PROBLEM-BASED LEARNING STRATEGIES AS THE MAIN CONCEPT OF QUALITY LEARNING

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ABSTRACT

One of the current learning problems is the lack of educators in mastering strategies or learning models that lead to the quality of the learning output itself. The application of methods in learning is one of the keys to achieving quality learning because, in its implementation, the strategy will determine whether the teaching is effective or not. Problem Based Learning (PBL) strategy is one of the strategies considered important in achieving the quality of education because it is based on social and scientific problems by the tendencies of the learner, resulting in a contextual and scientific understanding. In this learning model, students are invited to solve some issues and find solutions for the contextual problems. Thus, students can be actively involved in the learning process so that learning does not feel monotonous and only listens to the teacher lecturing. This strategy indirectly also fosters students’ ability to analyze problem-solving and think critically about solving problems or events they will face. This paper examines the concept of quality learning problem-based learning in the idea of quality, both absolute and relative, as Edward Sallis argues. So that learning does not feel monotonous and only listen to the teacher lecturing.

Keywords: Quality learning, Problem Based Learning.

INTRODUCTION

The quality of education can be understood from two different paradigms. Based on the concept of quality itself. Edward Sallis argued that quality is an absolute and relative concept. (Sallis, 2006) The concept of absolute quality is understood as the ideal of high quality, high standards, and the like, for example, a Ferrari car show luxury goods at costly prices. Meanwhile, the concept of quality is relatively understood as the compatibility of the product with the needs of its users; for example, the Covid-19 vaccine is considered quality if it is appropriate the type of human in a social group. It could be that certain vaccines are not suitable because they are not compatible with them. In both paradigms, expensive goods may not be of high quality if the user cannot take advantage of their designation and vice versa.

In the context of education and learning, absolute quality can be understood as education or learning that has a high standard of planning and implementation, is clear, and leads to achieving ideal goals. Meanwhile, relatively quality education or learning can be understood as the suitability of planning, implementing, and
achieving goals with the needs of its stakeholders in overcoming social problems in the vicinity, not based on high-standard goals. Today, we can see that the quality of education in our country can be understood from the two quality contexts mentioned above and three quality perspectives, namely absolute quality education, relative quality education, and a combination of absolute and relative quality education.

The three perspectives on the quality of education can be said to be equally good because each offers an equally quality educational process. Ironically, there is an assumption that many educators are currently unable to apply learning strategies and models that lead to the application of quality, either absolute or relative, even both. Although the quality of education can be seen from the concept of the vision and mission of educational institutions, these are only considered as formalities on paper, while it is difficult to implement the best and quality strategies.

Quality learning may not happen by chance, but quality learning requires hard work and responsibility from educators. In the context of relative quality, learning so far is often considered unable to change students' life skills in dealing with social and state life, even though realizing and growing human potential so that they can develop optimally and with quality are the ideals of global education.

As is well known, education is the main foundation in an effort to build the potential of quality human resources. A good process will produce a good product if it is linked to education; a good educational process will produce quality human resources. On the other hand, if the educational process is not good, it will affect poor educational outcomes as well. Quality education can be obtained through a quality learning process in the classroom, for example. Because in the classroom, both educators and students can interact verbally. (Usman, 2002) Either in the form of accepting feelings to be brave and not afraid of being wrong, giving praise and encouragement, accepting and utilizing student ideas, asking questions to students, teaching, or the process of giving lessons, direction, guidance, criticism, question, and answer or the initiative of students to speak/answer/express opinions and other interactions that occur in the classroom. (Sumampow et al., 2019)

The learning process is a series of processes of transmission of lessons given to students by educators through consideration of situations, conditions, and the
surrounding environment. The learning process contains interactions between educators and students that aim to change behaviour for the better. The concept or design in the learning process is carried out in stages according to the learning program that has been made. The learning program itself contains two things, including: first: lesson plans. The lesson plan contains the time allocation needed for learning activities, the achievement of learning objectives, and the results obtained from learning activities. Second, learning activities. In this case, it contains materials, activities, and learning evaluations. (Hamzah B Uno, 2015)

The Law on the National Education System No. 20 of 2003 states that the purpose or output of national education is to develop the potential of students to become more qualified and qualified with indications of having faith and piety to God Almighty, having commendable and noble character. Healthy, have adequate knowledge, capable of acting, have a creative mindset, and have a democratic and responsible attitude. To be able to meet the achievement targets as contained in the Law, then one way is through the teaching and learning process to in still and grow the values that you want to realize. (Depdiknas, 2003)

Quality learning in it includes the ability of students to be able to learn with special skills, knowledge, and attitudes which in the process makes students not bored and, of course, fun. In addition, quality learning emphasizes aspects of effectiveness that can make it easier for students to be enthusiastic when participating in learning so that the desired learning objectives are achieved. (Muh Sain Hanafi, 2014)

Based on these points, one of the efforts to improve the quality and quality of education is through a learning process in which an educator is required to be able to guide and direct the potential of students through quality and quality learning. By applying strategies in learning effectively and efficiently, educators have tried to create quality learning so that students can easily understand and appreciate the learning materials that are taught very well.

The learning strategy is interpreted as a learning design that contains several methods and is applied by looking at the circumstances or situations and conditions of the students. In another definition, learning strategy is defined as an educator's effort in conveying material to students, which is carried out during the learning process.
process by using special and certain ways that have been previously designed and applied by looking at the needs and characteristics of students. (Kauchak, 2012)

Based on some of the explanations about learning strategies above, it can be underlined that one of the effective and innovative learning strategies that have become a concern lately is problem-based learning (PBL). This strategy is considered as a breath of fresh air in the learning process because its application is very innovative and makes students enthusiastic if applied correctly. In addition, this strategy provides a solution for previous learning strategies that are considered too conventional, conservative, and identical to the one-way implementation that only focuses on educators. With the implementation of this Problem Based Learning strategy, it is hoped that not only educators are active in providing learning materials.

Students must be active in the learning process because learning without activity is impossible. The actual activity of students is to build knowledge within themselves. Therefore, students really need to make observations, experiences to their own investigations in order to construct their understanding.

In its implementation, Problem Based Learning is a strategy that invites students to learn through problem-solving activities. Through this strategy, students can have critical thinking patterns. They can analyse situations to be able to solve all forms of problems ranging from individual problems to social problems, so the strategy is specifically designed to stimulate students through problem-solving. (Newman, 2016) This strategy is even able to improve student learning outcomes. One of them is evidenced by the research of Mardiah, Hamdani, and Komaro, which shows that the application of the Problem Based Learning model carried out in the experimental class is proven to be able to improve learning outcomes to a high category compared to conventional learning. (Enok Mardiah, Aam Hamdani, 2016)

Problem Based Learning (PBL) has its own characteristics when compared to other strategies. The characteristics of PBL include: a) problem-solving activities are the focal point in learning, b) the problems raised are abstract and unstructured problems in the real world, c) existing problems are viewed from different perspectives, d) problems are challenges and competencies from students who are then identified as learning needs, e) learning to control oneself becomes an...
important point, f) utilizing various sources of knowledge from all sources of users, because in PBL the source of the problem is the main essence, g) students can learn to work together, communicate cooperatively.

Based on the explanation above, it can be concluded that Problem Based Learning is learning that implements problems realistically, not structured but open as an element for students to improve skills in solving problems and reasoning while forming new knowledge.

**METHOD**

The discussion in this article is more conceptual than descriptive or field research; therefore, the method used to describe the concept of quality learning is based on the latest literature in books, journals, and research reports. At the same time, the analysis uses a flexible critical analysis. This is for Library Research itself. Namely, research carried out using literature.

**RESULT AND DISCUSSION**

1. **Quality Learning Concept**

   Etymologically the concept comes from the word conceptus, which means an idea, design, idea, or something similar to it. Meanwhile, concept terminology is defined as an activity or activity of thinking, especially reasoning or weighing about something. Conceptual terminology is also defined as a thought process, whether it be wishful thinking, ideas to systematic and organized findings to then be applied in real terms. Furthermore, concepts can be divided into objective concepts (sourced from thinking activities) and subjective concepts (sourced from activities to capture an idea). So it can be seen that the concept is the same as the idea that arises or is obtained through thinking activities. (Sagala Syaiful, 2011)

   Jeanne defined the concept as an activity of organizing, classifying, and categorizing psychologically through various objects or events within a limited scope. Other experts also mention that a concept is a small form that describes the human mind. This is done by classifying objects or events that embody an idea that is simple but easy to understand and has benefits to make it easier to conclude in new circumstances. (Jeanne, 2009)

   The description above brings the author to terminology about concepts,
namely as a person's idea or ideas about certain circumstances, events, or events that have been experienced so as to form new knowledge, which can then be developed into a systematic and organized thought. Learning itself comes from the primary word "teaching," which is then interpreted by "teaching," which means a process, behavior, way of teaching, or a way to make students study. (Suyadi, 2013)

Learning which in English is called Instruction, has a fairly broad definition, namely a learning process in which there is an attempt to manipulate learning resources that have been previously planned so that the learning process occurs within the learner's personality or personality. (Sadirman, 1996) Cranton explained that learning objectives are about many questions regarding the knowledge and skills students want or need after the learning or teaching and learning process is complete. (Patricia, 1989)

Learning is the same as teaching, although it also has different perceptions. Learning is defined as a system in the form of a series of events that are arranged and possible that aims to help or influence students' learning process internally. Suppose learning is defined as a learning process as well as the interaction between teachers and students. In that case, it is different from teaching, which is only centered on one professional point, namely the teacher.

Within the scope of education, teachers carry out their duties to teach students so that they can understand well what is being conveyed (cognitive domain), influence students to change their nature in a better direction (affective domain), and improve skills or skills (psychomotor domain). So, in this case, the learning process will occur anywhere and anytime. This means that the process will occur throughout human life.

There are several principles in learning, including the environment and all things that affect students. Based on the reality of the surrounding environment in the study of the learning process, the general conclusions to be made as a guide to learning principles will provide a basis for practical learning and the things that can influence it. (Rusman, 2012)

Some experts believe that learning is an interaction between students
and educators and learning resources from the learning environment. Learning is assistance that the teacher distributes to gain knowledge, skills, and the formation of identity and confidence in students. Another term for learning is a process to help students learn well and actively.

Concepts and learning are a combination of two words whose meanings have been described previously, both about concepts and learning. A concept is simply defined as an idea or a person's ideas obtained through experiences and events experienced previously to produce new thoughts. While learning is defined as teaching and learning activities carried out between educators and students in a learning environment. So that it can be interpreted that the learning concept is a collection of a learning concept itself, which emphasizes the combination of thinking and the teaching and learning process that is carried out systematically and structured, so that in the end, there are several elements including educators, students. (Sagala Syaiful, 2011)

Davis defines the concept of learning as an activity to integrate humans (in this case, educators and students) with experience, facilities, and procedures/rules set in the classroom in order to achieve learning objectives. Meanwhile, Agnew defines the concept of learning in terms of competence to achieve mastery of information/materials through teaching and learning activities. This is different from Meier, who added that the concept of learning is a combination of four components: preparation, delivery of material, training, and the appearance of students' final results. (Kauchak, 2012)

Based on the experts' opinions above, it can be concluded that the concept of learning is a teaching and learning activity carried out by educators with students in a learning environment using ideas obtained through learning experiences to achieve learning objectives. In addition, the learning concept in question is required to make students able to understand the material being taught easily and grow their enthusiasm to take part in learning.

Purnama defines quality learning as a series of learning activities that allow students to learn efficiently, enthusiastically, and fun to achieve learning objectives as expected. (Purnama, 2018) Quality learning, in another definition, is also referred to as active, innovative, creative, practical, fun, rational,
meaningful, intelligent, characterized, oriented to lifelong learning, and accustoming students to think and create a unique learning process. (Firdos Mujahidin and Pipin Latifah, 2017)

Quality and meaningful learning can be implemented based on five procedural indicators. (Purnama, 2018) **First,** there is a warm-up and apperception stage, an activity to provide and impart knowledge to students, motivate them by applying exciting methods, and encourage them to learn this knowledge. Apply this stage, it can be done in various ways, for example: starting learning activities with things that are easy to know and understand, motivating students with interesting and useful knowledge materials for daily application, or by encouraging students to have an interest and enthusiastic about learning something new.

**Second,** there is an exploration stage that directs students to be able to recognize materials related to the knowledge they already have. Applying this kind of exploration stage can be realized by starting with standard materials and primary competencies known to students. The material that is still new can be related to the knowledge and competencies already known. Another way is to use the most effective method in which the use of the method is mixed to increase student acceptance of new standards and competency materials. (E. Mulyasa, 2002)

**Third,** there is a learning consolidation stage which is an activity to help students actively form a competency by linking competencies with everyday life. Implementation in this stage can be done in ways such as: actively involving students to interpret and understand the standard material and new competencies, actively involving students so that the process of solving problems by finding solutions or what is called problem-solving (emphasize on current issues). Another way is, for example, by emphasizing structured links such as linking standard material relationships and new competencies into various aspects of activity and life in the surrounding environment.

**Fourth,** There are stages of forming competencies, attitudes, and behaviors that can be implemented by encouraging students to apply the concepts, definitions, and competencies known to their lives. Another way can
also be done by doing direct practice, and it aims so that students can construct new competencies, attitudes, and behaviors in their lives. Again, it is necessary to find the most suitable methodology to achieve changes in the competencies, attitudes, and behavior of students.

Fifth, a formative assessment stage can be done by developing steps to measure student learning outcomes. The next way is to use the assessment results to analyze the weaknesses of students and find out what educators experience problems in providing convenience for their students. Of course, this is done using the most effective methodology based on the competencies to be achieved. (Purnama, 2018)

The presentations of these indicators are expected to be able to visualize how quality learning activities are in the field. In this case, educators have a significant and relevant role in the quality learning process, which with their knowledge and skills, can help educators carry out quality learning management. Without knowledge, skills, and professionalism, it is undoubtedly challenging for educators to form conditions of a quality learning process, namely a meaningful learning process, educating students to have character, bringing students to use knowledge for their lives.

2. Implementation of Problem Based Learning Strategy

Implementation is the behavior of applying or practicing, whether in the form of studies, methods, or others, to obtain specific goals and for ordinary purposes, as previously arranged. Big Indonesian Dictionary (called KBBI) noted implementation is behavior or action that applies. Usman suggests that the application focuses on direct activities, not just activities but activities that are structured and have clear goals for an activity. (Usman, 2002) Temporary Setiawan explained that implementation is all activity insight conditions of the interaction between goals and actions to achieve and requires a network of implementers such as a realistic bureaucracy. (Sadirman, 1996)

Based on the previous explanation, implementation can be defined as the activity of practicing an abstract thing or conceptual and structured in the form of real action with the intended purpose. If the implementation in question is the application of a Problem Based Learning strategy, it is more
specifically defined as an activity to practice or implement a Problem Based Learning strategy in the learning process with the aim of achieving learning objectives. Of course, in its implementation, an implementing network is needed. As mentioned earlier, in this case, the implementing network is the actors in the classroom, namely the educators and the students themselves.

So that learning objectives can be achieved, a learning activity is needed that involves educators and students in a learning activity. The occurrence of these learning activities certainly requires effective strategies so that learning activities are not just learning and teaching activities. Learning objectives are not just written goals but goals that are actually realized. Globally, strategy in learning is termed as a large line or boundary for action in an effort towards a predetermined target and is connected to the teaching and learning process. In addition, strategies are also referred to as general elements of educators and students in teaching activities or activities in an effort to achieve the goals that have been made and determined.(Kauchak, 2012)

In Effective learning, a basic concept is needed as a design for learning activities in an abstract form to then be applied to a concrete form/real action. So learning activities require the right strategy so that the learning objectives are right on target.

The main process in Problem Based Learning (PBL) is the existence of authentic problem-solving. PBL is included in the learning system, which is the value of the process of investigating or investigating a problem; knowledge will provide suggestions or solutions to the occurrence of problems. Problems that are continued into the classroom include initial simulations and the main framework of a learning process. In PBL, students will have the skills or skills to solve problems realistically, in which a process like this will be useful and last for the next life.(Sujono Dani Herman, 2017)

The definition of PBL was also put forward by the Director-General of Higher Education as an approach to the learning process by applying problems into a tangible form as a learning context for students to think critically, realistically, and have the ability to solve these problems, so that knowledge and concepts are obtained that are more important than the material or
content. Lessons from educators. (Syamsuddin, 2008)

Learning with the Problem Based Learning approach applies problems realistically, is not structured, and is more open in nature. This is an element for students to improve skills in overcoming problems and thinking logically, much different from conventional learning, which races on real problems as elements of concept application. PBL is at the same time to build new knowledge. Problem Based Learning (PBL) makes existing problems a trigger for the learning process before students really know the knowledge of the actual concept.

In the process, Problem Based Learning involves students in solving problems through scientific steps so that they can recognize and study knowledge more deeply related to the problems that occur while having problem-solving skills by providing solutions to problems that occur. (Sujono Dani Herman, 2017)

It can be concluded that the problem-based learning approach or called Problem Based Learning, is a learning concept that helps educators form a learning environment that begins with problems that are important and relevant to students, where the existence of this problem will shape students to gain realistic learning experiences. Problem-based learning provides advice to students to find solutions and learn independently. Learners are formed based on knowledge by providing teacher guidance, while on traditional knowledge, students are more emphasized as recipients of knowledge provided by the teacher in a structured manner.

The implementation of the PBL strategy can be done in five steps. In the first step, educators can begin to provide motivation for students to be involved in problem-solving by starting with the delivery of learning objectives, what preparation is needed to show phenomena or demonstrations of problems that they must solve, and then find a solution. In the second step, educators can begin to help students define and organize their tasks related to the problems that have been previously given. Furthermore, in the third step, educators help the students' investigation process by encouraging them to collect relevant information, conduct experiments to find explanations and
solutions to the problem. In the fourth step, educators can help students in the process of planning and preparing their learning outcomes (can be in the form of reports, videos, or demonstrations) to be ready to be presented in front of their classmates. In the fifth or final step, educators can begin to carry out the process of analyzing and evaluating the problem-solving process, accompanying students to reflect on their investigations and how they proceed in solving the problems they face. These five steps are as described by Arends in his book entitled "Learning to Teach." (Arends, 2012)

As described above, the application of PBL is also described by Setyo, Fathurahman, and Anwar. In a structured manner, educators can start learning by conveying objectives and introducing problems-next, harmonize students to study in groups. Educators also play a role in facilitating their students during the process of identifying problems and preparing plans for solving them. Furthermore, educators can begin to control and assist them in collecting information and data as previously planned. Then facilitate their presentation. Finally, educators provide direction and assistance to evaluate the learning process that has been carried out in solving the problems they face. (Setyo et al., 2020)

CONCLUSION

Based on the explanation above, it can be concluded that the application of Problem Based Learning can improve the quality of learning. It can be seen that learning using Problem Based Learning is innovative learning in its implementation. Learning using this strategy can make students enthusiastic in participating in learning. In addition, the Problem Based Learning strategy does not only make students as objects in education who seem helpless and cannot contribute much to the learning process. However, with the Problem Based Learning strategy, students can be actively involved in learning subjects by gaining the freedom to ask and answer questions and other activities that make students more enthusiastic.

The Problem Based Learning strategy also invites students to think critically and analytically in solving a problem at hand. This can certainly stimulate students to be more reactive to solving various problems that exist in learning in particular, and
in general, of course, in everyday life. In addition, learning using Problem Based Learning also grows the potential of students, makes them think creatively, and has skills in dealing with problems. And have adequate knowledge. After going through Problem Based Learning, this is certainly in line with the learning objectives to develop students to be more active and creative and have the skills needed both in learning and in social life.

When the learning objectives are achieved, it will be easier to achieve quality learning through interesting strategies in learning, especially Problem Based Learning strategies. Quality learning will bring students to become quality students, so that the national education goal to carry out quality education can be achieved, with an indication of quality human resources as well.

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