The characteristics of PBL include:

- a. Avoiding isolated and teacher-centered learning.
- b. Creating interdisciplinary learning that is learner-centered and conducted over a long period of time.
- c. Integrating learning with real-world contexts and practical experiences.
- d. Teaching students to apply what they have learned in school to their lifelong experiences.
- e. Learning is student-centered and conducted in small groups.
- f. Teachers act as tutors and facilitators.
- g. Problems are formulated to focus and stimulate learning.
- h. Problems serve as a vehicle for developing problem-solving skills.
- i. New information is obtained through self-directed learning.

Learning Objectives of PBL

The implementation of PBL strategies in learner-centered learning trains students' scientific reasoning skills so that they can think critically, engage in higher-order thinking, become information literate, develop self-regulation, and become lifelong learners. In terms of behavior, students are also expected to demonstrate good cooperation, enhance interpersonal skills, and emulate adult roles that foster maturity and wisdom. In *Problem-Based Learning*, teachers or lecturers as educators present authentic problems or orient students toward the problem. They also facilitate and guide students' investigations during experiments or observations, encourage dialogue among students, and support the overall learning process. The needs and challenges in the educational process constantly change in line with the evolving conditions and dynamics of the era. To ensure that the educational process can meet these challenges, we must also adapt—whether in mindset, approach, or skills required in the learning process. Change is never easy. Obstacles and challenges are inevitable, but they should not be feared; rather, they should serve as motivation. Therefore, the learner-centered instructional strategy, particularly in *Problem-Based Learning*, plays a crucial and valuable role in helping students become more effective learners—true lifelong learners who never stop learning.

Steps in Problem-Based Learning (PBL)

The steps in implementing PBL are as follows:

Explore the Issues

The teacher introduces the problem to the students. Discuss the problem statement and identify key components. Students may feel that they do not yet know enough to solve the problem, but that is part of the challenge! Students must gather information and learn new concepts, principles, or skills while engaging in the problem-solving process.

List "What Do We Know?"

Students identify what they already know that can help solve the problem. This includes their existing knowledge, as well as the strengths and abilities of each team member. Consider everyone's input—no matter how unusual it may seem—because it might be valuable!

Develop and Write the Problem Statement in Your Own Words:

- a. The problem statement should arise from the group's analysis of what is known and what needs to be known to find a solution.
- b. Write the statement clearly.
- c. Reach a group consensus on the statement.
- d. Get feedback from your instructor (optional but recommended).
- e. List all possible solutions, then rank them from strongest to weakest, and choose the best or most feasible one.

List the Actions to Be Taken with a Time Frame:

- a. What do we need to know and do to solve the problem?
- b. How should we prioritize these actions?
- c. How do these relate to our list of solutions? Do we agree?

List “What Do We Need to Know?”

Conduct research to gather the knowledge and data needed to support your solution.

- a. Discuss potential resources—experts, books, websites, etc.—and assign research tasks with deadlines.
- b. If your research supports your solution and consensus is reached, proceed to the next step.

Write Your Solution with Supporting Documentation and Submit It:

You may be required to present your findings or recommendations to your class or group. This should include the problem statement, research questions, collected data, data analysis, and justification for your solution or recommendation. In short, present both your process and results, and defend your conclusions.

Review Your Performance:

Be proud of what you did well, and learn from what could be improved.

Celebrate Your Work!**Advantages and Disadvantages of PBL**

The advantages of the *Problem-Based Learning* approach include: (a) PBL allows educators to help students become technologically literate, equipping them with skills and confidence to succeed in global competition, while teaching core curriculum content in an interdisciplinary manner. (b) PBL enhances education for all learners by shifting instruction from “telling” to “doing,” providing opportunities for students to learn based on their interests, make independent decisions, and discuss how to find answers or solve problems. (c) PBL promotes active student participation. (d) It fosters students’ creativity in problem-solving.

However, PBL also has certain disadvantages, such as: (a) It is time-consuming and less efficient. (b) It can lead to misuse of time if not well-managed.

The Concept of Social Interaction

According to Soerjono Soekanto, social interaction cannot occur without two essential conditions: **social contact** and **communication**.

Social Contact

The term *contact* comes from the Latin words *con* or *cum*, meaning “together,” and *tangere*, meaning “to touch.” Thus, contact literally means “touching together.”

In sociology, social contact does not necessarily involve physical interaction, as people can make social contact without direct touch—for example, through telephone conversations, radio communication, or email. Therefore, physical contact is not a primary condition for interaction.

Characteristics of social contact include:

- a. Social contact can be positive or negative. Positive contact leads to cooperation, while negative contact leads to conflict.
- b. Social contact can be primary or secondary.
 - 1) Primary contact occurs when participants meet face-to-face, such as between teachers and students in a classroom, or between buyers and sellers in a traditional market.
 - 2) Secondary contact occurs through intermediaries—for example, a telephone conversation.
 - 3) Secondary contact may be direct, such as when a community leader invites another directly via phone, or indirect, such as when a message is conveyed through another person.

Communication

Communication is a key requirement for social interaction. The essence of communication lies in mutual interpretation of behaviors (speech, gestures, or attitudes) and expressed feelings.

The five main elements of communication are:

- a. Communicator: the person conveying the message, idea, or feeling.
- b. Communicant: the person or group receiving the message.
- c. Message: the information, instruction, or emotion being transmitted.
- d. Medium: the means used to convey the message, such as spoken words, writing, images, or films.
- e. Effect: the expected change in the communicant after receiving the message.

Forms of Social Interaction

Based on the Number of Participants:

- a. Individual-to-Individual Interaction: one person influences or gives a stimulus to another.
- b. Individual-to-Group Interaction: for example, a preacher delivering a sermon to an audience.
- c. Group-to-Group Interaction: such as a football team competing against another team.

Based on the Process:

- a. Imitation: forming values by imitating others.
- b. Identification: attempting to make oneself similar to another person.
- c. Suggestion: for example, a school dropout being easily influenced to engage in juvenile delinquency.
- d. Motivation: such as when a teacher assigns tasks to encourage students to study diligently and responsibly.
- e. Sympathy: feelings of compassion expressed from one individual to another or to a group.
- f. Empathy: deeper emotional involvement—for instance, feeling deep concern when a close relative is seriously injured.

The Relationship Between Individuals and the Environment:

- a. Physical Environment: including nature, soil conditions, and seasons.
- b. Social Environment: the setting in which individuals interact.

Characteristics of Social Interaction

According to the Sociology Team (2002), the characteristics of social interaction are as follows:

- a. Involves more than one person.
- b. Involves communication between participants through social contact.
- c. Has clear intentions or goals.
- d. Is carried out within a specific social system or pattern.

There are many things that occur through social interaction: individuals can exchange ideas, gain new knowledge, seek advice for problems they face, and develop clearer thinking through mutual communication.

Learning outcomes

Learning outcomes refer to the abilities possessed by students after they have undergone a learning experience. Essentially, the learning outcomes achieved by students represent behavioral changes, which include cognitive, affective, and psychomotor domains (Sudjana, 1989:22). According to Daryono (2005:55–60), the factors that determine or influence learning outcomes include internal factors such as health, intelligence, talent and interest, motivation, and learning style, as well as external factors such as family, school, community, and environment.

According to Bloom, as cited in Ratumanan (2004:45), learning outcomes are categorized into six domains:

- a. Knowledge
- b. Comprehension
- c. Application
- d. Analysis
- e. Synthesis
- f. Evaluation

In the teaching and learning process, it is important for teachers to understand the expected learning outcomes of students so they can properly design and plan instruction. The success of any learning process is measured by how far students have achieved the intended learning outcomes.

Learning outcomes refer to changes in students' behavior after learning, which encompass the cognitive, affective, and psychomotor aspects. There are several objectives in evaluating students' learning outcomes, including:

- a. Diagnosing students' strengths and weaknesses
- b. Monitoring students' progress
- c. Classifying students' achievement scores
- d. Measuring the effectiveness of the learning process

- e. Determining the school's standards within the community
- f. Assisting in teacher evaluation
- g. Classifying learning objectives

This process is highly beneficial for students, as it enables them to understand how far they have developed cognitively, affectively, and psychomotorically through the learning process.

According to Gagne, as cited in Wina Sanjaya (2008:160), there are eight types of learning experiences:

- a. Signal learning, the simplest form of learning, in which a learner gives a response to a stimulus.
- b. Stimulus–response learning through reinforcement, where repeated responses occur when reinforcement is given.
- c. Chaining learning, where learners connect various phenomena or factors into a meaningful whole.
- d. Verbal association learning, where responses are given in the form of words.
- e. Discrimination learning, the ability to differentiate between stimuli that are almost similar in nature.
- f. Concept learning, which involves classifying objects into specific categories.
- g. Rule or principle learning, which connects several rules to solve problems.
- h. Problem-solving learning, where learners face problems and attempt to solve them, ultimately developing new abilities and skills in problem-solving.

Learning, as viewed from the process described above, provides insight into how learning activities occur rather than the results of learning achieved by students. According to Gagne (in Agus Suprijono, 2009:5), learning outcomes can be divided into four categories:

- a. Concept learning – the ability to distinguish between several objects based on specific characteristics.
- b. Verbal information learning – commonly occurs in school contexts, such as reading, writing, storytelling, and listening to teachers' explanations.
- c. Intellectual skills learning – emphasizes the ability to solve problems through the use of concepts and principles that have been previously learned.
- d. Attitude learning – refers to one's readiness and willingness to accept or reject an object; the result of attitude learning is shown through willingness, interest, and attention.

According to Sudijanto (in Wenno, 2003:9), learning outcomes represent the level of achievement attained by students in following the teaching and learning process in accordance with established educational objectives. Meanwhile, Ratumanan (2004:1) argues that learning outcomes can only be observed when an individual demonstrates the abilities acquired through learning. Evidence that someone has engaged in learning is seen through behavioral changes that were previously absent or weak.

Furthermore, Bloom (in Wenno, 2003:9) identifies three domains of educational objectives that constitute learning outcomes:

- a. The cognitive domain, involving thinking, knowing, and problem-solving abilities.
- b. The affective domain, involving attitudes, values, and emotional responses.
- c. The psychomotor domain, involving motor skills.

The success of learning outcomes can be determined through assessment activities. Behind this concept lies the belief that educators' efforts in organizing effective learning activities are the key to achieving educational goals.

3. Metods

Type of Research

The type of research used in this study is Classroom Action Research (CAR) or *Penelitian Tindakan Kelas (PTK)* (Alih Zuriah, 2003:73), which is viewed as a cyclical process consisting of four stages: planning, implementation, observation, and reflection. The main characteristic of Classroom Action Research is that it is a practical study in the field of education conducted in the classroom with the aim of improving problems encountered in the learning process. This improvement effort is carried out by implementing actions to find solutions to the problems identified by the teacher during the teaching process.

(Suyanto, 1988:3). The advantages of Classroom Action Research (CAR) include the active involvement of teachers as subjects who carry out the actions. Consequently, teachers gradually develop the habit of self-evaluation. Another advantage is that as teachers cultivate a research-oriented mindset through continuous implementation of Classroom Action Research, they become more empowered to take professional initiatives independently, build self-confidence, and become more courageous in taking risks by trying new innovations that are expected to bring about improvement and enhancement in the learning process.

Research Location and Time

a. Research Location

This study was conducted at State Senior High School 2 Taniwel, West Seram Regency.

b. Research Time

The research was carried out one month after the completion of the research proposal seminar.

Research Subjects

The subjects of this study were 31 students of class X-2 at State Senior High School 2 Taniwel. The implementation of Classroom Action Research began with the first cycle, consisting of four activities. Once the strengths and weaknesses of the actions in the first cycle were identified, the teacher designed a plan for the second cycle. The activities in the second cycle could be the same as those in the previous one if intended to repeat or reinforce successful outcomes. If, after the second cycle, the learning outcomes still did not meet the minimum learning mastery criteria, the research could proceed to a third cycle, following the same procedures and stages as before.

The detailed activities in each stage are as follows:

Planning

Before conducting the research, the researcher prepared all elements related to the study, including developing a syllabus, preparing lesson plans (RPP) based on the Problem-Based Learning model, creating teaching materials, preparing student worksheets (LKS), designing observation sheets for both students and teachers, and preparing pre-test and post-test questions. The success criterion for this research was set as achieving learning mastery for at least 80% of students with a minimum score of 75.

Action Implementation

The learning process was carried out according to the scenarios in the lesson plans (RPP).

Observation

The researcher observed the learning process and analyzed the results obtained in each cycle while collaborating with the sociology teacher.

Reflection

The fourth stage involved reviewing weaknesses or unachieved aspects in each cycle and planning improvements for the next cycle.

Research Instruments

a. Test Instruments

The instruments prepared included pre-tests and post-tests. The pre-test aimed to assess students' readiness for the upcoming material, while the post-test aimed to measure students' mastery after each learning cycle. The test technique used was a written objective test, administered at the end of each cycle. In this study, the post-test was conducted twice, once per cycle.

b. Observation

Observation focused on both student and teacher activities during the classroom learning process. The observers used a structured observation checklist to record occurrences by marking (✓) each relevant statement on the observation sheet.

c. Interview

Interviews were conducted with the teacher regarding the implementation of the Problem-Based Learning (PBL) model and the students' participation during the teaching and learning process.

Research Procedure

This study employed a classroom action research design focusing on the topic of social interaction in sociology, with the objective of improving students' learning outcomes. The implementation of actions was carried out in stages until the research objectives were successfully achieved.

4. Result And Discussion

Preliminary Steps Before Conducting the Research

Before conducting the research, the researcher carried out direct observations and interviews with the principal, the vice principal for curriculum affairs, and the sociology subject teacher—particularly the sociology teacher of class X-2 at State Senior High School 2 Taniwel, West Seram Regency.

Based on the results of the observation and interview, it was found that the students' learning outcomes in Sociology were still low. This was evidenced by the results of the odd semester test, which showed that the Sociology scores of class X-2 students had not yet reached the minimum mastery criterion (KKM) of 75.

This condition occurred because the teaching and learning process in Sociology at State Senior High School 2 Taniwel still used conventional learning models, where the teacher played a dominant role from the beginning to the end of the lesson. Consequently, students tended to receive information passively from the teacher rather than actively discovering answers on their own, leading to low learning outcomes. This situation encouraged the researcher to conduct the study at SMA Negeri 2 Taniwel.

In preparation for the research implementation, the researcher prepared various research instruments and materials, including the lesson plans (RPP), teaching materials, test questions (pre-test and post-test), student worksheets (LKS), observation sheets for both teacher and students, and also consulted with the academic supervisor.

The researcher also held discussions with the Sociology teacher regarding the application of the Problem-Based Learning (PBL) model to improve students' learning outcomes in class X-2. To ensure the teacher's mastery of the PBL model, the researcher requested the teacher's cooperation to conduct initial practice sessions in another class (outside the research class). This training was conducted twice until the teacher was fully confident in implementing the Problem-Based Learning model.

Cycle I

Action Planning

In the action planning stage, the researcher prepared several components, including:

- a. Designing the syllabus,
- b. Developing the lesson plan (RPP) based on the steps of the Problem-Based Learning (PBL) model,
- c. Preparing teaching materials,
- d. Creating student worksheets (LKS),
- e. Preparing observation sheets for teachers,
- f. Preparing observation sheets for students,
- g. Designing pre-test and post-test questions,
- h. Setting the minimum mastery standard (KKM) at 73
- i. Establishing the criteria for successful implementation, namely that the action is considered successful if more than 80% of students achieve the minimum mastery score of 73, and
- j. Collaborating with the Sociology teacher to conduct training sessions on the Problem-Based Learning model to ensure that the teacher thoroughly understands its implementation during classroom activities.

Action Implementation

On Friday, September 2, 2016, from 10:30 a.m. to 12:45 p.m. (WIT), the researcher and the teacher entered the classroom and greeted the students. The researcher then took a seat at the back of the class while the teacher began preparing and managing the students. The teacher took attendance, stimulated students' interest in the topic to be studied, and conducted a brief question-and-answer session to explore students' prior knowledge and ideas in order to identify potential misconceptions. Before starting the discussion session, the teacher reviewed the students' homework that had been completed

individually. Next, the teacher asked the students to gather in their assigned groups. Once the students were ready for discussion, the teacher invited the leader and secretary of Group IV to present their discussion results on Question 4: "Mention the requirements for the formation of a social group!" Group IV presented the following answer:

- a. Every group member must be aware that they are part of the group.
- b. There must be reciprocal relationships among members.
- c. There must be a common factor that strengthens their bond.
- d. The group must have structure, norms, and behavioral patterns.
- e. The group must be systematic and continuous in process.

The moderator then invited other groups to provide feedback or suggestions; however, none did. The teacher and students responded with applause as appreciation. Next, Group V presented Question 5: "Explain the classification of social groups according to Ferdinand Tönnies!" Their answer was as follows: Ferdinand Tönnies classified social groups based on the strength of relationships within the group into two types: *Gemeinschaft* (Community) and *Gesellschaft* (Association). Group V provided examples of *Gemeinschaft* such as marriage, religion, customs, and family, and examples of *Gesellschaft* such as professional and trade associations. Group I acknowledged that the explanation was clear, and again, the class responded with applause.

The teacher then called Group VI to present Question 6: "What are the foundations for the formation of social groups?" Their response was: the formation of social groups is based on several factors, including:

- a. Common interests,
- b. Common ancestry,
- c. Similar physical characteristics,
- d. Geographical factors, and
- e. Common regional origins.

Group II asked for clarification regarding the geographical factor, to which Group VI responded that geographical conditions influence people to form social groups with characteristics unique to their environment. For instance, fertile areas may encourage the formation of dairy farming groups, highland areas form agricultural groups, and coastal areas form fishing groups. The answer was deemed satisfactory, and the class responded with applause.

The teacher then acted as a facilitator to provide feedback and announced the group with the highest score, which received a round of applause as a form of recognition. Afterward, the teacher and students summarized the discussion results together and asked students to take notes. Finally, the teacher prepared students for the test, closed the lesson with a prayer led by the class secretary, greeted the students, and left the classroom.

Observation

During the implementation of Cycle I, the application of the Problem-Based Learning model in improving students' Sociology learning outcomes on the concept of multicultural society had not yet been fully effective as expected.

Based on the results of observation and evaluation, the researcher and teacher identified several aspects to be improved in the next cycle, including:

- a. The teacher should stimulate students' interest by providing relevant illustrations and motivation before beginning the lesson.
- b. The teacher should conduct more question-and-answer sessions to explore students' prior experiences and ideas to identify possible misconceptions.
- c. The teacher should apply the steps of the **Problem-Based Learning** model more carefully so that all stages of the instructional scenario can be implemented properly.

Reflection Stage

After completing the planning, action, and observation stages, the process continued with the reflection stage. At this stage, the researcher and the teacher jointly reflected on the successes and shortcomings that occurred during Cycle I. Based on the results of the learning process using the Discussion learning model, the researcher conducted a reflection to identify findings related to efforts to improve students' learning outcomes in Sociology for class XI-2. The reflection results indicated that students' understanding through the Discussion model had not yet reached a satisfactory level in several aspects. This was further supported by the observation sheets, which showed that

the learning process still needed improvement. Therefore, it was decided that the learning activities would be continued to Cycle II in order to achieve better learning outcomes.

Research Implementation

Before conducting this research, the researcher first carried out several preparatory steps. The researcher consulted with the first and second supervisors to review and verify the research instruments that had been prepared. In addition, the researcher also obtained research permits from both the university and the authorized government institutions.

After completing the administrative process, the researcher proceeded to the research site, namely SMA Negeri 2 Taniwel, West Seram Regency. Upon arrival, the researcher coordinated with the principal to submit the official research permit and to explain the purpose and scope of the research. This coordination aimed to ensure the support and cooperation of all related parties to facilitate the smooth implementation of the study.

Subsequently, the researcher coordinated with the Sociology teacher to discuss the learning steps that would be carried out using the Problem-Based Learning (PBL) model. Based on preliminary information, it was found that students' learning outcomes in Sociology were still low. This was evidenced by the results of the odd-semester test, which showed that the students in class X2 had not yet achieved the Minimum Mastery Criterion (KKM). This condition occurred because the learning process still used conventional teaching methods in which the teacher played a dominant role from the beginning to the end of the lesson. As a result, students tended to receive information passively rather than discovering knowledge independently, which led to low learning outcomes.

Based on these findings, the researcher decided to apply the Problem-Based Learning model in the Sociology learning process in class X2, aiming to improve students' learning outcomes in the topic of Multicultural Society.

During Cycle I, the actions were carried out based on the plans made during the preparation stage. These included developing a lesson plan (RPP), teaching materials, student worksheets (LKS), test instruments (pre-test and post-test), and observation sheets for both teachers and students, as well as determining the mastery criteria. The learning process using the PBL model still had several shortcomings from both the teacher and the students.

The teacher's shortcomings included: not stimulating students' interest by providing illustrations or motivation related to the topic before starting the lesson, not engaging students in question-and-answer sessions to explore their prior knowledge or possible misconceptions, and not fully mastering the stages of the PBL implementation, resulting in incomplete application of the learning steps.

The students also showed several weaknesses. They were still passive and hesitant when working in groups or presenting learning materials. Many students were not actively participating in completing the student worksheets, some were reluctant to express opinions, and only a few actively engaged during the learning process. Some students paid attention to the teacher's explanations, while others were distracted and talking among themselves.

The learning outcomes in Cycle I showed that 34.48% (10 students) achieved scores above 75, while 65.51% (19 students) did not reach the mastery criterion. Because of these shortcomings and the unsatisfactory results, the research was continued to Cycle II.

In Cycle II, the teacher conducted the learning process again according to the lesson plan and the stages of the Problem-Based Learning model over two meetings. Based on the observations, improvements were evident. The weaknesses identified in Cycle I were successfully addressed; the teacher implemented all stages of the learning process effectively and followed the instructional plan properly.

The results in Cycle II showed that 89.65% (26 students) achieved scores above 75, while only 10.34% (3 students) had not yet met the standard. Since the students' learning outcomes had reached a satisfactory level of mastery, the research did not proceed to Cycle III.

5. Conclusion and Suggestions

Based on the results of the research that has been conducted, data from Cycle I on Sociology learning outcomes in the topic of Social Interaction through the Discussion learning model showed that the highest score obtained by the respondents was 100 and

the lowest score was 50. There were 10 students who achieved the Minimum Mastery Criterion (KKM) of 75, while 19 students had not yet reached it. Meanwhile, the results from Cycle II on the same topic using the Discussion learning model showed that the highest score obtained was 100, the lowest was 60, with 26 students achieving the KKM and only 3 students not meeting the criterion. From these findings, it can be concluded that the use of the Discussion learning model effectively improved students' learning outcomes in Sociology on the topic of Social Interaction among Grade XI-2 students at SMA Negeri 2 Taniwel, West Seram Regency. This improvement is indicated by the achievement of classroom action research success indicators and the increase in the average Sociology learning outcomes from 69.65% in Cycle I to 87.24% in Cycle II. In terms of individual mastery, the percentage increased from 34.48% in Cycle I to 89.65% in Cycle II. Therefore, it can be concluded that in Cycle I, most students had not yet achieved the KKM, while in Cycle II, the majority successfully met the learning standards. Consequently, further cycles were deemed unnecessary as the research objectives had been achieved.

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