

Improving Social Science Learning Outcomes through the Application of Problem Solving Learning Methods

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ABSTRACT

The purpose of this study are To find out the social studies learning outcomes of class IX.3 students of SMP Negeri 18 Kendari through the application of Problem Solving. Obtain evidence that the application of Problem Solving can improve social studies learning outcomes for grade IX.3 students of SMP Negeri 18 Kendari.

Data analysis techniques used in this study are: Data reduction is a simplification process carried out by selecting, focusing, and abstracting raw data into meaningful information. Data exposure is the process of presenting data in a simpler way in the form of narrative presentations, tabular representations including in matrix formats, graphics, and so on. Inference is the process of taking the essence of the organized data presentation in the form of short and concise sentence statements and or formulas but containing a broad understanding. The result of this study showed that Efforts to improve social studies learning outcomes in class IX.3 students of SMP Negeri 18 Kendari can be pursued using problem solving methods by combining lecture and question and answer methods. The problem solving method can be carried out with the following steps: there is a clear problem to be solved, looking for data or information that can be used to solve the problem, setting a temporary answer to the problem, testing the correctness of the temporary answer, drawing conclusions. Cycle I at the beginning of the lesson was preceded by the lecture method, then continued with the problem solving method. In the second cycle using the problem solving method which was then clarified by the question and answer method. And in cycle III combines the two, which is preceded by the lecture method and then clarified by the question and answer method. The evidence that shows an increase in social studies learning outcomes by using problem solving methods is the acquisition of an average score that increases in each cycle. In the first cycle the average value obtained was 66.77, in the second cycle it increased to 73.55, and increased again in the third cycle, which obtained an average value of 84.41. In addition to the average value, student activity also increased, including the aspect of asking questions in the first cycle of 14.51%, the second cycle of 16.13%, and the third cycle of 24.32%. Aspects of responding to other students' responses decreased in cycle III. in the first cycle of 19.35%, the second cycle of 24.19%, and the third cycle of 17.74%. The aspect of answering questions in the first cycle is 17.74%, the second cycle is 20.97%, and in the third cycle is 75.81%. The aspect of paying attention to the teacher's explanation in the first cycle was 69.35%, the second cycle was 82.26%, and the third cycle was 87.10%. The aspect of group discussion in the first cycle was 61.29%, the second cycle was 79.03%, and the third cycle was 93.55%. Aspects of class discussion in the first cycle is 72.58%, the second cycle is 83.87%, and the third cycle is 95.16%.

Keywords: Social Science Learning Outcomes, Problem Solving Learning Methods

I. INTRODUCTION

In the development of science and technology of life as well as human life that is increasingly advanced, modern and sophisticated as it is today, education plays an important role to ensure survival. Education is a means to improve and develop the quality of human resources. Through the implementation of education, it is hoped that it can produce quality human beings who will support the achievement of national development goals. In article 20 of the 2003 Law, national education functions to develop capabilities and shape the character and civilization of the nation with the aim of developing the potential of students to become quality human beings with characteristics of faith and piety to God Almighty, noble, healthy, faithful, capable, creative, independent, and become citizens of a democratic, and responsible (UU no 20 of 2003).

Now it is increasingly realized that education plays a very important role in the life and progress of mankind. Education is a dynamic force in the life of every individual, which affects his physical, mental, social and moral development, or in other words, education is a dynamic force in influencing the abilities, personality and lives

of individuals in their meetings and associations with others, and his relationship with God. Education is a conscious effort to prepare students through guidance, teaching, and or training activities for their future roles.

The quality of education is closely related to the quality of students, because students are the center point of the teaching and learning process. Therefore, improving the quality of education must be followed by improving the quality of students. Improving the quality of students can be seen in the high level of student achievement, while the high level of student achievement is influenced by the magnitude of the student's interest in learning.

One of the important components in education is the curriculum. The curriculum is structured to encourage children to develop towards educational goals. This educational goal is tried to be realized in the curriculum for each level and type of education, described in the field of study and finally in each lesson given by the teacher in the classroom.

In achieving this educational goal, the government initiated the implementation of a new curriculum, namely the Education Unit Level Curriculum (KTSP). KTSP is an operational curriculum that is prepared and implemented by each educational unit or school. The KTSP provides flexibility for schools to design, develop, and implement school curricula in accordance with the situation, conditions, and potential for local advantages that can be raised by schools.

The government's effort in the form of KTSP is a curriculum development from the previous curriculum, namely the competency-based curriculum (KBK). By using the KTSP, it is hoped that students can achieve certain competencies that have been determined as success criteria.

The low social studies learning outcomes are caused by the dominance of memorization skills rather than the ability to process their own understanding of a material. So far, students' interest in studying Social Sciences (IPS) is still very low. This can be seen in the attitude of students during the learning process that is not focused and busy alone. There are even some students who think that social studies subjects are not so important because they are not included in the subjects tested on the National Examination (UN). The interest factor is also influenced by the teaching method used by the teacher in delivering the material. Conventional methods such as explaining material in the abstract, memorizing material and lectures with one-way communication, are still dominated by the active teacher, while students usually only focus on sight and hearing. Learning conditions like this cause students to be less active and the learning carried out is less effective. Here the teacher is required to be good at creating a pleasant learning atmosphere for students so that students are again interested in participating in learning activities.

Each learning and teaching process is characterized by the presence of several elements including objectives, materials, tools, and methods, as well as evaluation. Elements of methods and tools are elements that cannot be separated from other elements that function as ways or techniques to deliver learning materials to reach their goals. In achieving these goals, the learning method is very important because with the learning method, the material can be easily understood by students.

In addition, the use of learning methods that teach students in problem solving, especially problem solving in everyday life is still lacking. The development of these learning methods really needs to be done to answer the needs of problem solving skills that must be possessed by students. *Problem solving* learning method or problem solving its usefulness is to stimulate thinking in complex problem situations. In this case, it will answer the problem that considers schools to be less meaningful in real life in society.

The use of methods in learning is prioritized in order to create a passion for learning, learning motivation, stimulating students to play an active role in the learning process. Through the *problem solving* method, it is expected to make it easier to understand the subject matter provided and later can enhance the quality of the learning process which can further improve student learning outcomes. SMP Negeri 18 Kendari in particular still most teachers only use the lecture method in delivering material, so students feel bored in following the learning process. This is known from the results of the survey that has been carried out. From the survey results, social studies learning is less attractive to students. In the learning process, it seems that students' attention is still low, students participate less, while the teacher only uses the lecture method in delivering the material.

II. LITERATURE REVIEW

2.1. Theoretical Study

1. Learning Outcomes

a. Understanding Learning Outcomes

According to Nana Sudjana (2005: 3) the essence of learning outcomes is a change in individual behavior which includes cognitive, affective, and psychomotor aspects. The learning outcomes achieved by students are influenced by two main factors, namely factors from within the student and factors that come from outside the student or environmental factors. Factors that come from students, especially their abilities. The student's ability factor has a huge influence on the learning outcomes achieved. Besides the student's ability factor, there are also other factors, such as learning motivation, interest and attention, attitudes and study habits, perseverance, socio-economic, physical and psychological factors.

b. Factors Affecting Learning Outcomes

The learning process and learning outcomes are generally influenced by two factors, namely external and internal factors. Internal factors are factors that come from within the individual himself. External factors are factors that come from outside the individual, including socio-economic conditions, facilities and infrastructure, costs, environmental conditions and so on. Internal factors are further divided into two parts, namely psychological and

physiological. Psychic concerns a person's mental condition and physiological relates to a person's physical condition.

Learning outcomes are the process of determining the level of one's learning mastery skills by comparing them with certain norms in the agreed assessment system. The object of learning outcomes is realized by changing a person's behavior in the cognitive, affective and psychomotor domains.

c. The nature of IPS

The term Social Sciences (IPS) is a translation of (*social studies*). Social Sciences (IPS) according to Nursid Sumaatmajda (2007:10) is defined as "science that studies areas of human life in society, studying social symptoms and problems that occur from that part of life". This means that Social Sciences is defined as an integrated study of the social sciences as well as to develop the potential of citizenship. Within the school program, Social Sciences is coordinated as a systematic discussion and comes from several disciplines including: Anthropology, Archeology, Geography, Economics, Geography, Economics, History, Law, Philosophy, Political Science, Psychology of Religion, Sociology, and also includes appropriate material from the Humanities, Mathematics and Natural Sciences.

d. The nature of social studies learning

Social Sciences is an educational program that seeks to develop students' understanding of how humans as individuals and groups live together and interact with their physical and social environment. Learning Social Education Sciences or social knowledge aims to make students able to develop knowledge, attitudes, and social skills, which are useful for their progress as individuals and as members of society (Saidihardjo, 2004: 109). From the explanation above, the writer concludes that Social Science Education is an educational program for students to get to know the social world around their environment.

e. Social Studies learning outcomes assessment

Assessment is the process of assigning or assigning value to certain objects based on certain criteria. The scoring process takes place in the form of interpretation which ends with *judgment*. Interpretation and *judgment* are *judgment* themes that imply a comparison between criteria and reality in the context of certain situations. On that basis, in assessment activities there are always objects/programs, there are criteria, and there are interpretations/ *judgments*. Assessment of learning outcomes is the process of giving value to the learning outcomes achieved by students with certain criteria. This implies that the object being assessed is the result of student learning. Student learning outcomes are essentially changes in behavior. Behavior as a result of learning in a broad sense includes the areas of cognitive, affective, and psychomotor. Therefore, in the assessment of learning outcomes, the role of instructional objectives containing the formulation of the desired abilities and behaviors mastered by students becomes an important element as a basis and reference for assessment. Assessment of the learning process is an effort to give value to learning activities carried out by students and teachers in achieving teaching goals (Nana Sudjana, 2005: 3).

2.2. Problem Solving Method

a. Understanding the Problem Solving Method

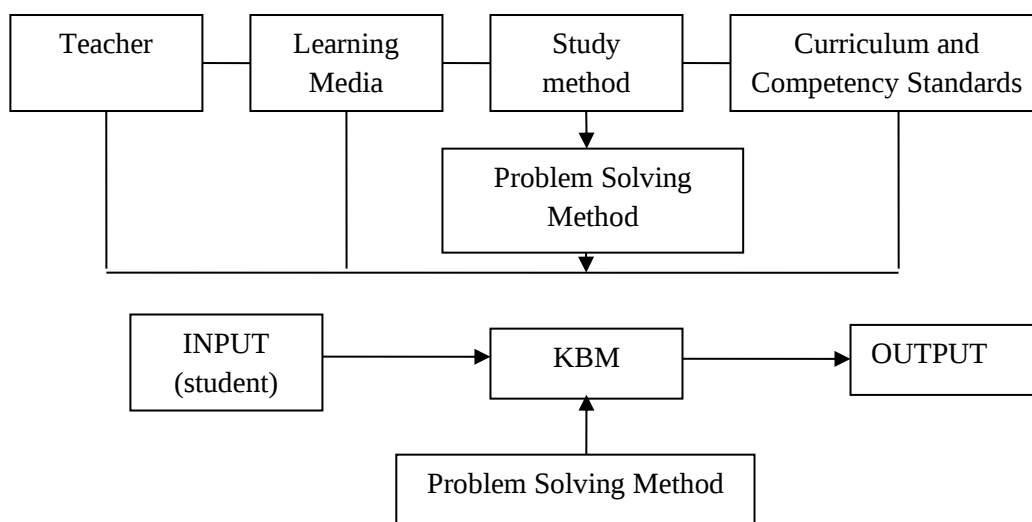
Problem solving method or often also referred to as the Problem Solving Method is a teaching method that stimulates someone to analyze and synthesize in a unified structure or situation where the problem is, on their own initiative. This method requires the ability to be able to see the cause and effect or the relationships between various data, so that in the end they can find the key to the problem. This kind of activity is a characteristic of an intelligence activity. This method develops thinking skills that are fostered by the opportunity to observe problems, collect data, analyze data, develop a hypothesis, look for missing relationships (data) from the data that has been collected and then draw conclusions that are the result of solving the problem. Such a way of thinking is commonly called a scientific way of thinking. The way of thinking that produces a conclusion or decision that is believed to be true because the whole problem solving process has been followed and controlled from the first data that has been collected and analyzed to the conclusion drawn or determined. Such a way of thinking can really be developed using the Problem Solving Method (Jusuf Djajadisastra, 1982: 19-20).

2.3. Thinking Framework

Learning is an activity so that the learning process of a person or group of people related to an effort to achieve the goals that have been set. To achieve this goal, in the learning process there are several important components, namely teachers, learning media, learning methods, curriculum/competency standards and learning environment, where this will affect the way teachers deliver lessons by using suitable methods.

The role of the teaching method used is *problem solving* so that the teaching and learning process can run smoothly and varied. Learning is said to be effective if students can interpret the message conveyed by the teacher. *Problem solving* methods can teach students how to deal with and solve a problem so that a solution is obtained, here students are trained to think and provide a broad view by solving a problem. In this way is expected to increase interest, motivation, and student learning outcomes.

Figure 2.1. Thinking Framework Scheme



2.4. Action Hypothesis

Based on the problem formulation in chapter 1, the action hypothesis in this study is:

1. Efforts to improve social studies learning outcomes in class IX.3 SMP Negeri 18 Kendari can be reached by applying *problem solving* methods combined with lecture and question and answer methods.
2. The improvement of social studies learning outcomes with *problem solving* methods can be proven by comparing the scores of the final test results for each cycle.

III. RESEARCH METHODS

3.1. Place and Time of Research

This research was carried out from August to November 2021 to be precise in the first semester of the 2021/2022 academic year, the place of implementation was in class IX.3 SMP Negeri 18 Kendari which is located on Jalan Poros Gunung Jati Kel. Gunung Jati Kec. Kendari Kendari City

3.2. Research Design

The design of this research is *classroom action research*. Classroom action research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together. The action is given by the teacher or with direction from the teacher carried out by students (Suharsimi Arikunto, et al. 2008: 3). Based on the number and nature of the behavior of the members, this research is in the form of an individual, meaning that researchers carry out classroom action research (CAR) in one class only. Classroom action research is divided into three cycles, each cycle consisting of planning (*planning*), action (*action*), observation (*observe your*), as well as the reflection (*reflect*).

Kemmis and McTaggart in Suwarsih Madya (1994:2), who say that CAR is a form of collective self-reflection that is carried out by participants in social situations to improve the reasoning and fairness of these practices and the situation in which these practices are carried out.

The CAR model that will be used in this study is the Kemmis and McTaggart model. The flow of action research activities according to Kemmis and McTaggart are:

Description :

1. Planning
2. Action and Observation 1
3. Reflection 1
4. Revised plan 1
5. Actions and Observations II
6. Reflection II
7. Revised plan II
8. Actions and Observations III
9. Reflection III

The steps of classroom action research by Kemmis and McTaggart are as follows:

1. Activity preparation

At this stage, before conducting research, the researcher conducted a direct survey to determine the willingness of the class in question to be used as a place of research.

2. Action planning and execution

a. Planning

Action planning activities begin with:

- 1) Making learning activity instruments, namely:
 - a) Learning activity sheets, namely the sequence of lesson plans for teachers, media and methods to be applied.
 - b) Activity sheets are used as instructions and directions for learning activities .
- 2) Create a data collection instrument
 - a) Student activity observation sheet with observer.
 - b) Post test
- 3) Prepare media and methods that are adapted to the subject matter .

b. Implementation and action

- 1) The lesson begins with greetings and attendance.
- 2) The teacher informs the learning objectives.
- 3) The teacher explains the material to be studied using media that is adapted to the material.
- 4) The teacher forms groups to carry out *Problem Solving* .
- 5) The teacher gives problems to be solved by all groups.
- 6) Each group discusses to solve the problem.
- 7) Each group presents the results of their group discussion.
- 8) Collectively draw conclusions from the results of group discussions.

The implementation of the action is carried out in several cycles, in each cycle the teacher uses *problem solving* methods and media adapted to the subject matter. Furthermore, an evaluation of each cycle is given, the results of which are used as planning and improvement materials for the next cycle.

3. Observation

During the learning activities, observations were made by researchers on the activities of students.

4. Reflection

This reflection is held based on notes and observations made by teachers and researchers. The researcher together with the teacher then discusses the resulting impact and compares it with the situation before being given action.

3.3. Data Analysis Techniques

Data analysis techniques used in this study are:

1. Data reduction is a simplification process carried out by selecting, focusing, and abstracting raw data into meaningful information.
2. Data exposure is the process of presenting data in a simpler way in the form of narrative presentations, tabular representations including in matrix formats, graphics, and so on.
3. Inference is the process of taking the essence of the organized data presentation in the form of short and concise sentence statements and or formulas but containing a broad understanding.

IV. RESEARCH RESULTS AND DISCUSSION

4.1. Description of Action Implementation

1. Pre Action Activities

a. Identification of learning problems

Before the research process was carried out, the researchers first conducted a pre-survey in August 2021. This activity was carried out with the aim of conveying the intention of conducting classroom action research by applying *problem solving* methods to increase student activity in the learning process.

b. Planning activities before research

1) Action sequence

Before conducting the research, the researcher first conducted a direct survey to find out the possibility of the condition of the class in question to be used as a place of research.

2) Research Implementation

To carry out research, we need a design that is used as a guide in the learning process. This research plan is a *problem solving* method design with an effort to increase student activity in learning so that it can achieve the expected goals.

In general, *problem solving* method is *problem-* based learning, this problem grows from students according to their ability level, then put forward by the teacher and students will discuss and look for relevant sources regarding the problem. The teacher's task during the learning process is to convey the learning objectives as clearly as possible, monitor student activity and provide assistance to students to maximize the learning process, evaluate student work, and explain the subject matter.

In this learning design, the role of the teacher is not only as a facilitator but also as a coordinator and consultant in empowering students, meaning that the teacher has an obligation to observe students in the learning process. Meanwhile, students are required to be more active in analyzing problems with full responsibility.

2. Action Implementation

This research was conducted for 3 cycles/rounds and each cycle was carried out for 2 x meetings. So this research was carried out for 6 meetings. Each cycle consists of action planning, action implementation, observation, and reflection.

a. Cycle I

1) Meeting 1

a) Action Planning

- Core Competencies: Understanding Interactions Between Asian Countries and Others.
- Material: Location and Area of Asia and Other Continents - Action Hypothesis:
 - Efforts to improve learning outcomes with material Interaction between Asian and other countries can be pursued by applying *problem solving* methods that are preceded by the lecture method;
 - The improvement of learning outcomes on the location and area of the Asian continent and other continents by applying *problem solving* methods can be proven by comparing the average score for the end of the first cycle of tests with the social studies average at the end of the VIII semester .
- RPP: found in appendix 1.

b) Implementation of actions

- The teacher opens the lesson by greeting, making a brief attendance and conveying the basic competencies to be achieved.
- Before the teacher conveys the learning material, the teacher first explains the learning method that will be applied, then conveys the procedures for students to carry out the activities in the learning.
- The teacher directs students in forming groups. Each group consists of 5 students with heterogeneous abilities. Then the teacher gives assignments to each group to find solutions to the problems that have been presented by the teacher. Students and their group members work in accordance with the rules of learning *problem solving* methods . Each group that has finished then comes forward to present the results of the discussion.
- Students with the guidance of the teacher, carry out the agreed study plan by utilizing learning resources and collecting relevant information and facts.
- The percentage of the results of group discussions was carried out by several groups who were deemed ready to present the results of their discussions. Other groups give responses to the results of the discussion being discussed.
- Furthermore, in the closing activity, the teacher does not conclude the results of the presentation and provides opportunities for students to ask questions that have not been understood about the material that has been studied. Some students ask things they don't understand, then the teacher explains classically. After the teacher's question and answer with students ended, the teacher then closed the lesson while motivating students to be more active in completing their assignments at the next meeting. Then the teacher closed the lesson by greeting.

c) Observation

During the activity, direct observations were held on student activities in geography learning. At this first meeting the number of students who entered was 30 students (100%) of 31 students. Student activity at the first meeting was still low or not as expected. Students are still passive in participating in learning. The problems faced were students were busy alone and chatting with their friends during the discussion, some students were daydreaming, students asked questions and answered carelessly. At the first meeting, not all groups presented the results of their discussions in front of the class due to time constraints. The results of observations at the first meeting can be seen in the following table.

Table 4.1. Student activity at meeting 1, cycle I

Observed aspects	f	f%
1. Asking a question	4	12.90
2. Responding to the responses of other students	5	16.12
3. Answering the teacher's questions	5	16.12
4. Pay attention to the teacher's explanation	20	64.51
5. Group discussion	14	45.16
6. Class discussion	18	58.06

Source: Data processed 2021 .

In the table above, it can be shown that students who asked questions were 4 students (12.90%), responding to other students' responses were 5 students (16.12%), answering teacher questions were 5 students (16.12%), paying attention to explanations. teachers are 20 students (64.51%), group discussion is 14 students (45.16%), class discussion is 18 students (58.06%).

At this first meeting the teacher had not done apperception. The teacher has explained the learning material according to the predetermined design. In addition, the teacher answers questions posed by students. The teacher doesn't seem to be able to manage the discussion well, so there are still many students who are busy chatting with their friends. The teacher always recommends that students work together in discussions, but in reality students tend to work alone. At this first meeting the teacher had not summarized and concluded the problem because the time allotted for discussion exceeded the planned time.

Table 4.2. Teacher activities at meeting 1, cycle I.

Observed aspects	Yes	Not
1. Do apperception		☐
2. Explaining the material	☐	
3. Asking questions		☐
4. Answering student questions	☐	
5. Giving student comments		☐
6. Raise a problem	☐	
7. Concluding the discussion		☐
8. Form a group	☐	
Determine the length of the discussion		☐
10. Directing	☐	
11. Monitor student work		☐

Source: Processed Data 2021

2) Meeting 2

a) Execution of actions

- The teacher opens the lesson by greeting, making a brief attendance and conveying the basic competencies to be achieved.
- Before the teacher conveys the learning material, the teacher first explains the learning method that will be applied, then conveys the procedures for students to carry out the activities in the learning.
- Students form groups with members who are mostly the same as group members at the previous meeting. Then the teacher gives assignments to each group to find solutions to the problems that have been presented by the teacher. Students and their group members work in accordance with the rules of learning *problem solving* methods. Each group that has finished then comes forward to present the results of the discussion.
- Students with the guidance of the teacher, carry out the agreed study plan by utilizing learning resources and collecting relevant information and facts.
- The percentage of the results of group discussions was carried out by several groups who were deemed ready to present the results of their discussions. Other groups give responses to the results of the discussion being discussed.
- Furthermore, in the closing activity, the teacher concludes the results of the presentation and provides opportunities for students to ask questions that have not been understood about the material that has been studied. Some students ask things they don't understand, then the teacher explains classically. After the teacher's question and answer with students ended, the teacher then closed the lesson while motivating students to be more active in completing their assignments at the next meeting. Then the teacher closed the lesson by greeting.

b) Observation

During the activity, direct observations were held on student activities in social studies learning. At this first meeting the number of students who entered was 30 (96.77%). Student activity at the second meeting was still relatively low or not as expected, although there had been an increase in the number of items. At this second meeting, students began to pay more attention to following the lesson. During the group discussion, there were still some students chatting with their friends, while other students were working on assignments. In group discussions, it was seen that there was good cooperation, mutual respect and support between group members. The results of observations at the second meeting can be seen in the following table:

Table 4.3. Student activities at meeting 2, cycle I.

Observed aspects	f	f%
1. Asking a question	5	16.12
2. Responding to student responses	7	22.58
3. Answering the teacher's questions	6	19.35
4. Pay attention to the teacher's explanation	23	74.19
5. Group discussion	24	77.41
6. Class discussion	27	87.10

Source: Data processed 2021

In the table above, it can be shown that the students who asked questions were 5 students (16.12%), responding to other students' responses were 7 students (22.58%), answering the teacher's questions were 6 students (19.35%), paying attention to the explanation teachers are 23 students (74.19%), group discussion is 24 students (77.41%), class discussion is 27 students (87.10%).

At this second meeting the teacher has not done apperception. The teacher has tried to carry out learning according to the predetermined plan. In addition, the teacher gives the opportunity to ask students about the problems they face during the discussion. The teacher has been seen to be able to manage the discussion well, so that students become enthusiastic in doing their assignments even though there are still students who daydream during group discussions. The teacher always recommends that students work together in solving problems. At this second meeting the teacher has summarized and concluded the results of the discussion.

Table 4.4 Teacher activities at meeting 2, cycle I

Observed aspects	Yes	Not
1. Do apperception		☐
2. Explaining the material	☐	
3. Asking questions	☐	
4. Answering student questions	☐	
5. Giving student comments		☐
6. Raise a problem	☐	
7. Concluding the discussion	☐	
8. Form a group		☐
9. Determine the length of the discussion		☐
10. Directing	☐	
11. Monitor student work		

Source: Data processed 2021

After obtaining the data from the observations at meetings 1 and 2, the activities of students, teachers, and the average value between the first cycle and the average value of the second semester of class VIII will be compared. The application of *problem solving* method learning in the first cycle has not been implemented optimally, this is proven by the at least an increase in the percentage of activity in learning from the first meeting to the next meeting. Even in the activity of answering teacher questions, the percentage decreased. For more details, see the table below:

Table 4.5. Average student activity in cycle I

Observed aspects	Meeting		Average (%)
	1 (%)	2 (%)	
1. Asking a question	12.90	16.12	14.51
2. Responding to the responses of other students	16.12	22.58	19.35
3. Answering the teacher's questions	16.12	19.35	17.74
4. Pay attention to the teacher's explanation	64.51	74.19	69.35
5. Group discussion	45.16	77.41	61.29
6. Class discussion	58.06	87.10	72.58

Source: Data processed 2021.

From the table above, it is shown that the number of students who asked questions at meeting 1 was 12.90% while at meeting 2 it was 16.12%, this indicates an increase caused by the teacher giving encouragement and motivation so that students dare to ask questions. The item responding to other students' responses showed an increase, namely at meeting 1 it was 16.12% while at meeting 2 it was 22.58%. This is because the teacher gives encouragement and motivation so that students dare to respond to other students' responses. Items answering the teacher's questions also increased, namely at meeting 1 of 16.12%, while at meeting 2 it was 19.35%. The number of students who pay attention to the teacher's explanation has increased even though slightly, namely at the first meeting of 64.41% while at the second meeting it was 74.19%. The group discussion items increased because the teacher was able to motivate students to work together with their group members, namely at meeting 1 it was 45.16% while at meeting 2 it was 77.41%. Class discussion items also increased, namely at the first meeting by 58.06% while at the second meeting it was 87.10%.

At the end of the first cycle meeting, a test was held to determine the extent of the role of *problem solving* methods on student learning outcomes, the results of these tests will be compared with previous values. Below are the student test results in cycle I.

Table 4.6. Class test scores in cycle I

Score (x)	F	%	fx
55	2	6.45	110
60	8	25.80	480
65	7	22.58	455
70	6	19.35	420
75	7	22.58	525
80	1	3.22	80
Amount	31	100	2070

Source: Data processed 2021

Thus, the average score of class IX.3 test scores decreased when compared to the average value of class VIII semester 2 social studies scores .

In the table above, it can be seen that in the first cycle, the number of students who scored 80 was 1 student (3.22%), students who scored 75 were 7 students (22.58%). The number of students who got a score of 70 were 6 students (19.35%), students who got a score of 65 were 7 students (22.58%), students who had a score of 60 were 8 students (25.80%), and those who scored 55 as many as 2 people (6.45). From the data above, the average score of class IX.3 students in the first cycle is 66.77.

From the test results in the first cycle above, then it is compared with the average value in the pre-cycle. From this comparison, it can be seen that there was a decrease in the average value from 67.25 to 66.77.

d) Reflection

Learning in the first cycle is carried out so that students can understand the material on the Location and Area of the Asian Continent and Others by applying *problem solving* methods . In the first cycle this has not been carried out optimally, because students are not familiar with this method, so the expected activities are not maximized. Students' activities in participating in learning are still confused with the learning methods implemented by the teacher. In addition, the average value decreased from 67.25 to 66.77 because students were not used to using *problem solving* methods that were new and foreign to them.

Based on the description above, the objectives to be achieved from learning in the first cycle have not been achieved and from learning activities it is necessary to recommend it in the next cycle. Judging from the student activities in the first cycle, there are several student activities that have appeared, including the activity of asking questions, group discussions, and class discussions. Meanwhile, the teacher's activities in managing the class so that students are active in learning activities, guiding group discussions, and teaching students to work together in groups still need to be reminded again. Based on the results of the first cycle, then in the second cycle the learning design must be carried out in a more interesting and fun way for students so that learning can run smoothly.

b. Cycle II

1) Meeting 3

a) Action planning

- Core Competencies: Interactions Between Asian Countries and Others
- Material: Natural Conditions of Countries in the World .

Action hypothesis:

- Efforts to improve learning outcomes with the material Natural Conditions of the Countries can be reached by applying *problem solving* methods which are then compared with the question and answer method;
- The improvement of learning outcomes in the Natural Conditions of Countries in the World by applying *problem solving* methods can be proven by comparing the average value of the end of the cycle I test with the average value of the end of the second cycle.
- RPP: contained in the appendix.

b) Implementation of actions

- The teacher opens the lesson by greeting, making a brief presence and conveying the basic competencies to be achieved.
- At this meeting the material that will be discussed is the Natural Conditions of Countries in the World . As in the previous meeting, the teacher still conveyed the procedures for students to carry out learning activities in the *problem solving* method . This is done to avoid students who do not understand the technique of *problem solving* methods , so that the learning process is expected to run smoothly. The teacher also conveys an outline of the material to be studied.
- Students form groups with members who are mostly the same as group members at the previous meeting, group members have heterogeneous abilities.
- Students with the guidance of the teacher, carry out the agreed study plan by utilizing learning resources and collecting relevant information and facts.
- The percentage of the results of group discussions was carried out by several groups who were deemed ready to present the results of their discussions. Other groups give responses to the results of the discussion being discussed.
- Furthermore, in the closing activity, the teacher does not conclude the results of the presentation and provides opportunities for students to ask questions that have not been understood about the material that has been studied. Some students ask things they don't understand, then the teacher explains classically. After the teacher's question and answer with students ended, the teacher then closed the lesson while motivating students to be more active in completing their assignments at the next meeting.

c) Observation

During the activity, direct observations were held on student activities in social studies learning. At this first meeting the number of students who entered was 31 students (100%). There has been little progress in student activities at the third meeting. Students have been rather active in participating in learning. The problem faced is that students are busy alone and chatting with their friends during the discussion, students have the courage to answer questions asked by the teacher without being appointed first, students have the courage to express opinions so that

teaching and learning activities run well, the classroom atmosphere becomes more lively. . The results of the third meeting observations can be seen in the following table:

Table 4.7. Student activities at meeting 3, cycle II.

Observed aspects	f	f%
1. Asking a question	6	19.35
2. Responding to the responses of other students	8	25.80
3. Answering the teacher's questions	7	22.58
4. Pay attention to the teacher's explanation	25	80.64
5. Group discussion	24	77.42
6. Class discussion	26	83.87

Source: Data processed 2021

In the table above, it can be shown that students who asked questions were 6 students (19.35%), responding to other students' responses were 8 students (25.80%), answering teacher's questions were 7 students (22.58%), paying attention to explanations. teacher by 25 students (80.64%), group discussion by 24 students (77.42%), class discussion by 26 students (83.87%).

In this third meeting, the teacher has done apperception. The teacher has tried to carry out learning according to the predetermined plan. Teachers are able to raise and formulate problems, teachers can direct and monitor student discussion work, by rotating from one group to another. The teacher in this third meeting did not conclude the results of the discussion and gave assignments due to insufficient time. At the end of this meeting the teacher only reminded students to want to study at home so that at the next meeting they could be more active in group discussions.

Table 4.8. Teacher activities at meeting 3, cycle II

Observed aspects	Yes	Not
1. Do apperception	☐	
2. Explaining the material	☐	
3. Asking questions		☐
4. Answering student questions	☐	
5. Giving student comments		☐
6. Raise a problem	☐	
7. Concluding the discussion		☐
8. Form a group	☐	
Determine the length of the discussion		☐
10. Directing	☐	
11. Monitor student work	☐	

Source: Data processed 2021

2) Meeting 4

a) Execution of actions

- The teacher opens the lesson by greeting, making a brief presence and conveying the basic competencies to be achieved.
- At this meeting, the material that will be discussed is about the natural conditions of countries in the world as in the previous meeting the teacher still conveys the procedures for students to carry out learning activities in the *problem solving* method . This is done to avoid students who do not understand the technique of *problem solving* methods , so that the learning process is expected to run smoothly. The teacher also conveys an outline of the material to be studied.
- Students form groups with members who are mostly the same as group members at the previous meeting, group members have heterogeneous abilities.
- Students with the guidance of the teacher, carry out the agreed study plan by utilizing learning resources and collecting relevant information and facts.
- The percentage of the results of group discussions was carried out by several groups who were deemed ready to present the results of their discussions. Other groups give responses to the results of the discussion being discussed.
- Furthermore, in the closing activity, the teacher concludes the results of the presentation and provides opportunities for students to ask questions that have not been understood about the material that has been studied. Some students ask things they don't understand, then the teacher explains classically. After the teacher's question and answer with students ended, the teacher then closed the lesson while motivating students to be more active in completing their assignments at the next meeting. Then the teacher closed the lesson by greeting.

b) Observation

During the activity, direct observations were held on student activities in social studies learning. At this first meeting the number of students who entered was 31 students (100%). Student activities at this fourth meeting students were able to follow the lesson well, students were active in group work and students were able to work together with other friends even though there were still people who were busy and chatting with other friends. There

are also students who daydream / do not concentrate. The results of observations at the fourth meeting can be seen in the following table:

Table 4.9. Student activities at meeting 4, cycle II

Observed aspects	f	f%
1. Asking a question	4	12.90
2. Responding to the responses of other students	7	22.58
3. Answering the teacher's questions	6	19.35
4. Pay attention to the teacher's explanation	26	83.87
5. Group discussion	25	80.64
6. Class discussion	26	83.87

Source: Data processed 2021

In the table above it can be shown that students who asked questions were 4 students (12.90%), responding to other students' responses were 7 students (22.58%), answering teacher questions were 6 students (19.35%), paying attention to explanations. teachers by 26 students (83.87%), group discussion by 25 students (80.64%), class discussions by 26 students (83.87%).

At meeting 4, a test was held, the aim was to find out how the role of *problem solving* methods in improving student learning outcomes in studying social studies was. The test scores in cycle II can be seen in the table below:

Table 4.10. Grade IX.3 test scores in cycle II

Score (x)	F	%	Fx
65	6	19.35	390
70	6	19.35	420
75	11	35.48	825
80	7	22.58	560
85	1	3.23	85
Amount	31	100	2280

Source: Data processed 2021

Thus the average value of the second cycle test scores increased when compared to the average test scores in the first cycle.

At this fourth meeting the teacher has carried out learning according to the predetermined design. In addition, the teacher gives the opportunity to ask students about the problems they face during the discussion. The teacher seems to be able to manage the discussion well, the teacher goes around from one group to another with the aim of controlling and directing students when someone asks about material that has not been understood. The teacher is able to carry out evaluations and conclusions well, the evaluation is to give questions / throw questions to students and those who can answer get a plus point. At the end of the explanation the teacher has given conclusions or the results of the discussion. For more details can be seen in the teacher activity table:

Table 4.11. Teacher activities at meeting 4, cycle II

Observed aspects	Yes	Not
1. Do apperception	☐	
2. Explaining the material	☐	
3. Asking questions		☐
4. Answering student questions	☐	
5. Giving student comments		☐
6. Raise a problem	☐	
7. Concluding the discussion	☐	
8. Form a group		☐
Determine the length of the discussion	☐	
10. Directing	☐	
11. Monitor student work	☐	

Source: Data processed 2021

After analyzing the data in this second cycle, the next step is to observe the comparison of student activities, teachers, and average scores between cycle I and cycle II. And below is a comparison table of the average student activity in cycle II:

Table 4.12. Average student activity in cycle II

Observed aspects	Meeting		Average (%)
	3 (%)	4 (%)	
1. Asking a question	19.35	12.90	16.13
2. Responding to the responses of other students	25,80	22.58	24,19
3. Answering the teacher's questions	22.58	19.35	20.97
4. Pay attention to the teacher's explanation	80.64	83.87	82.26
5. Group discussion	77.42	80.64	79.03
6. Class discussion	83.87	83.87	83.87

Source: Data processed 2021

In this second cycle there is a 50% decrease in all items. From the table above, it is shown that the number of students who asked questions at meetings 3 and 4 was relatively small, namely at meeting 3 of 19.35% and meeting 4 of 12.90%. This is because students are still reluctant and ashamed to apply question. The item responding to other students experienced a decrease, namely at meeting 3, which was 25.80%, while at meeting 4 it was 22.58%. This is because students are still not brave and do not know how to respond to their friends' responses. The item answering the teacher's questions increased, namely at meeting 3 by 22.58% while at meeting 4 it was 19.35% because the teacher was able to carry out evaluations, namely by giving a plus value for students who could answer the questions asked by the teacher. The number of students who pay attention to the teacher's explanation has decreased, namely meeting 3 by 80.64%, while meeting 4 by 83.87% because some students are still busy, especially those who sit at the back. The number of students who took part in group discussions at meeting 3 was 72.42% and meeting 4 remained at 80.64%. Class discussion items were relatively fixed at meetings 3 and 4, amounting to 83.87%.

In addition, it can be seen the comparison of the average value of cycle I and cycle II, the result of which is an increase in the average value between cycle I and cycle II.

- The average value of the first cycle : **66.77**
- The average value of the second cycle: **73 , 55**

d. Reflection

The application of learning with *problem solving* methods in cycle II has progressed, students are more active than in cycle I. At the meeting in cycle II, there were several student activities that decreased, although there were some items that increased. The average score in the second cycle is 73.55. That means the average value of the second cycle has increased compared to the first cycle which has an average value of 66.77. The teacher tries to attract students to be more active in the group by explaining that all who are active will be given a plus point. Based on the results of reflection in cycle II, the next step in cycle III is to further activate students to become more active in learning activities by creating a conducive classroom atmosphere, and at the end of the lesson the teacher should provide conclusions on the lessons that have been given.

c. Cycle III

1) Meeting 5

a) Action planning

- Core Competencies: Interactions Between Asian Countries and Other Continents.
- Material: Population Dynamics of Continents in the World.
- Action hypothesis:
 - Efforts to improve learning outcomes with the subject of Population Dynamics of Continents in the World can be pursued by applying *problem solving* methods that are preceded by the lecture method and classified by the question and answer method.
 - Improved learning outcomes in the matter of Population Dynamics of Continents in the World by applying *problem solving* methods can be proven by comparing the average value of the final test of cycle II with the average value of the final test of cycle III.
- RPP: found in the appendix

b) Action execution

- The teacher opens the lesson by greeting, making a brief presence and conveying the basic competencies to be achieved.
- As in the previous meeting, the teacher still conveyed the procedures for students to carry out learning activities in the *problem solving* method . This is done to avoid students who do not understand the technique of *problem solving* methods , so that the learning process is expected to run smoothly. The teacher also conveys an outline of the material to be studied.
- The teacher forms groups with members who are mostly the same as group members at the previous meeting, group members have heterogeneous abilities.
- Students with the guidance of the teacher, carry out the agreed study plan by utilizing learning resources and collecting relevant information and facts.

- The percentage of the results of group discussions was carried out by several groups who were deemed ready to present the results of their discussions. Other groups give responses to the results of the discussion being discussed.
- Furthermore, in the closing activity, the teacher concludes the results of the presentation and provides opportunities for students to ask questions that have not been understood about the material that has been studied. Some students ask things they don't understand, then the teacher explains classically. After the teacher's question and answer with students ended, the teacher then closed the lesson while motivating students to be more active in completing their assignments at the next meeting. Then the teacher closed the lesson by greeting.

c) Observation

During the activity, direct observations were held on student activities in social science learning. At this first meeting the number of students who entered was 31 students (100%). Student activity at the fifth meeting has increased a lot. At this meeting, it was rare to see a child sitting relaxed in his group. Students have interest and attention in completing each task that is their responsibility. Student cooperation was evident at this meeting. The results of observations at the fifth meeting can be seen in the following table:

Table 4.13. Student activities in meeting 5, cycle III

Observed aspects	f	f%
1. Asking a question	6	19.35
2. Responding to student responses	3	9.68
3. Answering the teacher's questions	25	80.65
4. Pay attention to the teacher's explanation	26	83.87
5. Group discussion	28	90.32
6. Class discussion	29	93.55

Source: Data processed 2021

In the table above, it can be shown that students who asked questions were 6 students (19.35%), responding to other students' responses were 3 students (9.68%), answering the teacher's questions were 25 students (80.65%), paying attention to explanations. teachers by 26 students (83.87%), group discussions by 28 students (90.33%), class discussions by 29 students (9.55%).

At this first meeting the teacher had tried to do apperception. In addition, the teacher gives the opportunity to ask students about the problems they face during the discussion. The teacher has managed the class well so that the group discussion atmosphere is more conducive. The teacher looks more active in supervising each group of students in learning. The teacher always gives encouragement/motivation to students to work harder in contributing ideas to the group. At the end of the lesson the teacher evaluates and concludes the results of the discussion.

Table 4.14. Teacher activities at meeting 5, cycle III

Observed aspects	Yes	Not
1. Do apperception	☐	
2. Explaining the material	☐	
3. Asking questions	☐	
4. Answering student questions	☐	
5. Giving student comments	☐	
6. Raise a problem	☐	
7. Concluding the discussion	☐	
8. Form a group	☐	
Determine the length of the discussion		☐
10. Directing	☐	
11. Monitor student work	☐	

Source: Data processed 2021

2) Meeting 6

a) Action execution

- The teacher opens the lesson by greeting, making a brief presence and conveying the basic competencies to be achieved.
- At this meeting the material that will be discussed is the Dynamics of the Population of the Continents in the World. As in the previous meeting, the teacher still conveyed the procedures for students to carry out learning activities in the *problem solving* method. This is done to avoid students who do not understand the technique of *problem solving* methods, so that the learning process is expected to run smoothly. The teacher also conveys an outline of the material to be studied.
- Students form groups with members who are mostly the same as group members at the previous meeting, group members have heterogeneous abilities.
- Students with the guidance of the teacher, carry out the agreed study plan by utilizing learning resources and collecting relevant information and facts.
- The percentage of the results of group discussions was carried out by several groups who were deemed ready to present the results of their discussions. Other groups give responses to the results of the discussion being discussed.

- Furthermore, in the closing activity, the teacher concludes the results of the presentation and provides opportunities for students to ask questions that have not been understood about the material that has been studied. Some students ask things they don't understand, then the teacher explains classically. After the teacher's question and answer with students ended, the teacher then closed the lesson while motivating students to be more active in completing their assignments at the next meeting. Then the teacher closed the lesson by greeting.

b) Observation

During the activity, direct observations were held on student activities in social studies learning. At this first meeting the number of students who entered was 30 students (100%). Student activity at the sixth meeting has increased a lot. Students are able to work well together. In asking and answering already there is a connection. There are only a few students who are still passive. Students are more serious in participating in learning than at meetings in cycles I and II. The results of observations at the sixth meeting can be seen in the following table:

Table 4.15. Student activities at meeting 6, cycle III

Observed aspects	F	f %
1. Asking a question	9	29.03
2. Responding to student responses	8	25.80
3. Answering the teacher's questions	22	70.96
4. Pay attention to the teacher's explanation	28	90.32
5. Group discussion	30	96.77
6. Class discussion	30	96.77

Source: Data processed 2021

In the table above, it can be shown that students who asked questions were 9 students (29.03%), responding to other students' responses were 8 students (25.80%), answering teacher questions were 22 students (70.96%), paying attention to explanations. teachers by 28 students (90.32%), group discussions by 30 students (96.77%), class discussions by 30 students (96.77%).

At the 6th meeting, a test was held, the purpose of which was to find out how the role of *problem solving* methods in improving student learning outcomes in studying geography was. The test scores in cycle III can be seen in the table below:

Table 4.16. Grade IX.3 test scores in cycle III.

Score (x)	f	%	Fx
65	1	3.23	65
75	2	6.46	150
78	2	6.46	156
80	6	19.35	480
85	9	29.03	765
88	2	6.46	176
90	6	19.35	540
95	3	9.68	285
Amount	31	100	2617

Source: Data processed 2021

The average value in the first cycle is as follows

$$M = 84.41$$

Thus, the average value of the third cycle test scores increased when compared to the second cycle's average test scores.

At meeting 6, the teacher has tried to carry out learning according to the design that has been set. Teachers have been able to create a conducive learning atmosphere. Besides, in cycle III, the teacher was involved in attracting students to follow the lesson compared to the previous cycle. This can be seen from the student activities which are getting better from each meeting. Teachers are more active in monitoring each group in learning activities. Teachers always encourage students to increase cooperation between students. In the closing activity, the teacher looks enthusiastic in evaluating and concluding the results of the discussion. And the teacher seems to have been able to understand and master the application of *problem solving* methods well. For more details, see the table below:

Table 4.17. Teacher activities at meeting 6, cycle III.

Observed aspects	Yes	Not
1. Do apperception		
2. Explaining the material	☐	
3. Asking questions	☐	
4. Answering student questions	☐	
5. Giving student comments	☐	
6. Raise a problem	☐	
7. Concluding the discussion	☐	
8. Form a group	☐	
9. Determine the length of the discussion	☐	
10. Directing	☐	
11. Monitor student work	☐	

Source: Data processed 2021

Student activity in cycle III has experienced a significant increase, this can be seen in the table below:

Table 4.18. The average student activity in cycle III.

Observed aspects	Meeting		Average (%)
	5 (%)	6 (%)	
1. Asking a question	19.35	29.03	24.32
2. Responding to the responses of other students	9.68	25,80	17.74
3. Answering the teacher's questions	80.65	70.96	75.81
4. Pay attention to the teacher's explanation	83.87	90.32	87.10
5. Group discussion	90.32	96.77	93.55
6. Class discussion	93.55	96.77	95.16

Source: Data processed 2021

In this third cycle there are changes in almost all items. From the table above, it is shown that the number of students who asked questions increased, namely at meeting 5 by 19.35% and meeting 6 by 29.03%. This is because the teacher has succeeded in encouraging and motivating students to ask questions. The items responding to other students' responses increased, namely at the 5th meeting by 9.68% while at the 6th meeting it was 25.80%. This is because students have the courage to respond to their friends' responses with encouragement from the teacher. Items answered the teacher's questions decreased, namely at meeting 5 by 80.65% while at meeting 6 it was 70.96% because the questions asked were too difficult, so many of them could not answer. The number of students who pay attention to the teacher's explanation has increased, namely meeting 5 by 83.77%. And meeting 6 is 90.32% because the teacher is able to reprimand students who do not pay attention so that students are not crowded anymore. The number of students who took part in group discussions increased, namely at meeting 5 by 90.32% and at meeting 6 by 96.77. Fixed class discussion items were 93.55 at the 5th meeting and 96.77% at the 6th meeting.

At the end of each cycle a test is held to determine the extent of the role of *problem solving* methods on student learning outcomes. Below are the results of student tests in cycle III which are compared to test results of students in cycle II.

- The average value of the second cycle = **73.55**
- The average value of the third cycle = **84.41**

d) Reflection

Learning in cycle III is focused so that students can understand the subject matter of Population Problems in Indonesia. The activities of students and teachers in cycle III have shown progress. In cycle III, students become more active in groups, trying to research and analyze data, and solve problems. Student collaboration has also improved a lot. In cycle III, the teacher has been able to manage the class well so that a conducive classroom atmosphere can be created. In cycle III, the average value of students increased compared to the previous cycle, which was 84.41. And in cycle III, there are no significant obstacles, but teaching should be improved by using *problem solving* methods to participate in KBM. Based on the actions that have been taken, it can be concluded that the *problem solving* method can improve student learning outcomes in the learning process.

B. Discussion

This research was conducted with the aim of improving social studies learning outcomes, and was carried out in 3 cycles in 6 meetings, and each cycle consisted of 2 meetings. The overall research results can be seen in the following table:

Table 4.19. The average student activity in cycles I, II, III.

Observed aspects	Cycle I (%)	Cycle II (%)	Cycle III (%)
1. Asking a question	14.51	16.13	24.32
2. Responding to the responses of other students	19.35	24,19	17.74
3. Answering the teacher's questions	17.74	20.97	75.81
4. Pay attention to the teacher's explanation	69.35	82.26	87.10
5. Group discussion	61.29	79.03	93.55
6. Class discussion	72.58	83.87	95.16

Source: Data processed 2021

In the table above, it can be explained that almost all item numbers have increased. The activity of students asking questions in the second cycle increased from the first cycle from 14.51% down to 16.13% and 24.32% in the second cycle. This is caused by students who are increasingly daring to ask questions. Therefore, in the third cycle of meeting 2 the teacher increased the motivation of students to be more daring to ask questions and it resulted in an increase in student activity by 24.32%.

Items responding to other students' responses in the first cycle averaged 19.35%, the second cycle increased to 24.19% and in the third cycle it decreased to 17.74%. Items answered the teacher's questions in each cycle generally increased. Where in the first cycle the average is 17.74%, in the second cycle the average is 20.97, and in the third cycle the average is 75.81%. Items paying attention to teacher explanations tend to increase in each cycle. in the first cycle the average was 69.35%, at the second meeting it was 82.26% and in the third cycle the average was 87.10%. The group discussion items also experienced an increase, namely in the first cycle the average was 61.29%, the second cycle was 79.03% and the third cycle was an average of 93.55%. Class discussion items also increased. In the first cycle the average is 72.58%, in the second cycle the average is 83.87% and in the third cycle the average is 95.16%.

At the end of each cycle, a test is conducted to determine the extent to which *problem solving* methods can affect student learning outcomes. Which is then searched for the average test value per cycle. The average scores for the first, second, and third cycle tests are as follows:

Table 4.20. Comparison of the average test scores of cycles I, II, and III

Cycle I	Cycle II	Cycle III
66.77	73.55	84.41

Source: Data processed 2021.

From the table above, it can be seen that the average score of IPS scores has increased, namely in the first cycle of 66.77, the second cycle of 73.55 and the third cycle of 84.41. Student activities in learning are also influenced by teacher activities in carrying out the learning process. So that in addition to observing students, researchers also observed teacher activities in the classroom. The teacher has tried to create a conducive learning atmosphere.

The results of the research and discussion above can be concluded that the application of *problem solving* methods to improve social studies learning outcomes in class IX.3 students has been successful. This can be proven by the acquisition of the average score in each cycle, namely the first cycle of 66.77, the second cycle of 73.55, and the third cycle of 84.41.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the research that has been done, the following conclusions can be drawn:

1. Efforts to improve social studies learning outcomes in class IX.3 students of SMP Negeri 18 Kendari can be pursued using *problem solving* methods by combining lecture and question and answer methods. The *problem solving* method can be carried out with the following steps: there is a clear problem to be solved, looking for data or information that can be used to solve the problem, setting a temporary answer to the problem, testing the correctness of the temporary answer, drawing conclusions. Cycle I at the beginning of the lesson was preceded by the lecture method, then continued with the *problem solving* method. In the second cycle using the *problem solving* method which was then clarified by the question and answer method. And in cycle III combines the two, which is preceded by the lecture method and then clarified by the question and answer method.
2. The evidence that shows an increase in social studies learning outcomes by using *problem solving* methods is the acquisition of an average score that increases in each cycle. In the first cycle the average value obtained was 66.77, in the second cycle it increased to 73.55, and increased again in the third cycle, which obtained an average value of 84.41. In addition to the average value, student activity also increased, including the aspect of asking questions in the first cycle of 14.51%, the second cycle of 16.13%, and the third cycle of 24.32%. Aspects of responding to other students' responses decreased in cycle III.

In the first cycle of 19.35%, the second cycle of 24.19%, and the third cycle of 17.74%. The aspect of answering questions in the first cycle is 17.74%, the second cycle is 20.97%, and in the third cycle is 75.81%. The aspect of paying attention to the teacher's explanation in the first cycle was 69.35%, the second cycle was 82.26%, and the third cycle was 87.10%. The aspect of group discussion in the first cycle was 61.29%, the second cycle was 79.03%, and the third cycle was 93.55%. Aspects of class discussion in the first cycle is 72.58%, the second cycle is 83.87%, and the third cycle is 95.16%.

B. Suggestion

Based on the results of the research and the conclusions above, the following suggestions can be made:

In using *problem solving* to improve student learning outcomes, the teacher should take the following steps: there is a clear problem to be solved, looking for data or information that can be used to solve the problem, setting a temporary answer to the problem, testing the correctness of the temporary answer, drawing conclusions.

It is better if the *problem solving* method can be applied by social studies teachers and teachers in other fields of study as an alternative to increasing activeness and learning achievement in class. Because this study proves that the application of *problem solving* methods in social studies subjects is more effective.

Further research is needed on the application of learning methods that are appropriate to the subject and subject matter where the method can produce maximum academic achievement.

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