The Impact of The Problem-Based Introduction Model to Get Better Elementary School Students' Understanding in Learning Social Studies

Maya Amalia[1], Aan Yuliyanto[2*], And Nisa Hudriyah[3], Milda Nur Asida[4], Fauzan Salman[5], Rohendi[6]

[1,2,3,4,5,6] Elementary School Teacher Education Study Program, Institut Pangeran Dharma Kusuma, Indramayu, Indonesia

*aanyuliyanto16@gmail.com

Abstract. Some students have difficulties in terms of understanding Learning social studies, besides that The instructor's method that continues to employ the lecture format also adds to the difficulty of student understanding. This literature review was carried out to introduce The Issue-Based Introduction model of learning to improve students' understanding of learning social studies concepts. Problem based instruction (PBI) is a method of teaching that starts with problems. collecting and teaching pupils new things through group projects that need for practical answers thus that pupils can focus on their learning. The advantages of using the PBI model include helping to deepen understanding, helping students build their own knowledge, helping students to be active in groups, working together and being independent. Teachers can also observe during learning activities.the application of problem-based introduction in social studies learning which consists of cognitive, affective as well as psychomotor assessments so that it can optimize high-level thinking skills

Keywords: Problem Based Introduction Model, Comprehension Ability, Social Studies Learning

How to Cite: Amalia, M., Yuliyanto, A., Hudriyah, N., Asida, M. N., Salman, F., & Rohendi, R. (2025). The impact of the problem-based introduction model to get better elementary school students' understanding in learning social studies.Proceeding The 7th International Conference Elementary Education, 7(1) 480-489

INTRODUCTION

Elementary schools, as six-year educational institutions for children aged 6 to 12 years, play a significant part in forming the basic knowledge and personality of students. Concerning the National Education System, Law Number 20 of 2003 confirms that primary and secondary education is formal education intended for students aged 7 to 18 years, and is a requirement for continuing higher education (Dachi & Batubara, 2020).

In the educational context, the application Using the Problem-Based Instroduction (PBI) model is important. This model offers active learning conditions by involving students in addressing problems using the scientific method's phases. Students are supposed to be able to learn about the concerns through PBI. they face, as well as develop problem-solving skills. (Dachi & Batubara, 2020) stated that the main aim of PBI is to investigate pupils' innovative ways of thinking and motivate them to keep learning. PBI has a fundamental function in helping students develop critical thinking skills and analytical abilities, so that they can become independent learners (Fajar Arief et al., 2020). In the context of basic education, especially in Elementary Schools (SD), Social science subjects have a significant role in building students' understanding of the social environment, history and cultural values that are relevant to everyday life. However, several reports show that students' motivation and understanding in learning social studies is still relatively low (Afandi R, 2011). Dominant conventional learning methods, such as lectures, are less efficient at grabbing kids' attention and motivating them to learn actively and deeply. The implementation of PBI is expected to increase students'

motivation and understanding abilities. Motivation is crucial to the educational process in order to accelerate the achievement of educational goals (Filgona et al., 2020). Therefore, This study attempts to look at how the application of the PBI model can increase students' learning motivation and their ability to understand social studies material.

The problem of this research is the low motivation and understanding of elementary school students in Social Sciences subjects. Social studies learning in elementary school is very important because it plays a role in building students' understanding of the social, historical and cultural environment that is relevant to everyday life. However, reports show that conventional learning methods, such as lectures, still dominate and are less effective in increasing students' interest and understanding of the material. In general, the core problem raised is how the application of the PBI model can be an alternative method that is more effective compared to conventional methods, in increasing elementary students' motivation and understanding in social studies lessons.

The Problem Based Instroduction (PBI) model is expected to be a solution to this problem, because this approach offers a more active and participatory learning environment. By involving students in problem solving through scientific methods, PBI can help improve students' creativity, critical thinking and analytical abilities. In addition, the implementation of PBI is expected to increase student motivation in the learning process, which is an important factor in achieving educational goals. However, the effectiveness of the PBI model in increasing students' motivation and understanding in social studies learning needs to be investigated further. In addition, PBI involves students in solving problems that are relevant to real life, so that it not only increases learning motivation, but also strengthens their conceptual understanding of the material being taught. This learning model emphasizes critical, analytical and collaborative thinking, which is really needed in understanding more complex concepts (Dachi & Batubara, 2020), such as those found in social studies subjects. Social studies education not only provides social knowledge, but also aims to develop students into responsible citizens of society and the country. Thus, discussion topics in social studies need to not only focus on knowledge aspects, but also include the values that students need to have (Afandi R, 2011).

METHODOLOGY

This study employs a literature review research method with a descriptive qualitative approach. The literature review was chosen to analyze various previous research findings related to the implementation of the Problem-Based Instruction (PBI) model in social studies learning and its effects on improving students' understanding and critical thinking skills.

RESULTS

LITERATURE REVIEW

A. Model Problem Based Introduction

1. Introduction to Problem-Based Instruction (PBI)

According to Soesilo et al. (2023), Problem-Based Instruction is a teaching method where students work on real-world issues to build their own knowledge, foster inquiry, achieve higher-level thinking abilities, gain self-reliance, and boost self-esteem. According to Suyatno, problem-based instruction is an educational method in which real-world problems serve as the basis for learning, and students are encouraged to learn more about challenges based on their prior knowledge and experience in order to develop new knowledge and experiences.

2. PBI Model Overview

The Problem-Based Learning (PBL) model focuses on student activity. In the learning process, teachers act as facilitators, while students are encouraged to be more active by asking, answering, arguing, and refuting opinions. Generally, PBI involves presenting students with authentic and meaningful problem situations that facilitate investigation and inquiry.

3. Types of Problem-Based Learning (PBI)

According to Newman (2005), there are four types of Problem-Based Learning:

a. Project-Based Instruction: A method where students build their knowledge independently.
b. Experience-Based Instruction: A learning approach that allows students to conduct experiments to derive correct, real-world conclusions.
c. Authentic Learning: A teaching method that helps students develop critical thinking and problem-solving skills within real-life contexts.
d. Meaningful Learning (Anchored Instruction): A learning approach grounded in the methodology of science, offering opportunities for meaningful learning.

4. Characteristics of Problem-Based Learning (PBI)

The characteristics of the PBI model include:

a. Problem Presentation: Problems are used as a central part of the learning process, involving issues that are significant socially and academically.
b. Emphasizing Interdisciplinary Connections: PBI allows students to engage in problem-solving that draws from various subjects, fostering a holistic understanding.
c. Authentic Inquiry: Students are involved in real investigations, developing theories, conducting experiments (if necessary), and forming conclusions.

d. Production and Presentation: Students produce tangible outputs such as reports, models, or digital presentations to demonstrate their problem-solving process.
e. Collaboration: PBI promotes cooperation among students, enhancing social and cognitive skills.

5. The Objectives of PBI

The objectives of Problem-Based Instruction (PBI) include:

a. Developing critical thinking, problem-solving skills, and intellectual abilities in students.
b. Learning roles through participation in real-life simulations or situations.
c. Encouraging autonomy and independence in learning, preparing students to be self-directed learners.

6. Stages of Problem-Based Learning (PBI)

The stages of learning using the PBI model are as follows:

a. Stage 1: Student Orientation with Problems: Teachers introduce the learning goals, logistics, and encourage student participation through relevant issues or examples.
b. Stage 2: Organizing Students to Learn: Teachers assist students in defining and organizing tasks related to the problem.
c. Stage 3: Directing Research: Students gather relevant data, conduct experiments, and solve problems.
d. Stage 4: Developing and Presenting Works: Students organize and prepare their assignments, such as reports or models, and share with peers.
e. Stage 5: Analyzing and Evaluating Problem-Solving Processes: Students reflect and evaluate the processes they used to solve problems.

The advantages and disadvantages of the Problem Based Instroduction Learning Model have several advantages or advantages as follows: (1) Students are involved in learning activities so that their knowledge is really absorbed properly. (2) Trained to be independent and cooperate with other students. (3) Playing an active role and demanding higher thinking skills of students in learning. (4) Because the problems solved are real-world issues, students can experience the advantages of learning mathematics.. (5) Be able to develop a logical way of thinking and practice expressing opinions. The weaknesses or disadvantages of using the problem-based instroduction learning model are: (1) For lazy learners, the goals of the model will not be achieved. (2) It takes a lot of time. (3) Demanding teachers to make more mature learning plans.

The Problem-Based Introduction (PBI) learning model has been proven to significantly enhance student understanding and learning outcomes across various academic levels. Its

implementation promotes student engagement, contextualizes learning, and improves the overall quality of the learning process.

B. Social Science Learning

Social science is a set of facts, events, concepts, and generalizations related to human behavior and actions to build itself, the people, the nation, the environment based on past experiences, the present, and anticipated for the future (Parni, 2020). Based on the content standards about the content of social studies subject matter taught in elementary schools, the scope of the material is considered too broad which includes several other dimensions of social sciences, so that the tendency of students to think that social studies learning cannot focus on one specific topic of material, but it is very broad. But basically, social studies learning is not like that, but only limited to erroneous assumptions from various parties who have not yet animated the spirit of social studies learning. The concept of social studies teaching actually focuses on mapping the goals to be achieved, Then the determination of the material and the process or stages that will be used in learning. This means that learning focuses on a specific topic, only using a spriral learning approach to correlate several perspectives from various dimensions of social science, to understand basic human behavior and social phenomena that develop in society (A. Gafar Hidayat & Tati Haryati, 2023).

According to (Shaleh Rachman Abdul, 2004), Social studies is a science that studies social relations in society that are formed from various aspects of social life, such as economics, history, geography, and politics. The focus of social studies is to build students' social insight through understanding various aspects of social interaction in the life of the community. The success of understanding the concept of social studies in elementary schools cannot be separated from the activeness of students in building knowledge to seek, translate, interpret, process into new information and conclude a social studies concept using one's own thinking during the learning process. So that the selection of the right learning media by teachers is one way to develop the potential of students. One of the learning media that affects the understanding of the concept of social studies in elementary school is the problem-based introduction model (Meida dkk., t.t.2021).

The purpose of social studies teaching, in general, is stated by (Bambang Saputra & Gress V.S, 2024). is to prepare students to become good citizens, teach students to have the ability to think and be able to continue the nation's culture. Related to social studies learning, where social studies learning is a lesson that learns about social life And which the application of social studies learning at the elementary school education level is not only oriented towards social development, but also oriented to the development of critical thinking skills, and basic skills of students who are on the side of the reality of social life. Based on the perspective of the definition of social studies, It can be defined that Social Sciences is an integrated study of

social sciences that is simplified for learning in schools and has the goal that students can get good values as citizens in society so that they can become good citizens based on the past that can be changed now, and anticipated for the future because human activities can be seen from the time dimension which includes the past, present and future (Parni, 2020).

DISCUSSION

Problem-Based Introduction (PBI) or learning in Elementary School (SD) can improve students' understanding because it invites them to solve real problems independently or collaboratively that Problem-Based Introduction or learning helps students develop a deeper understanding of the material by exploring real problems that require critical thinking and reflection. He said, PBL allows students to actively build knowledge through interaction with problems, which strengthens their understanding as the material is presented in a real context (Hmelo Silver C.E, 2004). Conducting research on the application of the Problem Based Learning/Introduction (PBI) model to improve students' understanding of social studies learning in grade V of elementary school. This study showed an increase in student activity and learning outcomes from the first cycle (1). Problem Identification; Teachers start by identifying and presenting real problems that are relevant to the student's context. (2) Group formation; Students are divided into small groups to discuss problems that have been identified. The formation of this group aims to encourage collaboration and cooperation among students. (3). Problem Investigation; Each group conducts an investigation to understand more deeply about the problem at hand. They can conduct research, collect data, and use various sources of information to find out more.

Second cycle, (1). Discussion and Analysis Students discuss their findings in groups. Here, they will analyze the data obtained and discuss various approaches to solve the problems faced. (2). Solution Development Groups of students develop solutions or strategies for the problem. They need to consider various perspectives and formulate practical and workable solutions. (3). Presentation of Results Each group presents the solution they have developed to the class. This presentation can also be followed by a question and answer session from classmates to deepen understanding. (4). Reflection After the presentation, the teacher invites students to reflect on the learning process that has been carried out. Students can discuss what they learned, the challenges they faced, and how they can apply solutions in real-life contexts. (5). Teacher Assessment Assesses student understanding based on discussions, presentations, and participation in group activities. This assessment may include a rubric that measures critical thinking, collaboration, and the ability to relate theory to practice (Soesilo dkk., 2023).

Third cycle; The Orientation to Problem Description stage begins with the introduction of the problem given by the teacher to the student. The problems posed are usually relevant to real life and require students to think critically. This problem is the foundation for building students' initial understanding of the topic to be studied. This problem is the foundation for building students' initial understanding of the topic to be studied. References: This stage is supported by Barrows (1980) who emphasizes the importance of authentic problems to attract attention and build relatability with students.

In a study that uses the Problem-Based Instroduction (PBI) model to improve students' understanding, The independent variable and the bound variable have a close relationship, because the purpose of this study is to see the effect of the application of PBI on student understanding. The independent variable, namely the application of PBI, is suspected to have a positive influence on the bound variable, namely student understanding. In this context, PBI is designed to create a learning environment that encourages students to think critically, collaborate, and understand concepts in depth. Because this model involves a scientific process in problem-solving, students not only learn to memorize concepts but also understand the relevance and application of social studies concepts in daily life. So, when the PBI model is implemented effectively, students' understanding is expected to increase significantly.

The Problem-Based Introduction (PBI) model has a significant influence on improving students' understanding, especially in Social Sciences (IPS) learning. PBI is a learning method that puts students at the center of the learning process by presenting real problems as the starting point of learning. The following are some of the positive influences of the PBI model in social studies learning: 1). Improving Concept Understanding; In the PBI model, students are invited to solve problems that are relevant to daily life. This process encourages students to think critically, understand social studies concepts more deeply, and relate the material to the real world, so that their understanding is deeper and more practical. 2). Improve critical thinking skills; PBI helps students to develop critical thinking skills, such as analyzing, evaluating, and structuring arguments based on the data they find. This is because students must explore and find solutions to the given problem, not just passively receive information. 3). Strengthening Collaboration Capabilities; PBI models often involve group discussions, which encourage students to work together, exchange ideas, and learn from a peer perspective. This collaboration enriches students' understanding of social studies material because they can see various points of view and understand the way others think. 4). Motivating More Independent Learning; In PBI, students are given a greater role in the learning process, so they are encouraged to learn independently and find solutions. This increases independence and motivation to learn, as students feel responsible in achieving their own learning outcomes. 5).

Strengthening the Connection with Real Life; Social studies learning with the PBI model emphasizes understanding the social context and real phenomena.

By presenting problematic situations that may be encountered in daily life, students can more easily connect theory with practice, making the material more relevant and easy to understand. Overall, the use of the Problem-Based Introduction model in social studies learning is effective in improving students' understanding because this method emphasizes analytical thinking, collaborative skills, and high learning motivation. In addition, PBI engages students in real-life relevant problem-solving, thus not only increasing learning motivation, but also strengthening their conceptual comprehension of the subject matter being taught. This learning model emphasizes critical, analytical, and collaborative thinking, which is needed to understand more complex concepts (Dachi & Batubara, 2020) , as discovered in social studies courses. Education in social studies not only presents social knowledge, but also aims to encourage pupils to become responsible citizens of society and the country. Thus, the topic of discussion in social studies needs not only to focus on the aspect of knowledge, but also to include the values that students need to have (Afandi R, 2011).

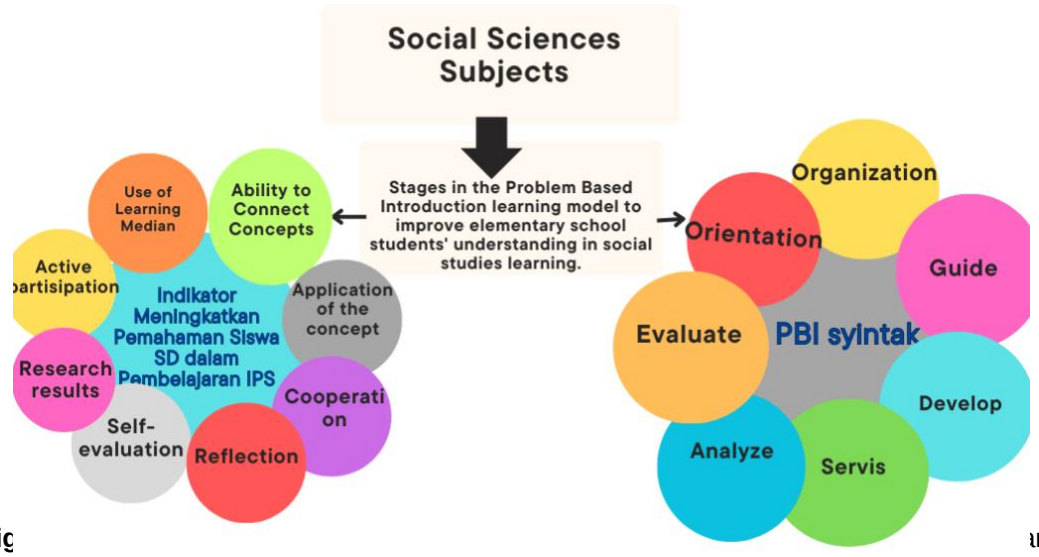

Fig ıry School Students' Understanding in Social Studies Learning

CONCLUSION

From the research, it has been found that the problem-based introduction (PBI) model has succeeded in improving elementary school comprehension of social studies texts by students. Increased Understanding. The PBI model has demonstrated efficacy in enhancing pupils' understanding of social studies materials. This approach inspires pupils to exercise critical thinking and analytically in facing the problems at hand and the Model also encourages pupils to exercise critical thinking and analytically when facing issues. Active Engagement, Students

become more involved during the educational process and more eager to learn. They participate in discussions, cooperation, and problem-solving. This Model Skills Development fosters the growth of students' critical thinking and problem-solving abilities, which fosters the growth of students' critical thinking and problem-solving abilities future learning. The application of PBI Concepts allows students to use the ideas learned in real-world situations, which makes learning more relevant and meaningful. Advice for Teachers should be trained to implement the PBI model effectively, so that they can better facilitate the teaching and learning process. PBI focuses on real problems that are relevant to students' daily lives, so they are more motivated to learn and actively involved in the learning process through group discussions, research, and presentations thereby increasing their understanding of the steps to be taken to solve problems and develop critical thinking skills..

REFERENCES

Adiba, S. R., Maelani, S. S., & Sawia, H. (2021). Pengaruh Belajar Online Terhadap Minat Belajar Peserta Didik. Seminar Nasional Pendidikan Dasar Dan Menengah, 1. https://prosiding.senapadma.nusaputra.ac.id/article/view/80

A. Gafar Hidayat, & Tati Haryati. (2023). Analysis of Problems and Solutions in Social Studies Learning at Elementary Schools. Jurnal Pendidikan IPS, 13(2), 307–316. https://doi.org/10.37630/jpi.v13i2.1171

Afandi, R. (2011). Integrasi Pendidikan Karakter Dalam Pembelajaran IPS di Sekolah Dasar. PEDAGOGIA: Jurnal Pendidikan, 1(1), 85-98.

Saputra, B., Simorangkir, G. V., Habibah, S., Chan, F., & Noviyanti, S. (2024). Konsep Dasar Ilmu Pengetahuan Sosial di Sekolah Dasar. Ainara Journal (Jurnal Penelitian dan PKM Bidang Ilmu Pendidikan), 5(1), 50-56.

Dachi, S. W., & Batubara, I. H. (2020). The Development of Learning Model Through Problem Based Introduction (PBI) on Student's Motivation Improvement in Mathematics Education. International Journal for Educational and Vocational Studies, 2(2), 174. https://doi.org/10.29103/ijevs.v2i2.2284

Fajar Arief, N., Tabrani, A., & History, A. (2020). Substantive Model of Teacher Pedagogical Sustainable Profession as An Effort to Improve The Quality of PBI Based on Text and Character in Junior High School and MTs (Vol. 4).

Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in Learning. Asian Journal of Education and Social Studies, 16–37. https://doi.org/10.9734/ajess/2020/v10i430273

Hmelo-Silver, C. E. (2004). Problem-Based Learning: What And How Do Students Learn?. Educational Psychology Review, 16, 235-266.

Hulaimi, A., & Khairuddin, K. (2021). Model Pembelajaran Problem Based Introduction Dalam Meningkatkan Hasil Belajar. Jurnal Penelitian Tarbawi: Pendidikan Islam dan Isu-Isu Sosial, 6(2), 46-58.

Meida, N., Kosmajadi, E., & Susilo, S. V. (2021, August). Peran Media Pembelajaran Card Match Circle Terhadap Pemahaman Konsep Siswa Pada Mata Pelajaran IPS. In Prosiding Seminar Nasional Pendidikan. 3, 72-76.

Newman, M. J. (2005). Problem Based Learning: An introduction and overview of the key features of the approach. Journal of Veterinary Medical Education. 2(1). 2–20. University of Toronto Press Inc. https://doi.org/10.3138/jvme.32.1.12

Parni, P. (2020). Pembelajaran IPS di Sekolah Dasar. Cross-border, 3(2), 96-105.

Soesilo, T. D., Kristin, F., & Windrawanto, Y. (2023). Penerapan Model Pembelajaran Problem Based Introduction Dalam Meningkatkan Kemandirian Belajar Peserta Didik Di SD, SMP Dan SMA. Jurnal Konseling Gusjigang, 9(2), 305–317. https://doi.org/10.24176/jkg.v9i2.9700 Suwarsono, S., Safitri, L. A., & Sunarjo, L. (2023). Dental Health Educational: Media Videos and Animated Videos on Increasing Dental and Oral Health Maintenance Behavior. Journal Center of Excellent : Health Assistive Technology, 1(2), 65–70. https://doi.org/10.36082/jchat.v1i2.1273

Topano, A., Kurniawan, D., & Saputra, E. A. (2023). Developing of STEM-based charta learning media to improve critical thinking ability student on plant structure and function material. JPBI (Jurnal Pendidikan Biologi Indonesia), 9(3), 462–469. https://doi.org/10.22219/jpbi.v9i3.28352

Wardani, D. K., Martono, T., Pratomo, L. C., Rusydi, D. S., & Kusuma, D. H. (2019). Online Learning in Higher Education to Encourage Critical Thinking Skills in the 21st Century. International Journal of Educational Research Review, 4(2), 146–153. https://doi.org/10.24331/ijere.517973

Winarni, S. (2022). Utilization of Technology Training to Improve Digital Skills of Elementary School Students. SHEs: Conference Series, 5(6), 266–271.