

The Impact Of-Problematic Learning Styles-On Learning Outcomes Of Cultural Diversity In My Country 1 Sub-Diameter 1 Unity

Reza Zulfiqar Falah ^{1*}, Sandi Budiana ², Rini Sri Indriani ³

Pakuan University in Bagor¹²³, Indonesia

rezadzulfiqar@gmail.com*1

Article content	Abstract
<p>E-ISSN : 3026-6874 Vol: 2 No : 11 November 2024 Halaman: 37-40</p> <p>Keyword: Learn from problems learning outcomes The cultural diversity</p>	<p><i>The Impact of Problematic Learning Styles on Learning Outcomes in My Country Cultural Diversity Teachers and Teaching Education Dissertation Pacuan University. 2566 This study is a quasi-experimental study using traditional and problem-based learning models to investigate how cultural diversity sub-factors affect learning outcomes in My Country State School in Bokor IV C 78 Problem-based learning models have more requirements than traditional control class learning problems based on the experimental class model compared to the model. Because the results of both samples are lower than the L table, they have a high N value, so to find out whether the sample <0.148 is distributed in normal class groups, the researcher conducted an additional normality test using the Liliefors test hypothesis test of 7.42843 is greater than 1.9944 in the table, therefore the alternative hypothesis is accepted and the null hypothesis H0 is rejected Based on the above findings, the problem-based learning model is more effective than the traditional approach. diversity in my country.</i></p>

Abstrak

Dampak Gaya Belajar Bermasalah Terhadap Hasil Belajar Di Negeraku Guru Keberagaman Budaya dan Disertasi Pendidikan Pengajaran Universitas Pacuan. 2566 Penelitian ini merupakan penelitian eksperimen semu dengan menggunakan model pembelajaran tradisional dan berbasis masalah untuk menyelidiki bagaimana subfaktor keragaman budaya mempengaruhi hasil belajar di My Country State School di Bokor IV C 78 Model pembelajaran berbasis masalah memiliki persyaratan lebih dari kelas kontrol tradisional masalah pembelajaran berdasarkan model kelas eksperimen dibandingkan dengan model. Karena hasil kedua sampel lebih rendah dari L tabel maka mempunyai nilai N yang tinggi, maka untuk mengetahui apakah sampel < 0,148 terdistribusi pada kelompok kelas normal maka peneliti melakukan uji normalitas tambahan dengan menggunakan uji hipotesis uji Liliefors. 7,42843 lebih besar dari 1,9944 pada tabel, maka hipotesis alternatif diterima dan hipotesis nol H0 ditolak Berdasarkan temuan di atas, model pembelajaran berbasis masalah lebih efektif dibandingkan dengan pendekatan tradisional. keberagaman di negara saya.

Keywords : tantangan belajar, hasil pembelajaran, keragaman budaya

INTRODUCTION

Because learning is a process, learning outcomes are part of the results obtained by someone in the learning process, so that it is related to learning activities (Rahmadtullah, 2015: 295). Basic skills obtained from students' daily test results are used to measure these abilities (Sappoil & Pristivaluo 2022: 13) and learning success is measured by practical tests. Shows how much students know

Problem-based learning models include questions or problems with an emphasis on cross-disciplinary connections, authentic inquiry, collaboration, performance, and presentation. Saputra, H. (2021) Learning is not designed to solve problems This helps teachers provide as much information as possible to students. Problem-based learning is a practice that uses realistic, structured, and open-ended problems as context for students. Research shows that elementary school students' learning outcomes can be improved by using problem-based learning models that encourage students to think critically, they can choose the most appropriate answer to solve the problem, improve their overall critical thinking, and collaborate with students.

Students of SD Negeri 01 Klapanunggal 01 have low learning outcomes, especially in Topic 1: Cultural Diversity. Teachers in my country still use traditional teaching methods that include lectures,

which hinder students from thinking and acting critically. Together with the Iraianti, SS and VA Lestari (2024) team, the impact of Covid-19 on the teaching and learning process of students is only two difficulties of this study, ARZ (2023) when the learning process returns to normal, students adapt. and changes in learning habits that result in low learning outcomes.

In addition to the beneficial solutions of problem-based learning methods, teachers must develop learning styles to improve students' learning outcomes in learning new information and concepts .

METHOD

Control is carried out in the classroom using a problem-based learning (PBL) model . Traditional learning models, variable (Y) is a subfactor of cultural diversity learning in my country , H., & Jailani, MS (2023).

This study uses a quasi-experimental research design with quantitative methods, and Sugiono (2014, p. 77) investigated, asymmetric control group design, the experimental and control groups were not selected randomly in the asymmetric control group.

Table 1 Quasi-experimental research design

Kelas Eksperimen	O ₁	X	O ₂
Kelas Kontrol	O ₃		O ₄

Source: Adaptation of the book by Sugiono (2014, p. 76)

Details:

O1: Test before shipment

O2: Learning outcomes of children in the experimental class

O3: Basic test for class control

O4: Student learning outcomes in the control group

The study was conducted in the second semester of the 2023-2024 academic year on 36 Class IV A students and 36 Class IV C students at SD Negeri 01 Klapanunggal, Bogor Regency. BE 2566-2567 conducted this study during the description of the semester of the 2566 academic year, pre-test and post-test scores were used to measure the effectiveness of data collection methods.

RESULTS AND DISCUSSION

Divided into 2 parts, based on the results of research conducted on school education 1 using the problematic learning model of class IV A and the general model of class IV C. Divided into 2 parts: Descriptive results include Pre and Post Research results. The objective test of learning subtopics of cultural diversity is partly taken from the experimental group, especially group IV with a problem-based learning model and group IV which is controlled by the group using a conventional format. .

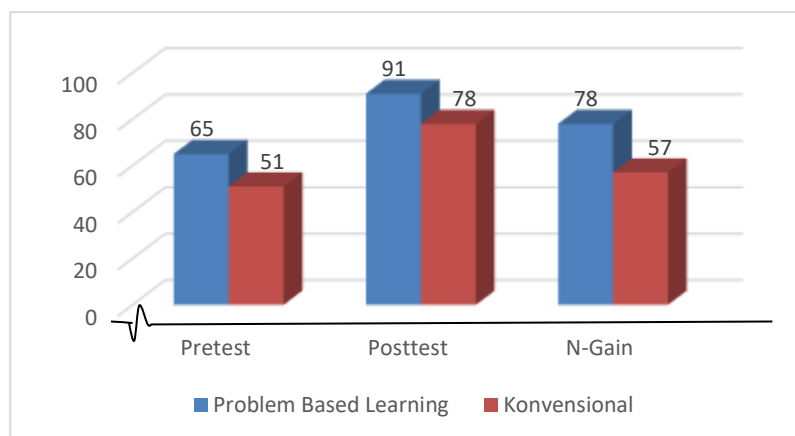
Given the local value of 16.16 and the frequency (dk') $25-1 = 24$, Manik, PR, Purba, NA, & Lumbantobing, MT (2023) argue that the use of learning models affects the results. If the significance level $\alpha = 0.005$ then the student reinforcement constant produces = 2.064, so that the calculation results> Table 16.16> 2.064 for the original watt root of class 4 can be summarized as follows:

Table 1 Critical Thinking Skills N-Gain Post-test and Pre-test of Students of SDN Clapanunggal 1

Class is near			
N.	First test	After the exam	Generation N
	S.	S.	S.
36	65	91	78
Class Control			

N.	Berenche Test	After the test	Generation N
36	S. 51	S. 78	S. 57

As seen in Table 1, the experimental class group using the problem-based learning model had a higher average N-gain value compared to the average N-gain value of the 57 control classes using the conventional histogram A, C model. This problem-oriented quiz learning approach has a significant influence on students' science learning outcomes at SDN 032 Tilil.



Graph 1: Differences in learning outcomes between the experimental and control groups on cultural diversity material.

The values in Table 2 below are obtained from the results of the average N-score test.

level group	N.	DK	Genera tion N	What	label
An experiment	3 6		78		
		70		7,428	1,994
control	3 6		57		

From the data, H_0 is rejected and accepted because the H_a table $> (7.428) > (1.994)$, the learning problem of the model is that the cultural diversity of my country affects learning outcomes. ... According to Ulanti (2022), the effectiveness of the model is also supported by data analysis in the hypothesis test using the t-test, the result number is obtained = 18.71368, and the level of significance in the table is 2.00324 which means that H_a is accepted or H_0 is rejected, the same variance test F2 which shows $1.04 \leq F_2$ in Table 1.69 (Gani R. Table 1.99006, However, the N-gain model study produced findings of 68

CONCLUSION

When using the problem-based learning model, the average value of the N-results of the experimental class group is 78 which is the upper threshold, different from the average value of the N-results of the control class determined by the normal model. 57, this is a two-sided null hypothesis test and none (7.42843) is greater than (1.99444), which indicates that the

alternative hypothesis is accepted and the null hypothesis is rejected. This learning model can be said to be the most effective of the two problem-solving models.

The impact of problem-based learning models on human and material learning outcomes in the Marwa 2021 environment. This gives credibility to the original simulation (2.64697) > table (2.00030) Research results Topic 3 Human and environmental learning outcomes Problematic learning methods The test results show an effect on use.

Fatima, S. (2011) We have tried our best to conduct this quasi-experimental research based on scientific research methods, but due to current limitations, the results of this study are subject to the following research limitations: (1) Inadequate school facilities in the learning process, which affects resource allocation; (ii) The study was limited to students in grades IV A and IV C, thus limiting the number of learning sessions. Yagdia (2021)

Implications for Future Research: This research can be a reference for further research that can help other researchers to continue their research. F. and Hussaini, A. (2017).

REFERENCES

- Basso intong sappaille, trioto pristivaluo. Parental Support and Interest from a Learning Outcome Perspective (2022) Global Research and Consulting Institute (Global-RCI)
- Farina F. and Huseini A. (2017) *The impact of export and import growth on the US dollar exchange rate and ASEAN countries (international trade study 2016-2018)* (PhD Thesis, Bravia University)
- Fatima, S. (2011) School Organization and Internet Use and Participation in Academic Achievement of Grade 11 Students of Sma Negeri 1 Bulali in the 2013/2014 academic year. WS , & Aditya , S. doi: [10.55215/jppguseda.v4i1.3192](https://doi.org/10.55215/jppguseda.v4i1.3192)
- Hatsuhat, ARZ (2023) *Rudhatul Akmal Batang Quiz for Islamic Religious Education Teachers Overcoming Students' Learning Difficulties* (PhD Dissertation, Islamic University of North Sumatra, Medan), and Iryanti, SS (2024) 21st Century: *Teacher Strategies to Improve Students' Critical Thinking Skills in Islamic Studies Through Digital Literacy*. 8 (1), 6155-6165.
- Manik, PR, Purba, NA, & Lumbantobing, MT (2023) The influence of problem-based learning styles on the learning of grade 4 students, theme 1 Living with the beauty of nature, theme 1 Cultural diversity of my country, SDN 122381 Pematangxian *Innovation: Journal of Social Studies*, 3 (6), 3571-3584.
- Risdiani, H., Putri, I., Salma N., P., Fitriani, R., Fatima, S., & Istianti, T. to improve learning outcomes, *Journal of Education* , 5 (1), 726-734. <https://doi.org/10.31004/joe.v5i1.676> <https://jonedu.org/index.php/joe/article/view/676/515>.
- Rasmadullah R. (2015) Critical thinking skills, self-concept and learning outcomes of 5th grade elementary school students . 6 (2), 287-298
- Saputra, H. (2021) *Journal of Problem-Based Learning in Innovative Education*, 5 (3), 1-9.
- Zakheus, H. (2021) MI Model of Cognitive Development in the New Normalization Era of Distance Education Teachers
- New York University (2022) The effect of using problem-based learning models on learning outcomes in the sub-theme of cultural diversity in national education : *Scientific Journal of PGSD STKIP Subang* , 8 (2), 2372-2386. <https://doi.org/10.36989/didaktik.v8i2.550>
- Syahrizal, H., & Jailani, MS (2023) Types of research in quantitative and qualitative research *QOSIM: Journal of Social Sciences and Humanities*, 1 (1), 13-23. <http://doi.org/10.61104/jq.v1i1.49>
- Thira, S. (2024) *The Influence of Test-Assisted Problem-Based Learning Style on Science Learning Outcomes of Undergraduate Students* (Doctoral Dissertation)