

The Use of Problem Solving Methods to Improve Indonesian Language Learning Outcomes in Fourth Grade Students of SDN Segeran IV Indramayu Academic Year 2025/2026

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Abstract.

Learning outcomes are the abilities students acquire after learning activities. Evidence that someone has learned is a change in behavior in that person, for example from not knowing to knowing and from not understanding to understanding. The learning process in class IV SDN Segeran IV is still less active, so that students are less enthusiastic about learning, many students are busy chatting with their friends and some even play around so that it causes a lack of focus on learning and the material is not conveyed completely to all students, this condition causes low student grades in Indonesian subjects. Based on these problems, researchers made an effort to improve the learning process through the application of the Problem Solving method. The formulation of the problem in this study is whether the use of the problem solving method can improve the learning outcomes of Indonesian subjects for class IV students of SDN Segeran IV. The purpose of this study is to determine the improvement in learning outcomes by using the Problem Solving method. The purpose of this study is to improve the Indonesian language learning process for class IV students of SDN Segeran IV in the 2026/2027 Academic Year. The study uses the PTK model with the application of the problem solving method in improving the learning outcomes of Indonesian subjects for class IV students of SDN Segeran IV Indramayu in the 2025/2026 Academic Year. Data collection was carried out by observing student activities and test sheets to determine the improvement in student learning outcomes. From the results of the analysis that has been done, it is known that the problem solving learning method can improve student learning outcomes in the Indonesian language subject at SDN Segeran IV. This can be seen from the percentage of post-test results, there was an increase of 25% from cycle I with results of 70% and cycle II 95%. So it can be concluded that using the Problem Solving method can improve learning outcomes in the Indonesian language learning process for fourth-grade students at SDN Segeran IV Indramayu in the 2025/2026 Academic Year.

Keywords: *Problem Solving Method, SDN Segeran and Language Learning Outcomes.*

I. INTRODUCTION

Lots Many students consider Indonesian language as a very boring subject, and it is easy to make students sleepy quickly, and what's more, the boring learning atmosphere makes the desire to learn Indonesian less attractive to many students. During learning, students appear less active in listening to the teacher's explanation, and appear bored, on the other hand, there are some students who lack concentration in following the learning. The results of the pre-survey data show that the Indonesian language learning outcomes of fourth-grade students at SDN Segeran IV are still below the Minimum Completion Criteria (KKM). Students with scores below 70 are more numerous than students with scores above 70. Namely, only 34% or 10 students completed Indonesian language learning, and 66% or 14 students did not complete it out of a total of 24 students. It is clear that the scores of students who did not complete were greater than those who completed it.

II. RESEARCH METHODS

This research was conducted at SDN Segeran IV Indramayu in the 2025/2026 academic year with The subjects of the action were 24 fourth-grade students in the 2026/2027 academic year of Indonesian Language, consisting of 10 female students and 14 male students with varying abilities. This classroom action research is a research activity that emerged as a manifestation of a strong drive to improve student learning outcomes in the Indonesian Language subject.

Research Procedure. This classroom action research was conducted in 2 cycles using the model developed by Arikunto. Each cycle consists of four stages of activity, namely the first stage of planning, the implementation stage, the observation stage, and the reflection stage. "In general line big model study

action exists four stages which commonly followed, namely, (1) planning, (2) implementation, (3) observation, (4) reflection. These four activities take place repeatedly in a cyclical form. Data Collection Techniques. The data collection techniques used include observation, tests, and documentation methods. Research Instruments. The research instruments used to assess the level of student success are: 1) Observation Sheets, which include (1) Teacher Observation Sheets. (2) Student Observation Sheets, and (3) Student Learning Outcomes Test Instruments. These teacher observation sheets are useful to help teachers obtain data in the teaching and learning process at SDN Segeran IV Indramayu in the 2025/2026 Academic Year. Furthermore value is calculated by percentage formula:

$$P = F / N \times 100$$

Information:

P = Percentage number

F = Frequency or the number of scores

N = Number of frequencies or number of things observed

Data Analysis Techniques. The data analysis techniques used in this study are quantitative and qualitative. It is calculated using a simple statistical formula as follows: 1. To calculate the average value, the formula is used:

$$\bar{X} = \frac{\sum X}{N}$$

Information:

\bar{X} = average mark

$\sum X$ = sum of all values N = number of data

2. To calculate the percentage, the formula used is:

$$P = \frac{\sum X}{N} \times 100\%$$

Information:

$\sum X$ = sum of all values

n = number of data

P = percentage

Success Indicators

The indicator of this success is the existence of improvement in students' Indonesian language learning outcomes as indicated by the improvement in students' learning outcomes from cycle to cycle, namely the improvement in students' learning outcomes is marked by the achievement of the KKM for 70 Indonesian language subjects reaching 80% at the end of the cycle.

III. RESEARCH RESULTS AND DISCUSSION

Data on student learning activities after implementing the Problem Solving Method in Cycle I showed an increase. The highest average was student enthusiasm in discussions among group members using the Problem Solving method, at 84.78%. The lowest activity was paying attention to the teacher's explanation, which had been carried out with an average value of 43.75%. From the results of the four stages of student activities, so it can be concluded that the learning process activities in cycle 1 took place very well with an average result of 72.75%.

d. Learning Outcomes of Cycle I

Assessment of learning outcomes Students in cycle I can be seen from the average number of pretests and posttests that have been given by teachers to fourth grade students with a total of 24 students. Based on the results of the cycle I learning, it is known that the student's learning completeness in the implementation of the pretest obtained a total of 1380 scores with an average of 57, the highest score of 70 and the lowest of 40, with a completion rate of 12.50%. From the results of the initial measurement of students, it can be seen that on average students still do not know or master the subject matter taught by the teacher. After students know the learning process during one cycle with 2 meetings, the posttest of students who completed the number of 1698, with an average of 70 the highest score of 85 and the lowest score of 55, with a completion

rate of 70%.

In this case, student learning outcomes have shown an increase in student learning completion after being given action using the Problem Solving method, but the student learning completion obtained in cycle I has not yet reached the success indicators that have been determined in this study, namely achieving the Minimum Completion Criteria (KKM) for the Indonesian Language subject with a value of ≥ 70 reaching 80%.

As for learning activities In cycle II, there was an increase. The highest average was showing a serious attitude when following the group discussion at 97.91% and the lowest activity was paying attention to the teacher's explanation and enthusiastically discussing in their groups which had been done with an average value of 85.41%. From the four results of the student activity stages, it can be concluded that the learning process activities in cycle II took place very well with an average result of 90.09%.

Learning outcomes Cycle II

Assessment of results Student learning can be seen based on the learning outcomes of cycle II, by looking at the average of the pre-test and post-test that the teacher has given to students in grade IV with a total of 24 students. The student learning completeness in the pretest implementation obtained a total score of 1730 with an average of 72 highest scores of 85 and the lowest of 50, with a completion rate of 66%. From the results of the initial student measurements, it can be seen that the average student still does not know or master the subject matter taught by the teacher. After students know the learning process during one cycle with 2 meetings, the posttest of students who completed the number of 2080, with an average of 86 highest scores of 100 and the lowest score of 65, with a completion rate of 95%. So it can be seen that in this second cycle, student learning outcomes have reached the target and the increase in Indonesian language learning outcomes can meet the Minimum Completion Criteria Standard (KKM) score ≥ 70 reaching 80% at the end of the cycle.

IV. DISCUSSION

1. Analysis of Data from Observation Results of Learning Activities Using the Problem Solving Method in Cycles I and II

Before the implementation of Indonesian language learning using the Problem Solving Method in grade IV DN Segeran IV, students considered Indonesian language lessons boring, because students were not involved in the learning process. This resulted in many students who still did not understand the material so that student understanding did not reach the desired criteria. In cycle I, the researcher had used the steps of the Problem Solving method and learning was more focused on improving student learning outcomes. In cycle I, it was seen that the percentage of completion of the pretest score only reached 12.5% while in the posttest it became 70%. Student A experience improvement from 60 on the pretest to 85 on the posttest. However, some students, such as those who scored 40 on the pretest and 55 on the posttest, had not yet completed the pretest and posttest activities.

On cycle II, researchers also used the Problem Solving method steps in learning and focused more on improving student learning outcomes.

On Cycle II, the pretest score completion percentage only reached 66%, while in the posttest it increased to 95%. One student's score increased from 60 on the pretest to 100 on the posttest, as he paid close attention when the researcher explained the material. However, several students remained incomplete in the pretest and posttest activities, including Student B, who scored 50 on the pretest and 65 on the posttest.

2. Learning Outcomes of Cycles I and II

Research result The data obtained from the results of learning Indonesian using the Problem Solving method in cycle I and cycle II can be seen in the following table:

Table of Student Learning Outcomes in Indonesian Language Subject

No	Indicator	Cycle I Values		Cycle II Values	
		Pretest		Pretest	
1	Average	57	70	72	86
2	Maximum value	70	85	85	100

3	Minimum value	40	55	50	65
	Level of completion	12.50%	70%	66%	95%

From The results of the study indicate an increase in student learning outcomes in the Indonesian Language subject, the material of My Environment. This is seen from the increase in student learning completeness from cycle I to cycle II. This increase is because both teachers and students understand how the learning is carried out, namely learning oriented to the Problem Solving Method. This Problem Solving Method can improve student abilities, because it provides a clear and operational understanding to students about the relationship between Indonesian and everyday life and about the use of Indonesian in general for humans, where before this Problem Solving Method, students often had difficulty in understanding questions, students also lacked understanding about the relationship between learning Indonesian and socialization problems in everyday life. In addition, students individually have not been able to solve contextual problems in their own way.

V. CONCLUSION

Based on results Based on the classroom action research and the discussion that has been presented, it can be concluded that learning using the problem solving method is as follows: that learning using the Problem Solving method can improve the learning outcomes of Indonesian language of fourth grade students of SDN Segeran IV in the 2025/2026 Academic Year. This conclusion is supported by several research facts that: The Problem Solving method has a positive impact in improving student learning outcomes which is indicated by an increasing percentage of student learning completion. There was an increase of 25% in the completion of Indonesian language learning outcomes from 70% in cycle I to 95% in cycle II. This shows that the Problem Solving learning method can improve Indonesian language learning outcomes.

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