



## **Analysis of the Application Problem Posing Learning Model in Social Studies Subjects**

**Abdul Mannan** <sup>(1)</sup>, **Ahmad Imam Khairi** <sup>(2)</sup>,

<sup>(1)</sup>, <sup>(2)</sup>, Institut Agama Islam Negeri Madura, Indonesia,

<sup>(1)</sup>, [anangsetiawan4812@gmail.com](mailto:anangsetiawan4812@gmail.com), <sup>(2)</sup>, [khairi.ahmadimam@gmail.com](mailto:khairi.ahmadimam@gmail.com).

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### **Abstract**

The purpose of this research is to explain how the implementation of the problem posing learning model in social studies subjects; and what are the supporting and inhibiting factors for teachers in implementing the Problem Posing Learning Model in Social Studies Subjects. This research uses a qualitative approach with descriptive research type. Data sources were obtained through interviews, observation and documentation. The informants of this research are principals and social studies teachers at SMP Muhammadiyah Pamekasan. While checking the validity of the data is done through extended participation, increased persistence and triangulation. The research results obtained are: (1) the application of the problem posing model makes students more active in the classroom, the ability of students to formulate questions both independently and in groups also increases, this makes students' understanding of the subject matter is also maximized, (2) Supporting factors for the application of the problem posing model include problem posing models that are easy to apply in the learning process, cohesiveness between students in class VIII is increasing. The inhibiting factors for the implementation of the problem posing model include less conducive classroom conditions, the diversity of abilities possessed by students, limited facilities and infrastructure, requiring quite a lot of time.

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#### ✉ Address:

Tadris Ilmu Pengetahuan Sosial Department  
Institut Agama Islam Negeri Madura , Indonesia,  
E-mail: [sociale@iainmadura.ac.id](mailto:sociale@iainmadura.ac.id)



## **Introduction**

Education is very important for the continuity of human life, education occupies a central position in the context of creating or forming the next generation with high intelligence in various fields of knowledge, in order to improve the abilities possessed by young Indonesians. In general, education is an important thing in advancing the level of welfare in general and the level of the economy in particular (Wina Sanjaya, 2016). Through the continuity of education in Indonesia, the knowledge of the younger generation can be honed and improved so that their personal abilities will always increase, thus creating a young generation of high quality and intellectuals as is the goal of national education.

Education is a conscious effort made by educators towards students, so that later it is hoped that students will become better people in accordance with the initial goals in implementing learning (Ahmad Tafsir, 2019). In education there is a learning process that is carried out between the teacher and students, the teacher is the person who imparts knowledge to students. Meanwhile, students are people who receive knowledge from educators. In other words, learning activities are a process that includes the activity of giving and receiving new knowledge in a particular educational institution and is carried out by the teacher towards students. Learning is also said to be a process of guiding and protecting students in carrying out the learning process (Aprida Pane, 2017). So that the two influence each other to achieve the goals desired by an educational institution in Indonesia.

Social Sciences (IPS) is an integration of various branches of social sciences, such as sociology, history, geography, economics, politics, law, and culture. Social science is formulated on the basis of the social reality and phenomena of society which are embodied in an interdisciplinary approach from the aspects and branches of social science. Social studies or social studies is part of the school curriculum which is derived from the material content of the branches of the social sciences, namely sociology, history, geography, economics, politics, anthropology, philosophy, and social psychology (Ichsanuddin, 2020).

In the history of the curriculum in Indonesia, the name IPS as a subject was clearly revealed since the 1975 curriculum, with this the curriculum center stated

that IPS is a subject that originates from the social life of the community which is selected using social science concepts that are used for learning purposes (Wahidmurni, 2017).

The success of teaching and learning activities in an educational institution cannot be separated from the role of an educator. In a series of relays of struggle to achieve success in learning, the teacher plays a central role in this regard. Thus, teachers usually carry out various methods so that the learning process can run smoothly according to expectations, including various methods, namely by using various learning methods, learning media and learning models that are relevant to students' needs and the content of the material. In the learning process, successful learning can also be seen by the increase in students' interest in learning when they take part in learning activities in a particular subject, so this is still a problem in the world of education, where in reality there are still many teachers who tend to be monotonous in teaching. This resulted in decreased student learning enthusiasm.

The decline in student interest in learning is a problem that is often found in educational institutions in Indonesia. Interest in learning is a tendency carried out by someone to pay great attention to something with a feeling of enjoyment in the process of doing it (Muchlis Solichin, 2017). These problems that often occur in the implementation of the teaching and learning process carried out between educators and students, one of which is related to the use of learning models used by educators, many of them tend to be monotonous in using learning models so that learning orientation in accordance with curriculum demands is not implemented as is the case with students. Center learning which emphasizes students' activeness in learning has so far been carried out too little by teachers in educational institutions.

The reality that occurs in the field is that many learning activities are still focused on the teacher so that the activeness of students is not prioritized, this makes the direction of learning carried out irrelevant to the demands of the curriculum in Indonesia. In addition, teacher skills or skills which have a central role for the success of learning are often questioned, teacher qualifications and professionalism must be developed and constantly improved so that they are in line with current demands, professionalism in educators is sometimes not increased by attending training,

seminars and so on so that thus making the knowledge and abilities classified as minimal.

Based on initial observations that the learning system in Pamekasan Muhammadiyah Middle School is mostly still monotonous where the learning process carried out in an existing subject is more dominated by the use of the lecture method, where students in ongoing KBM activities cannot be actively involved in the learning process. learning activities, they tend to be passive because they only receive the material and practice questions given by the teacher. The use of the lecture method in the learning process makes students only receive material through verbal communication or the speaking of words by the teacher, so this makes students less understand the concept of subject matter directly.

Moreover, in the social studies subjects in these school institutions, the content of the subject matter is quite large, making students lazy to take social studies lessons, plus the use of the lecture method used by social studies teachers makes students bored following these lessons, this is because of what the teacher conveys through speaking words in the learning process and very minimal field practice means that students do not understand the material being taught, the creativity of the teachers at Muhammadiyah Pamekasan Middle School was initially still relatively minimal so the use of learning methods and media was also very small. Thus, this has an impact on students' enthusiasm for learning which also decreases indirectly and indirectly also has an impact on decreasing student learning outcomes (Abdul Mannan, 2022).

Students' enthusiasm for learning is increasingly decreasing when participating in social studies learning, as evidenced by their low learning outcomes with the student learning achievement index in social studies subjects initially reaching an average of 75 for all class VIII students in the school, as well as the situation of learning activities teaching that is vacuum in the sense that it is only oriented towards teachers who are active in the classroom means that educators always carry out updates or innovations in the use of learning models which are of course relevant to the needs of students so that they can learn social studies without any element of compulsion within the students.

Therefore, innovative learning models are needed that are interesting and can stimulate students to be actively involved in the learning process which is carried out with the aim of instilling a sense of enjoyment in Social Sciences subjects, one of which is carried out by educators, namely by using the problem posing learning model. The problem posing learning model is an alternative learning model with learning characteristics that require students to be active in the ongoing learning process so that students' interest or willingness to learn is higher compared to using a learning model that focuses on educators alone. Thus, after using the problem posing model the average student learning outcomes reached 80 for all class VIII students at SMP Muhammadiyah Pamekasan in the social studies subject.

The problem posing learning model is a learning model that emphasizes the activeness of students in the learning process, where later students submit their own questions along with solving the problem through learning to make questions (practice questions) independently. Submission of questions by these students can help students develop confidence and liking for certain subjects because in this model students are trained to understand the problem being worked on and can improve their ability to solve a problem or problem. The problem posing learning model is important to apply in the teaching and learning process, this is because the problem posing learning model is an active learning model that supports current educational curriculum policies which are based on student activity in the ongoing learning process. As in the social studies learning process carried out by educators at Muhammadiyah Pamekasan Middle School. In these school institutions, especially class VIII, they have implemented a problem posing learning model with the basic reason being to increase students' interest in learning social studies.

Based on the initial observations made by the researcher, the application of the problem posing learning model used by social studies teachers at SMP Muhammadiyah Pamekasan class VIII, in which the implementation of the problem posing learning model at first students were asked to submit questions, the types of questions posed by students were questions that related to the material that has been delivered by the teacher. Then the teacher will ask students to present their learning results in front of the class alternately according to the teacher's instructions.

Through this problem posing model students will learn according to their own level of ability.

## **Method**

This research discusses the analysis of the implementation of the problem posing learning model in social studies subjects for class VIII SMP 1 Muhammadiyah Pamekasan. To find out the extent of the Implementation of the Problem Posing Learning Model in Social Sciences Subjects. This research attempts to obtain descriptive data on the facts that occur in the field. Therefore, researchers used a qualitative research approach with descriptive research type. Through this type of research, researchers go directly to the field by looking for data or phenomena in the field according to the problems to be studied (Moleong, 2017). So that researchers can find out firsthand how the Implementation of the Problem Posing Learning Model in Social Studies Subjects Class VIII SMP 1 Muhammadiyah Pamekasan.

To obtain accurate and relevant data, researchers used three data collection techniques, namely observation, interviews and documentation. Observations made by researchers are non-participant observations, because in this study researchers act as observers outside of observation activities (Sugiyono, 2020). The interviews conducted by the researchers used unstructured interviews with research informants, namely social studies teachers and VIII-B class students at SMP 1 Muhammadiyah Pamekasan. Interviews were conducted to find out the Implementation of the Problem Posing Learning Model in Class VIII IPS Subjects at SMP 1 Muhammadiyah Pamekasan. The documentation becomes evidence or complementary data to research conducted by researchers. The documentation used in this study is the Pamekasan Muhammadiyah 1 Middle School profile, photos during interviews, and Madrasah data which can be used to strengthen the findings according to the research focus.

## **Result and Discussion**

### **Implementation of the Problem Posing Learning Model in Class VIII Social Sciences Subjects at Muhammadiyah Pamekasan Middle School**

The main aim of educational institutions in Indonesia is to produce the nation's next generation who are highly intellectual in various aspects of life, superior in the field of knowledge, which is done through the conscious efforts of educators as a relay of struggle who take part in advancing the country, which is done by providing knowledge, protection and education of students in carrying out the learning process. So that later it is hoped that students will become better people in accordance with the initial goals in the implementation of learning.

The implementation of learning activities in an educational institution must of course be relevant to educational demands in general as stated in the 2013 curriculum, by emphasizing the activeness of students in teaching and learning activities in the classroom. Therefore, the implementation of learning activities really depends on the role of the teacher to support the success of the learning activities carried out. So that through this educational institution, the younger generation can contribute directly to improving the welfare of Indonesian society for the better as evidenced by increasingly improving economic conditions.

One of the problems that are often encountered in the world of education relates to problems with the use of learning models used by educators so far that still tend to be monotonous, thus learning orientation in accordance with curriculum demands is not implemented as is the case with student center learning which emphasizes student activity in learning so far it is still too vacuum carried out by teachers in educational institutions, because there are still many learning activities that are still focused on teachers so that the activeness of students is not prioritized, this makes the direction of learning carried out irrelevant to the demands of the curriculum in Indonesia. In addition, teacher skills or skills which have a central role for the success of learning are often questioned, teacher qualifications and professionalism must be developed and continuously improved so that they are in line with current demands, professionalism in educators is sometimes not increased by attending training, seminars and so on so that thus making the knowledge and abilities classified as minimal.

Based on the problems above, it is important for an educator to innovate learning models that are interesting and can stimulate students to be actively involved in the teaching and learning process with the aim of instilling a sense of enjoyment for social studies subjects, one of which is carried out by educators, namely by using the problem posing learning model. The problem posing learning model is an alternative with learning characteristics that demand the activeness of students in the ongoing learning process so that students' interest or willingness to learn becomes higher compared to using a learning model that is focused on educators only.

The problem posing learning model is a learning model that emphasizes student activity, where later students submit their own questions along with solving the problem through learning to make questions (practice questions) independently. Submission of questions by these students can help students develop confidence and liking for certain subjects because in this model students are trained to understand the problem being worked on and can improve their ability to solve a problem or problem.

The problem posing learning model is important to apply in the teaching and learning process, this is because the problem posing learning model is an active learning model that supports current educational curriculum policies which are based on student activity in the ongoing learning process. Especially in Social Sciences subjects which are an integration of various other social sciences such as History, Geography, Sociology and Economics (Joni Rokhmat, 2016). The integration of social sciences will certainly have an effect on the content of Social Sciences subject matter which is also a lot so that it is easy to saturate students if they are not stimulated by the use of innovative learning models.

One of the reasons for using the problem posing learning model for class VIII at Muhammadiyah Pamekasan Middle School is motivated by the decline in students' enthusiasm for learning because teachers' methods have tended to be monotonous. Thus, the use of varied learning models such as the problem posing learning model is always used by social studies educators in these institutions, apart from that, demands from institutions or institutions, especially from school principals, also



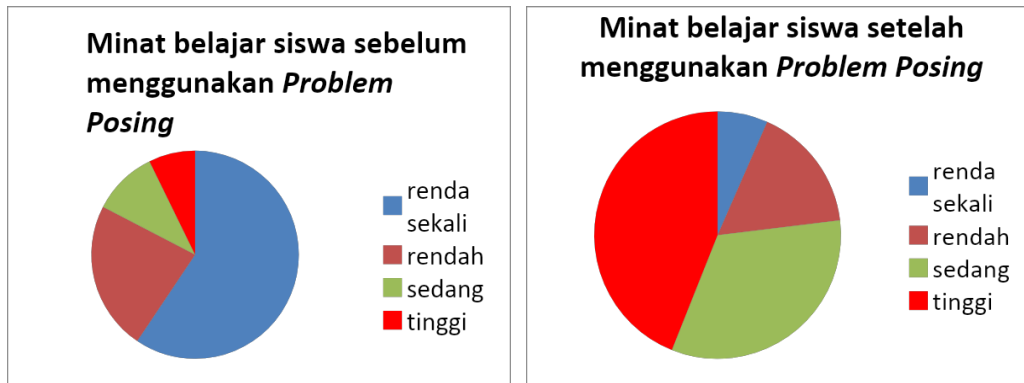
trigger innovations in the use of learning models carried out by several teachers. at Pamekasan Muhammadiyah Middle School. The school principal at this institution always warns teachers to be more creative in implementing learning activities so that the educational goals stated in the school's vision and mission can be achieved optimally.

The main aim of using the problem posing learning model is to train students to learn creatively, discipline and improve students' thinking skills. this is because problem posing refers to learning strategies that emphasize critical thinking for the purpose of liberation. As a learning strategy, problem posing involves three basic skills, namely listening, dialogue and action (Miftahul Huda, 2019). Therefore, students will try to compose questions or questions that are related to the material they are studying on the basis of educator orders. The questions are made by students independently based on the problems they are studying. In other words, the application of the problem posing learning model used by social studies teachers at class VIII SMP Muhammadiyah Pamekasan.

The steps taken by the teacher in using the problem posing model in social studies class VIII in Pamekasan Muhammadiyah Middle School, namely first the teacher will first explain the subject matter to students, then students are asked to submit questions, the types of questions posed by students are questions related to the material that has been delivered by the teacher. The actualization of this problem posing model is carried out by students independently or in groups. When the teacher orders independently, students will independently compose questions or several questions according to their respective levels of understanding. Unlike the case with the preparation of questions or questions in groups where students will later be divided into several small groups, then each group will consult on compiling questions related to the material. Then the last step is the teacher randomly asks students to present their findings in front of the class and discuss them together with other friends (Prabaningrum & Putra, 2019).

Based on observations made by researchers, the implementation of the problem posing model applied by teachers in class VIII social studies at SMP Muhammadiyah Pamekasan, makes the ongoing learning process tend to be enjoyable

because students in following the learning process will also increase, the problem posing model is a method learning is fun so that it makes students more interested in participating in the learning process and makes their enthusiasm for learning increase, besides that, students' ability to compose questions based on the subject matter they are studying is also getting better.



**Figure 1. Comparison of students' interest in learning before and after using problem posing**

It can be explained that the interest of class VIII students at SMP Muammadiyah Pamekasan in participating in the learning process is relatively low, which has an impact on low learning outcomes in certain subjects, especially social studies subjects, where in the diagram above the students' learning interest before using the problem posing model is around 25 % while after using the problem posing model it increased by 165%. This illustrates that teachers still lack skills in using appropriate learning models for their students, especially in Social Sciences (IPS) subjects, which are multidisciplinary subject matter. Thus, making educators always make updates or innovations in the use of learning methods. This is evidenced by the fact that there are still many students in an educational institution who are less happy, less interested and less involved in the material presented which does not make them enthusiastic about learning, their interest in multidisciplinary knowledge is also still minimal, as a result students tend to passively accept it. what material the teacher conveys without any effort to understand it yourself.

### **Supporting factors and teacher constraints in the implementation of problem posing learning models in social studies subjects**

The use of a particular learning model has supporting factors as well as constraints that are inhibiting factors for educators in its implementation, where implementation here is an action to carry out plans that have been made previously in order to achieve a goal that has been planned. The supporting factors for the implementation of the problem posing model are an advantage of the application of this learning model so that this becomes the attraction of teachers using the problem posing model in the teaching and learning process.

Factors supporting the use of the problem posing learning model in social studies subjects in general are that this learning method is easy to apply, so that its use stimulates students to learn more, so the use of this learning method is felt to increase enthusiasm and also the willingness to learn in class VIII students especially in class VIII. Social Sciences (IPS). The use of this fun learning method makes students more happy to participate in the learning process without feeling pressured in students. Through the application of this problem posing learning model, students will be trained to be more active in the classroom (Sulaeman et al., 2021).

Through the application of this problem posing model, students' thinking abilities will be sharpened through the activity of composing their own questions and asking questions according to the subject matter they are studying, until gradually their ability to compose questions and analyze general problems that occur in their social life will increase. Thus, the application of the problem posing learning model can train students to learn creatively, be disciplined, and improve students' thinking skills in general (Rahayu & Supriyadi, 2020).

Another supporting factor in implementing the problem posing model in Social Sciences subjects can also increase solidarity between friends at Muhammadiyah Pamekasan Middle School, because the use of this problem posing learning model in its application is also carried out in groups. These group learning activities make solidarity between class mates in the institution even closer, especially in class VIII, because group learning activities require students to help each other and mingle with their group mates, fulfill aspirations and can increase a sense of solidarity. between friends.

The obstacles to the implementation of the problem posing learning model for class VIII at Pamekasan Muhammadiyah Middle School are very diverse, where the inhibiting factors include unsupportive class conditions, where it is most likely that the class can experience noise if the class is not properly controlled, this is due to group activities in the preparation questions using the problem posing model also does not rule out the possibility that students will play with their group of friends or talk alone. Thus, if it is not controlled properly then each group in the discussion will be out of bounds as is the case with chaos in the class so that this causes noise and makes the class not conducive.

Another obstacle in the implementation of the problem posing learning model in social studies subjects in Pamekasan Muhammadiyah Middle School is the diverse abilities of students, not all students are compatible with the use of a particular learning model used by teachers in certain subjects, thus the diversity of abilities possessed by students in an educational institution makes the application of this model something that is felt to be incompatible with the abilities of some students.

Then the application of the problem posing model also requires a relatively long time, because the problem posing model which is applied when learning Social Sciences (IPS), requires students to actively participate in the ongoing learning process, the entity is that students' knowledge is less than that of indirect teachers. students understand the material they are studying, especially in working on the questions given by the teacher, of course the teacher needs patience in guiding the students. The procedure for teaching and learning activities using the problem posing model is very long, starting from a brief explanation of the material given by the teacher, creating questions and presenting in front of the class in turn (Aris Shoimin, 2017).

The lack of availability of books and references to support learning is also one of the obstacles in implementing the problem posing model at Muhammadiyah Pamekasan Middle School. The number of references, especially the textbooks in the school, is quite limited, so not all students get the textbooks. Meanwhile, other supporting books are also not available, because at this school the availability of

books is still relatively minimal in the library. So students have difficulty in doing the assignments given by the teacher.

## **Conclusion**

The problem posing model is very important to apply in Social Sciences (IPS) subjects, because the application of the problem posing model makes students more active in class, students' ability to compose questions both independently and in groups also increases, this makes understanding students who are related to the subject matter they are studying are also increasingly maximizing, so that later students can complete the subject matter in accordance with the learning indicators that have been determined, so at Muhammadiyah Pamekasan Middle School, especially in class VIII in the social studies subject, the teacher concerned uses the problem learning model posing, to increase students' creativity in composing questions.

Factors supporting the implementation of the problem posing model in class VIII students at Pamekasan Muhammadiyah Middle School, including the problem posing model are easy to apply in the learning process then solidarity between class VIII students increases. The obstacles in the implementation of the problem posing model are class conditions that are not conducive, the diversity of abilities possessed by students, limited facilities and infrastructure, and finally, it requires quite a lot of time.

## **Suggestion**

Learning using the problem posing model should continue to be used, especially in social studies learning to increase student activity and students' ability to compose questions. then provide complete facilities, especially textbooks, so that teachers and students do not have difficulty learning and so that learning runs conductively.

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