



**THE EFFECT OF PROBLEM BASED LEARNING  
MODEL THROUGH HOME VISITS AND LEARNING  
MOTIVATION ON Pipkin LEARNING OUTCOMES  
OF CLASS IV STUDENTS OF UPT SPF SDN  
106828 SUMBERJO**

**Fadhlin Ade Candra<sup>1</sup>**

*Postgraduate Student at Medan State University, Indonesia*

*fadhlincandra@gmail.com*

**Deny Setiawan<sup>2</sup>**

*Lecturer at State University of Medan, Indonesia*

**Anita Yus<sup>3</sup>**

*Lecturer at State University of Medan, Indonesia*

---

**Abstract**

*This study aims to determine (1) the learning outcomes of students' PPKn taught by the Problem Based Learning model through home visits are higher than the PPKn learning outcomes of students taught by the Problem Based Learning model through Google Classroom; (2) PPKn learning outcomes of students who have high learning motivation are higher than students who have low learning motivation; (3) The interaction between the Problem Based Learning model through home visits and learning motivation on the learning outcomes of fourth grade PPKn at UPT SPF SDN 106828 Sumberjo. This research is in the form of a quasi-experimental design with a 2 x 2 factorial design. The population of this research is all fourth-grade students of UPT SPF SDN 106828, which are 2 classes with a total of 54 students. The sample selection was taken by using a total sampling technique, namely from the two classes as a whole set as a sample. Thus, the sample was determined, namely class IVA as group A and class IVB as group B. Class determination for the application of the learning model was determined by group A consisting of 27 students for classes taught using the Problem Based Learning model through home visits, and group B consisting of 27 students for classes taught using the Problem Based Learning model through google classroom. The research instrument used a multiple-choice learning*

*outcome test with 25 questions and a student learning motivation instrument in the form of a questionnaire consisting of 40 items that were declared valid and reliable. Data analysis using two-way Anova. The results showed that (1) the learning outcomes of PPKn Education students who were taught using the Problem Based Learning model through home visits were higher than the Problem Based Learning model through the Google Classroom; (2) PPKn learning outcomes of students who have high learning motivation are higher than students who have low learning motivation; (3) There is an interaction between the learning model and learning motivation in influencing student PPKn learning outcomes.*

**Keywords:** *learning outcomes, learning motivation, learning model problem based learning.*

---

## **A. Introduction**

Education is one thing that is very important for humans because education involves human survival. Education is a very important process carried out to improve intelligence, skills, enhance character, strengthen personality and increase the spirit of togetherness in order to build oneself and society in building the nation and state (Andika et al., 2016; Maryatin & Metro 2017). Therefore, education is the main key in improving the quality of superior human resources in various aspects of life.

According to Susiwi Indriani (2018) stating that Pancasila and Citizenship Education (PPKn) is one of the compulsory subjects ranging from Elementary School to Higher Education which has a very important role in efforts to form citizens who have intelligence, pride and responsibility and are able to participate. in the life of society and the state.

The development of the Industrial Revolution 4.0 where the internet and Information and Communication Technology (ICT) are needed and play an important role in everyday life. It can be seen that

many children are addicted to using technological tools such as mobile phones, the Internet which is used only for playing and learning a little. The paradigm shift in educational education leads to demands for changes in learning, from conventional to multimedia-based learning sourced from the internet, an important part of learning resources so that teachers will adapt to information and communication technology in the learning that is brought in the classroom. So that in the digital era of Industrial Revolution 4.

Teachers are expected to be able to design an appropriate learning model to be used during the PPKn learning process so that the PPKn learning process it self does not end to be monotonous and boring because the teacher in each lesson only uses the lecture method and students are only told to record the material in the student's notebook. With a learning model that is designed as attractive as possible, students will be excited and attract their attention so as to hone their curiosity about something new.

The achievement of the teaching and learning process is highly dependent on the teacher's role in learning activities in the classroom. One of the internal factors that greatly affect the student's learning process is learning motivation. Students will succeed in learning if they have their own desire to learn. In this case, the teacher's task is to increase students' learning motivation so that they want to learn the material being taught. In addition, by increasing student learning motivation, it affects learning outcomes where these changes mean an increase and development that is better than before.

Based on data obtained from the Administrative OfficeSD Negeri 106828 Kec. Pagar Merbau Kab. Deli Serdang, it can be seen that the average UAS scores of fourth graders for PPKn subjects in the last three

semestersthat the average value of the PPKn subject for the last three semesters has not reached the KKM. This means that student PPKn learning outcomes are still relatively low because the average value obtained is still below the value of 75. In addition, based onthe results of interviews with several teachers at the school showed that the teachers at the school still used the lecture learning model in which the learning process was only teacher-centred and did not involve students to actively participate in learning, so that students became bored due to monotonous learning.

An inappropriate learning process will result in low student learning outcomes. Low learning outcomes can be sourced from the teacher's lack of knowledge in choosing the right model or strategy in providing learning to students, causing boring learning activities that are difficult for students to accept, it will have an impact on learning outcomes and low student motivation. For example, students are lazy to deal with PPKn subjects as stated by Salani & Maphane (2014).

The selection of the right learning model is one of the supporting factors for achieving maximum learning outcomes. Because the use of the right learning model will make the learning atmosphere interesting and not boring. So it is necessary to apply a learning model in increasing student motivation and learning outcomes, one of which is by using a learning model *problem based learning*. Problem based learning model is problem based learning.

Problem Based Learning model is defined as a learning model in which it involves students to try to solve problems by going through several stages of the scientific method so that students are expected to be able to learn knowledge related to the problem and at the same time students are expected to have problem solving skills.

Another opinion that reinforces that problem-based learning can improve student learning outcomes and motivation is also strengthened by Rahmat (2018) which states that the application of the Problem Based Learning model exposes students to a problem so that they are motivated to seek answers by repeatedly solving the problems they face. which in turn can solve the problem so that it can increase students' confidence in their abilities.

In addition, San (2016) The results of the study show, (1) overall science learning outcomes of students who follow the PBL model are higher than students who follow the direct learning model, this means that the PBL model has an effect on science learning outcomes; (2) there is an interaction effect between the learning model and learning motivation on science learning outcomes, (3) the science learning outcomes of students who follow the PBL model who have high learning motivation are better than students who follow the PBL model. direct learning model in groups of students who have high learning motivation, (4) science learning outcomes of students who follow the PBL model who have low learning motivation are better than students who follow direct learning models in groups of students who have low learning motivation.

Adela (2018) The results show that there is an influence of the PBL model on student learning outcomes in PPKn Learning for class V SDN 09 Bandarbuat. Based on the t-value of -2,488 with a P-Value of 0.016. The P-Value value is smaller than  $\alpha = 0.05$  so  $H_1$  is accepted.

The difference between my research and previous studies is that it emphasizes the Problem Based learning model through home visits in improving student learning outcomes because learning carried out in schools is still carried out only twice a week because it is still in a limited Face-to-Face Learning (PTMT) situation

## **B. Method**

In carrying out the research the author took the location at UPT SPF SDN 106828 Kec. Pagar Merbau Kab. Deli Serdang. And it will be held from November to December of the 2021-2022 school year. The population in this study were all fourth grade students of UPT SPF SDN 106828 Kec. Pagar Merbau Kab. Deli Serdang as many as 54 students spread over 2 classes, namely IV-A and IV-B. The sample in this study was taken as a whole population of 54 students consisting of 27 students in class IV-A and 27 students in class IV-B. In this case, the experimental class is class IV-A by applying the Problem Based Learning model through home visits, while class IV-B is the class that is taught using the Problem Based Learning model through google classroom. This research is a quasi-experimental study with a 2x2 factorial design. The dependent variable in this study is the learning outcomes of PPKn grade IV SD on the theme "Various Jobs" Sub-theme "My Parents' Jobs" Content of PPKn Materials.

### **1. Research Instruments**

#### **Learning Motivation Questionnaire**

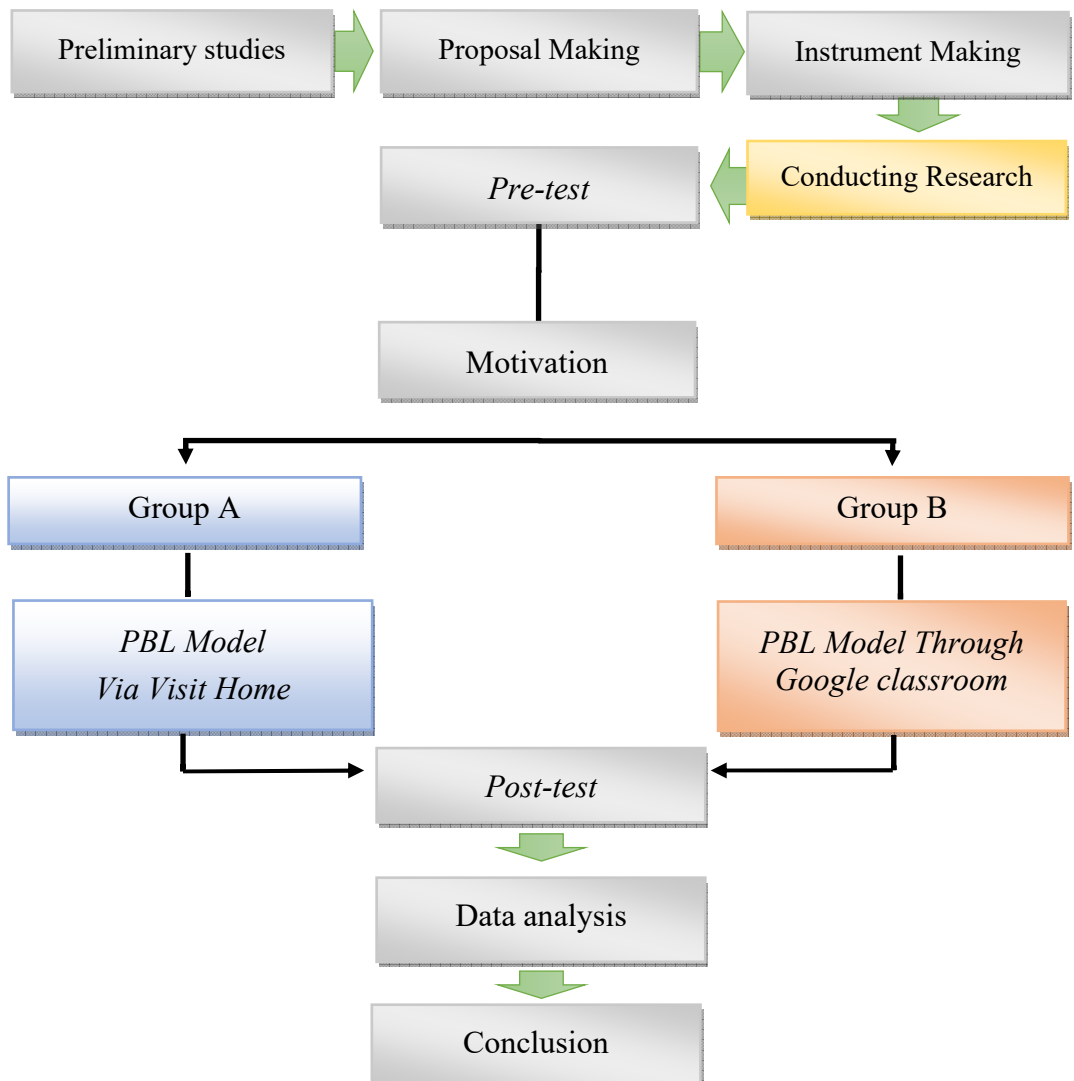
To determine the level of student motivation, the researchers used a questionnaire to measure the level of student motivation. Sugiyono (2015:199) said that the questionnaire is a data collection technique which is done by giving a set of questions or written statements to the respondents to answer.

#### **Study Results Test**

The test is used to determine the level of students' understanding of the material presented. The learning outcomes test refers to the theme of "Various Jobs", the sub-theme of my parents' work. Learning outcomes

test in the form of multiple choice as many as 25 questions. Research procedure

The author in carrying out this research will take the following steps:



## 2. Data analysis technique

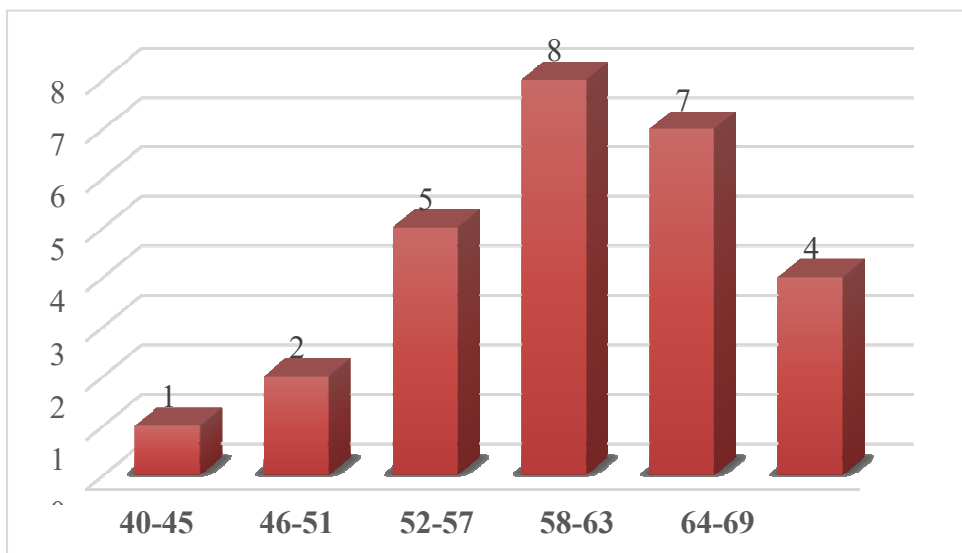
Testing the truth of a study requires appropriate data analysis techniques to be used. The data analysis technique used in this research is inferential statistical technique. Hypothesis testing in this study was carried out by using two-way analysis of variance (ANAVA) or Two Way Anova with a significant level of 0.05. Before the two-way ANOVA test was carried out, the analysis requirements test was first carried out, namely the normality test and the data homogeneity test.

## C. Finding and Discussion

### 1. Result

#### Data Description

##### 1) Pre Test PPKn Learning Outcomes for Group A Students

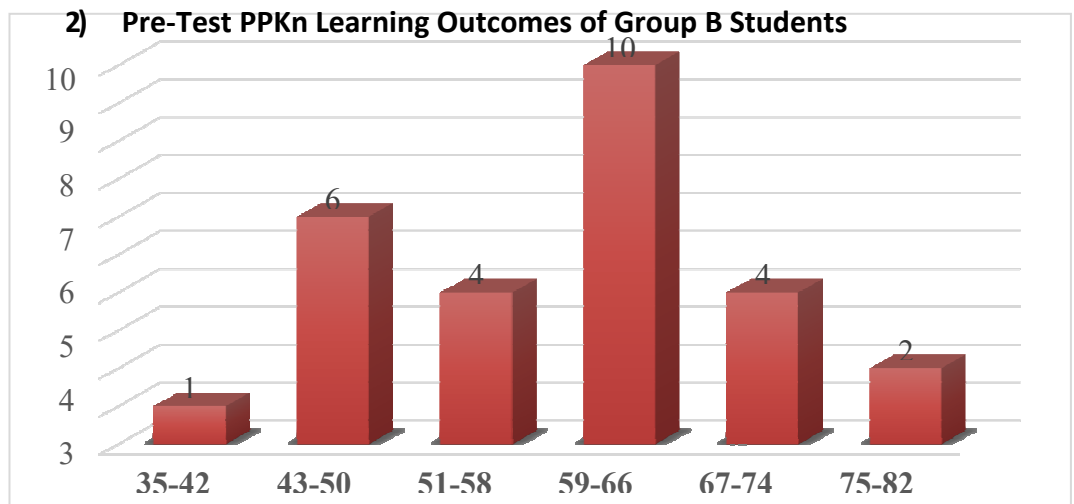


**Figure 1.** Pre-Test Histogram of PPKn Learning Outcomes for Group A Students

Based on the figure, it can be seen that the results of the pre-test group A with the highest number of frequencies are in the interval class [196]



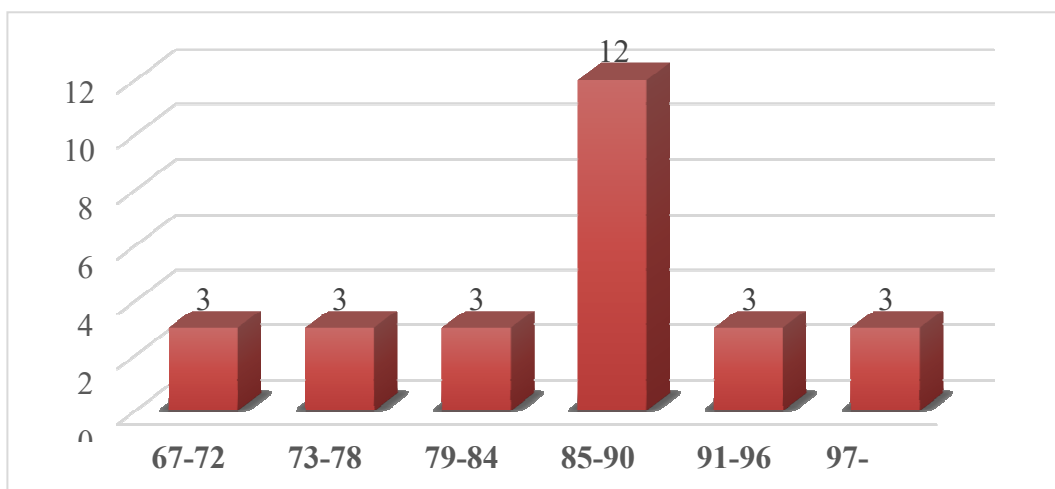
58-63, while the number of frequencies with the lowest number is in the interval class 40-45.



**Figure 2.** Pre-Test Histogram of PPKn Learning Outcomes for Group B Students

Based on the figure, it can be seen that the PPKn learning outcomes of students in group B with the highest number of frequencies are in the interval class 59-66, while the least frequency is in the interval class 35-42.

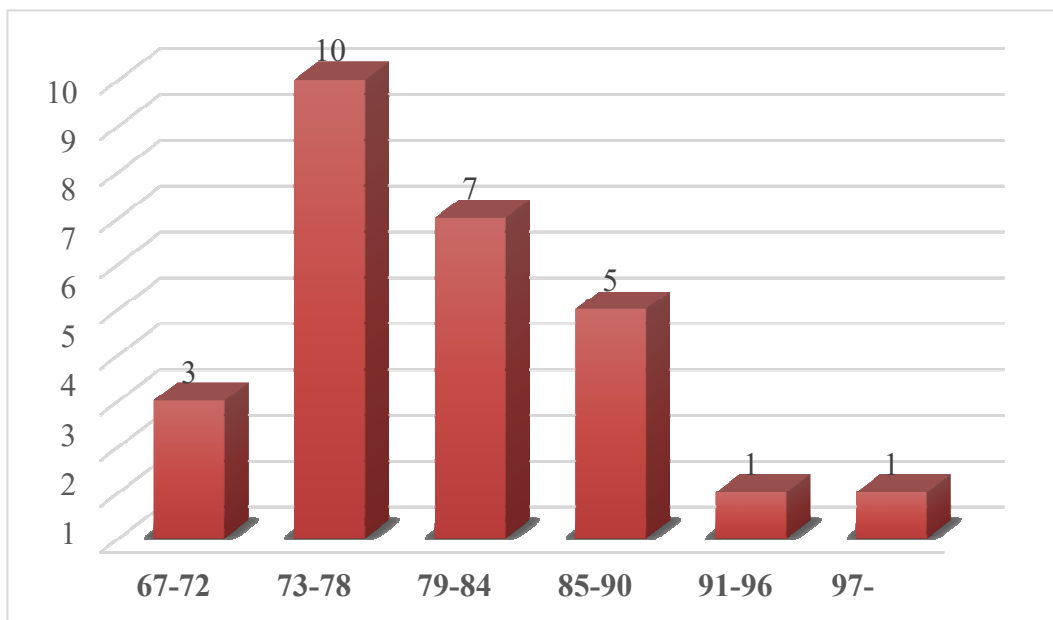
### **3) Post-test PPKn Learning Outcomes of Students Taught with Problem Based Learning Models Through Home Visits**



**Figure 5.** Histogram of PPKn Learning Outcomes of Students Taught with Problem Based Learning Models through home visits

Based on Figure it is clear that the PPKn learning outcomes of students who are taught using a problem based learning model through home visits have the highest number of frequencies in the 85-90 interval class.

**4) Post-test PPKn Learning Outcomes of Students Taught with Problem Based Learning Models Through Google Classroom**



**Figure 6.** Histogram of PPKn Learning Outcomes of Students Taught with Problem Based Learning Models Through Google Classroom

From Figure, it is clear that the PPKn learning outcomes of students who are taught using the problem based learning model through Google Classroom have the highest number of frequencies in the 78-84 interval class, while the least number of frequencies are in the 91-96 and 97-102 interval classes. .

#### **5) PPKn Learning Outcomes of Students Who Have High Learning Motivation**

From Figure, it can be seen that the results of PPKn learning of students who have high learning motivation with the highest number of frequencies are in the interval class 85-90, while the least are in classes 67-72 and 79-84.

**6) PPKn Learning Outcomes of Students Who Have Low Learning Motivation**

The results of PPKn learning outcomes of students who have low learning motivation with the highest number of frequencies are in the 87-91 interval class.

**7) PPKn Learning Outcomes of Students who are Taught with Problem Based Learning Models Through Home Visits and Have High Learning Motivation**

The results of PPKn learning of students who are taught using a problem based learning model through home visits and have high learning motivation with the highest number of frequencies are in the 87-90 interval class.

**8) PPKn Learning Outcomes of Students who are Taught with Problem Based Learning Models Through Home Visits and Have Low Learning Motivation**

The results of PPKn learning students who are taught using a problem based learning learning model through home visits and have low learning motivation with the highest number of frequencies are in the interval class 87-90, while the least number of frequencies is in the interval class. 83-86 checkers 95-98.

**9) PPKn Learning Outcomes of Students who are Taught with Problem Based Learning Learning Models through Google Classroom and Have High Learning Motivation**

The results of PPKn learning for students who are taught using the problem based learning model through Google Classroom and have high

learning motivation with the highest number of frequencies are in the 74-80 interval class.

#### 10) PPKn Learning Outcomes of Students who are Taught with Problem Based Learning Models through Google Classroom and Have Low Learning Motivation

The results of PPKn learning outcomes of students who are taught using the problem based learning model through Google Classroom and have low learning motivation with the highest number of frequencies are in the 82-85 interval class

### Data Analysis Test

#### 1) Normality test

**Table 1.** Normality Test Results of Pre-test Data

|                                         | Kolmogorov-Smirnova |    |      | Shapiro-Wilk      |    |      |
|-----------------------------------------|---------------------|----|------|-------------------|----|------|
|                                         | Statistics          | df | Sig. | Statistic         | df | Sig. |
| Standardized Residual for Hasil_Belajar | ,100                | 54 | ,200 | ,986 <sup>s</sup> | 54 | ,777 |

##### a. Lilliefors Significance Correction

Based on the table, it can be seen that the results of testing the normality of the pre-test data with the Kolmogorov-Smirnov test obtained a probability value or significant value in group A of  $0.200 > 0.05$ , thus it can be concluded that the pre-test data from the two class groups were normally distributed.

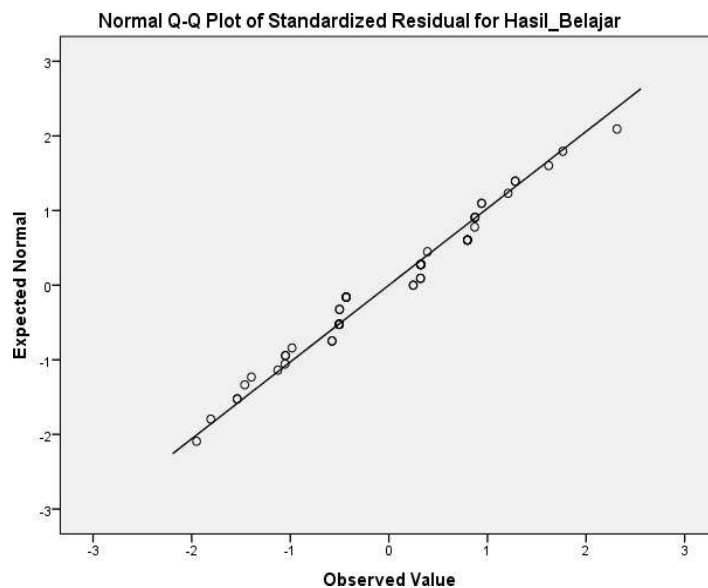
**Table 2.** Post Test Data Normality Test Results

|  | Kolmogorov-Smirnova |    |      | Shapiro-Wilk |    |      |
|--|---------------------|----|------|--------------|----|------|
|  | Statistics          | df | Sig. | Statistic    | df | Sig. |
|  |                     |    |      | <sup>s</sup> |    |      |

|                                         |      |    |      |      |    |      |
|-----------------------------------------|------|----|------|------|----|------|
| Standardized Residual for Hasil_Belajar | ,970 | 54 | ,185 | ,154 | 54 | ,003 |
|-----------------------------------------|------|----|------|------|----|------|

#### a. Lilliefors Significance Correction

Based on the table, it can be seen that the results of the post-test data normality test with the Kolmogorov-Smirnov test obtained a probability value or significant value of  $0.185 > 0.05$ , thus it can be concluded that the post-test data is normally distributed. The distribution of post-test data on student PPKn learning outcomes can be seen in the following figure:



**Figure 7.** Spread the Post-Test Data on Student PPKn Learning Outcomes

## 2) Homogeneity Test

**Table 3.** Testing the Homogeneity of Post-test Data Levene's Test of Equality of Error Variance

Dependent Variable: Learning Outcomes

| F | df1 | df2 | Sig. |
|---|-----|-----|------|
|---|-----|-----|------|

|       |   |    |      |
|-------|---|----|------|
| 1,840 | 3 | 50 | ,152 |
|-------|---|----|------|

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Learning\_Model + Learning\_Motivation + Learning\_Model \* Learning\_Motivation

Based on the table shows that the post-test data homogeneity test obtained a probability value or a significant value of  $0.152 > 0.05$ , thus it can be concluded that the research data group is relatively the same or homogeneous.

### 3) Hypothesis test

**Table 4.** SPSS Output ANOVA Calculation Results Tests of Between-Subjects Effects

Dependent Variable: Learning Outcomes

| Source                               | Type III Sum of Squares | df | Mean Square | F        | Sig.  |
|--------------------------------------|-------------------------|----|-------------|----------|-------|
| Corrected Model                      | 936.564 <sup>a</sup>    | 3  | 312,188     | 5,890    | ,002  |
| Intercept                            | 370921,087              | 1  | 370921,087  | 6998,582 | ,000  |
| Learning model                       | 410.737                 | 1  | 410.737     | 7,750    | ,008  |
| Motivation to learn                  | 270,145                 | 1  | 270,145     | 5.097    | ,028  |
| Learning model * Motivation to learn | 332,210                 | 1  | 332,210     | 6,268    | 0.016 |
| Error                                | 2649,973                | 50 | 52,999      |          |       |
| Total                                | 374763,000              | 54 |             |          |       |
| Corrected Total                      | 3586,537                | 53 |             |          |       |

a. R Squared = ,261 (Adjusted R Squared = ,217)

**Table 5.** Comparison ResultsStudy PPKn Based on Model Learning**1. Learning model**

Dependent Variable: Learning Outcomes

| Learning model       | mean   | Std. Error | 95% Confidence Interval |             |
|----------------------|--------|------------|-------------------------|-------------|
|                      |        |            | Lower Bound             | Upper Bound |
| PBL Home Visit       | 85,933 | 1,410      | 83.102                  | 88,765      |
| PBL Google Classroom | 80,398 | 1,402      | 77,582                  | 83.214      |

**Table 6.** Comparison of PPKn Learning Outcomes Based on Learning Motivation**2. Motivation to learn**

Dependent Variable: Learning Outcomes

| Motivation to learn | mean   | Std. Error | 95% Confidence Interval |             |
|---------------------|--------|------------|-------------------------|-------------|
|                     |        |            | Lower Bound             | Upper Bound |
| High motivation     | 85,410 | 1,457      | 82.483                  | 88,337      |
| Low Motivation      | 80.921 | 1.353      | 78,204                  | 83,638      |

**Table 7.** Comparison ResultsStudy PPKn Based on Model Learning and learning motivation**3. Learning Model \* Learning Motivation**

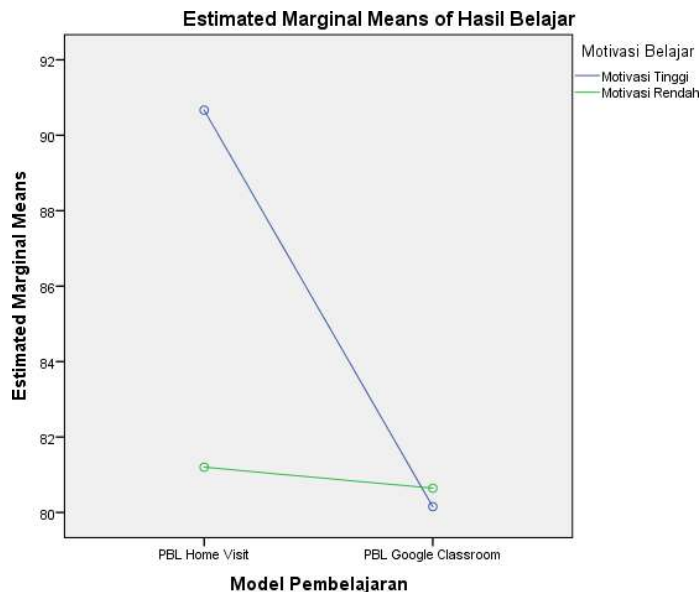
Dependent Variable: Learning Outcomes

| Learning model       | Motivation to learn | mean   | Std. Error | 95% Confidence Interval |             |
|----------------------|---------------------|--------|------------|-------------------------|-------------|
|                      |                     |        |            | Lower Bound             | Upper Bound |
| PBL Home Visit       | High motivation     | 90.667 | 2,102      | 86,446                  | 94,888      |
|                      | Low Motivation      | 81,200 | 1,880      | 77,424                  | 84.976      |
| PBL Google Classroom | High motivation     | 80,154 | 2.019      | 76.098                  | 84.209      |
|                      | Low Motivation      | 80,643 | 1,946      | 76.735                  | 84.551      |

Based on Table it can be explained about the research hypothesis testing as follows:



There is an interaction between the learning model and student motivation in influencing student learning outcomes. The interaction of learning models and learning motivation in influencing student PPKn learning outcomes can be seen in the following figure:



**Figure 8.** Graph of Interaction of Learning Models and Learning Motivation in Influencing PPKn Learning Outcomes

## 2. Discussion

### a. PPKn Learning Outcomes of Students Taught with Problem Based Learning Models Through Home Visits are Higher than Problem Based Learning Models Through Google Classroom

Based on the research findings, it is known that the PPKn learning outcomes of students who are taught with the PBL learning model are higher than the PBL learning model through google classroom. The difference is so

significant. Based on the results of the researcher's analysis during research, the influencing factors are factors that are also found by many other researchers, namely the tendency of teachers who have not been able to use or apply technology optimally so that the function of Google Classroom as a learning medium cannot be explored maximally. In addition to these factors, the visit home method is a very effective alternative used by teachers in the era of distance learning.

Based on this description, it can be concluded that the use of problem based learning models through home visits in learning can improve student learning outcomes during distance learning with the assumption that students will be interested in learning if the learning is designed as attractive as possible and interacts as real as possible. If using Google Classroom, students' motivation tends to decrease due to monotonous learning caused by the inability of the teacher to mix learning using Google Classroom.

#### **b. PPKn Learning Outcomes of Students with High Learning Motivation are Higher than Students with Low Learning Motivation**

Based on the results of the study, it was found that the PPKn learning outcomes of students who had high learning motivation were higher than students who had low learning motivation. This is of course due to the learning provided by teachers to students during the pandemic. Many of the teachers are not ready to use technology in learning, causing students' learning motivation to decrease (Yusrizal & Fatmawati, 2020). In another study, Suryati (2020) also mentioned the same thing which stated that an increase in student learning outcomes was influenced by learning motivation.

Problem based learning learning model is a learning model that has a good stimulus for students, because the problem based learning model

provides a real picture of learning. By providing a real picture, it will increase children's motivation to study harder. Motivating students by using learning models is one thing that is highly recommended for every teacher, because motivation can be formed from anything that looks creative and innovative (Dwita et al., 2018). Based on this description, it can be concluded that students' learning motivation in the distance learning period greatly affects student learning outcomes.

**c. The Interaction between Learning Models and Learning Motivation on Student Civic Education Learning Outcomes**

Based on the results of the study, it was found that there was an interaction between the learning model and student motivation in influencing student learning outcomes with  $F_{count} = 6.268$ . The results also found that the learning outcomes of students who had high learning motivation who were taught using a problem based learning model through home visits were 90,667 while students who were taught using a problem based learning model through google classroom were 80,154. In addition, the learning outcomes of students who have low learning motivation who are taught using a problem based learning model through home visits are 81,200 while students who are taught a problem based learning model through google classroom are 80,643.

Thus it can be concluded that students with high learning motivation are not always properly taught by any method that is considered a good teacher. This is in line with the research results of Tomas (2020) who found in his research that there was a significant effect on student learning motivation using the PBL model rather than the conventional model on student learning outcomes. Therefore, teachers are required to be better able to choose learning models and be able to

adapt to the conditions of their students, both in terms of motivation, interests, interpersonal intelligence, social skills, and the like.

#### **D. Conclusion**

Based on the discussion that has been described previously, several conclusions can be drawn including the following:

1. PPKn learning outcomes of students who were taught using the problem based learning model through home visits were higher than the problem based learning model through google classroom (Fcount = 7.750 and sig. 0.008 <0.05).
2. PPKn learning outcomes of students who have high learning motivation are higher than students who have low learning motivation (Fcount = 5.097 and sig. 0.028 <0.05).
3. There is an interaction between learning model and learning motivation in influencing student PPKn learning outcomes (Fcount = 6.268 and sig. 0.016 <0.05).

#### **Bibliography**

- Adela, et al. 2018. Pengaruh Model Pbl Terhadap Hasil Belajar Siswa Pada Pembelajaran Pendidikan Kewarganegaraan Kelas V Sekolah Dasar. e- Jurnal Inovasi Pembelajaran SD. 1
- Ariani, R. F. (2020). Pengaruh Model Pembelajaran Problem Based Learning Terhadap Kemampuan Berpikir Kritis Siswa SD Pada Muatan IPA. Jurnal Ilmiah Pendidikan Dan Pembelajaran, 4(3), 422–432.
- Dwita, D. K., Anggraeni, A. I., & Haryadi. (2018). Pengaruh Home Visit dan Motivasi Belajar Terhadap Hasil Belajar Siswa di SDIT Harapan Bunda Purwokerto. Jurnal Ekonomi, Bisnis, Dan Akuntansi, 20(01), 1–15.

- Rahmat, Ewo. 2018. Penerapan Model Pembelajaran Problem Based Learning (PBL) untuk Meningkatkan Prestasi Belajar Siswa. Jurnal Penelitian Pendidikan.
- Renata Nur Annisa et al. 2021. Pendidikan Kewarganegaraan Di Era Revolusi 4.0. Indonesian Journal of Islamic Studies.2/1.
- Salani, E., & Maphane, E. P. (2014). Botswana primary school teachers' motivational strategies beliefs about mathematics classroom instructional practices. International Journal of Humanities Social Sciences and Education (IJHSSE), 1(11), 217–227.
- Sani, Ridwan Abdullah. 2014. Pembelajaran Saintifik: untuk Implementasi Kurikulum 2013. Jakarta: Bumi Aksara.
- Suryawan. 2019. Keefektifan Model Problem Based Learning Dan Motivasi Berprestasi Siswa Dalam Pencapaian Prestasi Belajar Fisika. Mimbar Pendidikan: Jurnal Indonesia Untuk Kajian Pendidikan. 4/1
- Susiwi Indriani. 2018. Pengaruh Model Pembelajaran Berbasis Masalah Terhadap Kemampuan Berpikir Kritis Dan Hasil Belajar Pkn Siswa. Jurnal Ilmiah Skylandsea. 2/1
- Yusrizal, Y., & Fatmawati, F. (2020). Analysis of Teacher Abilities in Implementing Online Learning in Elementary Schools of the North Sumatra PAB Foundation. Jurnal Ilmiah Teunuleh, 1(2), 129–137.