



Application of *Problem Solving* in Improving Learning Outcomes of Sociology Concepts of Values and Social Norms at SMA Al-Fiqri Telaga Piru, West Seram District, West Seram Regency

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Abstract:

The purpose of this study is to improve learning outcomes of Sociology Concepts of Values and Social Norms at SMA Al-Fiqri Telaga Piru, West Seram District, West Seram Regency where teachers are fully involved in research starting from planning, action, observation, and reflection. The method used is classroom action research (CAR). The results of the study indicate that: that the application of the *problem solving* can improve teaching and learning activities. Through the *Problem Solving*, students can arrange and explain pictures logically and build their own knowledge, think together and find steps in finding solutions to the material that must be mastered by students, either individually or in groups. The ability of students in group discussions has progressed very well, this can be seen from students who have started to get used to studying in groups. The mastery of students in learning material concepts of Values and Social Norms is seen from the average learning outcomes of students who have increased each cycle. In the first cycle, the percentage of student learning outcomes is quite good at 33.33% and for the second cycle the percentage of student learning outcomes is very good by achieving the minimum completeness criteria of KKM > 75 by 83.33%.

Keywords: Method, Problem Solving, sociology, values, norms

INTRODUCTION

Social science is an integrated study material which is an organized simplification, adaptation, selection and modification of the concepts and skills of history, geography, sociology and economics. Puskur (Kasim, 2008:4). Kosasi Djahiri (Yaba, 2006: 5) states that Sociology is a science that combines a number of selected concepts from branches of social

science and other sciences and is then processed based on educational principles and didactic to be used as teaching programs at the school level.

Nursed Sumaatmadja (Supriatna, 2008:1) argues that fundamentally the teaching of Sociology is concerned with human life which involves all of their behavior and needs. Sociology is concerned with the way humans use their efforts to meet their psychological needs, use the resources that exist on the surface of the earth, regulate their welfare and government, and some of them regulate and maintain the life of human society.

It can be concluded that sociology is an integrated social science discipline from various branches of social sciences such as: geography, economics, sociology, and history which studies social problems. In learning sociology, especially in high school where sociology is integrated into one subject, unlike in junior high school which combines it into 1 subject. Sometimes students feel that sociology is too much material and it becomes a burden for them because it means that there is a lot of material that they have to memorize.

Good learning is learning that can stimulate students to increase student learning participation. Student learning participation is a very important thing in the learning process with the development of student learning participation so students will be able to improve their learning outcomes. Learning activities in the classroom must be designed in such a way that it can stimulate student activity and thinking. Where students are required to interact and cooperate with each other in a work group so that they can achieve goals and complete a task. To achieve this goal, various effective and appropriate learning methods are needed so that they can support students to play an active role in teaching and learning activities.

Learning outcomes have an important role in the learning process. This is because learning outcomes can be used as a benchmark to find out how far the changes in students after receiving their learning experiences that can be observed and measured in the form of knowledge, attitudes, and skills. Rusman (2005:67), says that learning outcomes are a number of experiences obtained by students which include the cognitive, affective, and psychomotor domains. In addition, Hamzah B. Uno (2010: 213), argues that learning outcomes are changes in behavior that are relatively permanent in a person as a result of a person's interaction with his environment.

The results of the learning process are reflected in student achievement as measured by the value obtained by students after working on the questions given by the teacher at the time the evaluation was carried out.

Values are feelings about what is desirable or undesirable or about what is acceptable or not. Fields related to values are ethics (the study of values in human behavior) and aesthetics (the study of values and art). Values in society are included in customs and traditions that are unconsciously accepted and implemented by community members. Norms are rules with sanctions that are intended to encourage and even pressure individuals, community groups to achieve social values. Values and norms are always related, even though they can be distinguished.

Based on observations at SMA AL-FIQRI Telaga Piru, the subject of sociology is considered less attractive to students and tends to be boring, because the teacher uses inappropriate learning methods so that students do not understand the material given. Besides that, there are also many students whose sociological scores have not reached the minimum completeness criteria standard (KKM) because the material conveyed is not understood by students so that the results obtained are below the minimum completeness criteria (KKM) that have been determined.

RESEARCH METHODS

According to Mukhlis (2000:5) CAR is a form of systematic reflective study by actors of action to improve the conditions of learning carried out. The main purpose of CAR is to

improve/increase learning practices on an ongoing basis, while the purpose of its inclusion is to foster a culture of research among teachers.

The main objective of this action research is to improve learning outcomes in the classroom where the teacher is fully involved in research starting from planning, action, observation, and reflection. Another goal is to improve students' critical thinking skills based on the subject matter they receive, with critical thinking students are expected to be able to find solutions to solve existing problems. The research location is in Telaga Piru Al-Fiqri High School, West Seram Regency.

There are two data obtained in this study, namely quantitative data analysis and qualitative data analysis. Quantitative data analysis uses descriptive statistics, in order to find out the average score obtained by each student before and after the action, the formula used is:

$$\text{Percentage} = \frac{\text{Score obtained}}{\text{Total score}} \times 100\%$$

To determine the percentage of students who achieve the Minimum Completeness Criteria (KKM), then the formula used is:

$$\text{Percentage} = \frac{\text{Students who achieve KKM}}{\text{All students}} \times 100\%$$

While qualitative data analysis will be analyzed by following three stages according to Milles and Huberman

RESULTS AND DISCUSSION

Action Cycle I

a. Planning (*Planning*)

Class action planning in the first cycle, researchers and subject teachers jointly developed the attached lesson plans that were adapted to the *Problem Solving learning method*, prepared learning resources and research instruments in the form of observation sheets. For the provision of material is the researcher teacher as an observer or observatory.

b. Action (*Acting*)

In the action research stage, it was carried out in accordance with the initial planning stage of the first cycle which was carried out in one meeting, then a final test was carried out. As the beginning of the meeting before learning begins, students greet the teacher and researchers. Then the researcher took a position behind the students by using the observation sheet. The teacher performs apperception and provides motivation to direct students to enter KD and convey learning objectives, learning steps and outlines of the material scope of values and social norms.

After that, appoint students in turn to solve the problems given by the teacher. In this step the teacher must be able to innovate, because direct appointments are sometimes less effective and students feel punished. One way is to provide discussions to be able to enter into problem solving, so that students feel they have to carry out the tasks that must be given. And then the teacher directs students to sit in their respective places, divides students into several groups consisting of 6 students in 1 group.

The teacher walks around each group, if there are things that are not understood, an explanation is given. After completing group assignments, the teacher calls each group to be able to solve problems in the material being taught. In enriching and deepening the material, the teacher can also provide opportunities for other students to ask questions, correct, or add presentations from other groups.

From the results of the presentations and group discussions there are still shortcomings or the explanations given are not appropriate. Then the teacher provides reinforcement of the material, then provides opportunities for students to ask questions if the material

provided has not been understood. Give homework and cycle tests that students do individually (individually).

c. Observation (*Observation*)

Observations seen in the first cycle during teaching and learning activities that were seen by researchers were observing carefully every teacher activity in conveying learning whether it was in accordance with the learning implementation plan (RPP) and students participating in teaching and learning activities using observation sheets and documentation in the form of photo or image. In this case, it is the researcher who plays an important role in taking documentation from the beginning to the end of the meeting. For observational data, researchers used two observation sheets, namely observation sheets for teachers and students.

a. Observation of Teachers

1. Initial activity

The teacher does apperception well, but has not been able to focus the attention of the students as a whole. Delivering learning objectives in accordance with the attached RPP. But in delivering the material, the language used is still monotonous and too fast, so that students find it difficult to understand the material presented.

2. Core activities

This activity carried out by the teacher is to explain the material in the form of only the main things that are related to the subject being explained. The teacher divides groups of 6 people from each group. The teacher gives assignments to each student according to the number of students in each group, distributing discussion materials to each group. It appears in the discussion that the teacher does not control and guide each group, some groups are only guided by the active group and the passive group gets the teacher's guidance at a glance, resulting in a commotion in the group. The teacher also does not take action against students who make a fuss in the classroom.

During the discussion, there were several students whose role presentations did not match the responses given by friends from other groups, so the teacher gave explanations and directions to the group who presented their work. After the presentation of each group is complete, the teacher gives awards in the form of words of praise or scores (values) for groups that have not finished presenting the results of their discussions, because the teacher does not use the learning time properly so that the break time is used for the final test.

3. Closing

The evaluation carried out by the teacher at the end of the lesson is that the teacher guides the students together in summarizing the material, but in terms of summarizing the material, many teachers still do and do not summarize all the material properly because it coincides with the break time. The teacher provides opportunities for students to ask questions, namely to see how far students can understand the material being studied. Giving homework and final tests that students do individually, but the teacher still asks for help from students to distribute final test sheets. It appears that in the first cycle the teacher dominates the learning.

b. Observation of Students

To observe the activities of students during teaching and learning activities running, namely as follows.

1. Enthusiasm of students during KBM is sufficient, because there are still many students who look indifferent, play, and there are some students who move places

- when the teacher explains the material. The other students listened to the teacher's explanation quietly.
2. When dividing into groups, all students sit quietly. But it looks like there are students who seem to be busy playing with their classmates, and are less active in group work.
 3. Cohesiveness in group work is lacking, there is no visible division of tasks in finding answers because students prefer to work individually or individually.
 4. Smart students are more active and give less ideas or ideas to their groupmates.
 5. When students prepare the results of group work in front of the class, other students pay less attention.
 6. The presentation of the answers given by students from each group is still lacking.
 7. There are still few students who ask questions, provide input or feedback.
 8. There are still few students who make conclusions.

d. Reflection (*Reflecting*)

After the planning, action, and observation stages are completed, followed by the reflection stage. At this stage where the researcher and teacher together reflect on the successes and failures that occurred in the first cycle.

1. Percentage of Student Activities.

Presentation of student activities in the first cycle is sufficient. Teacher preparation is quite mature and during the teaching and learning process the teacher has tried to apply the Problem Solving learning method in accordance with the lesson plans made. However, this is further improved by looking at several things.

1. Teacher Factors

- a. In learning activities, the explanation of the material by the teacher is too monotonous in the delivery of language and too fast, so that students do not fully understand the material.
- b. In the learning activities carried out there were several things that the teacher did not pay attention to. The problem of time is because the teacher does not use the learning time properly.
- c. The teacher does not reprimand students who make a fuss.
- d. In the learning process the teacher prefers to be in front of the class conveying the learning objectives, and less walking while motivating students to be more enthusiastic about the material explained.
- e. The teacher does not take the time to optimally control each group work when looking for problem solving. Where the teacher only controls a few groups.

2. Student Factors

- a. Enthusiasm of students while participating in teaching and learning activities is sufficient.
- b. Against some students who are less active in completing group assignments. This is due to the lack of seriousness of students in the group.
- c. It seems that students do not focus their attention when delivering the material given by the teacher.
- d. Students are still confused in sorting pictures and giving logical explanations.
- e. There are some students who walk during the lesson and tease their groupmates.
- f. When the group presentation is sufficient, because the answers given are not right because the students are less active in completing the tasks given.

To correct deficiencies and maintain the success that has been achieved in the first cycle, it will be seen several things that will be improved in the second cycle.

- a. The teacher focuses and motivates students to focus more attention when the material is delivered.
- b. More intensive in guiding groups experiencing difficulties.
- c. Controlling every student who makes a fuss, if violated will be given sanctions in the form of punishment.
- d. Need to increase the activity of students in group work.
- e. Teachers can make good use of learning time so that all groups can present their work.
- f. Weaknesses or deficiencies in the actions of the first cycle are corrected in the second cycle and it is hoped that the results will increase.

2. Student Learning Outcomes.

Description: score for each question = 1

Total scores obtained

Mastery level = $\frac{\text{Total score}}{\text{Total score}} \times 100\%$

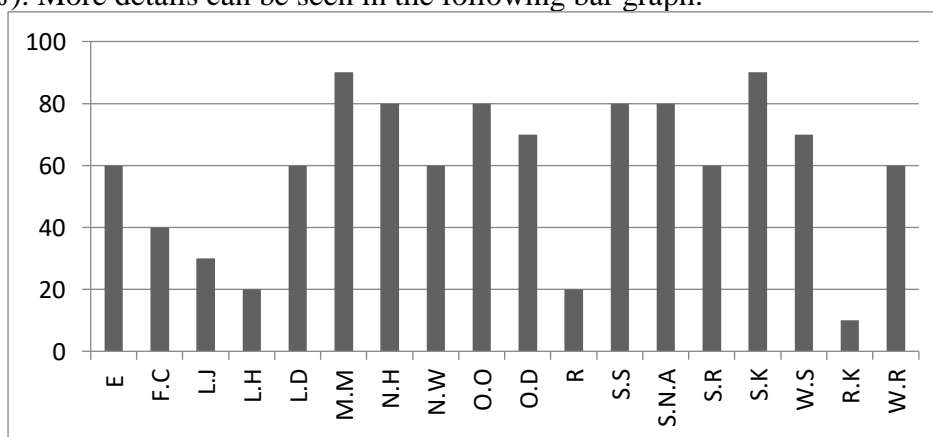
Transferred into the 10-100 score system

Table 1. Cycle I Test Results Cycle I

Outcomes	Learning	
	Number of Students	Percentage
Score < 75	12	66.67%
Value > 75	6	33,33%
Total	18	100%
Average Score	$\frac{1.060}{18} = 58.89\%$	
Absorption	Rate 58.89%	

Source : Doc. Research, August 2021

The table above shows that the acquisition of sociology learning outcomes through the *Problem Solving*, 33.33% of students are in the complete category obtained from the number of students whose scores are above the KKM divided by the number of students (6: $18 \times 100 = 33.33\%$). More details can be seen in the following bar graph.



Graph 1 Results of Cycle I Meetings

Based on the graph above, the average value of the first cycle of sociology learning outcomes through the *Problem Solving* is 58.89% obtained from the total value divided by the number of students (1,060: $18 \times 100 = 58.89\%$) and completeness only reached 33.33% obtained from the number of students who completed divided by the number of students (6: $18 \times 100 = 33.33\%$). The portrait of sociology learning has not achieved the expected goals of the teacher or researcher as stated in the performance indicators of 100% of the number of students in the class, from the results obtained that have not achieved individual learning completeness can be seen on the observation sheet, so it is necessary to carry out cycle II

Cycle II Action

a. Planning (*Planning*)

Based on the cycle I carried out above, it has not reached KKM 75, so it is necessary to carry out cycle II. Class action planning in cycle II, researchers and subject teachers together compile the attached lesson plans that are adapted to the Problem Solving learning method, prepare learning resources and research instruments in the form of observation sheets. For the provision of material is the teacher and researchers as observers or observators.

b. Action (*Acting*)

In the action research stage, it is carried out in accordance with the initial planning stage of cycle II which is carried out in one meeting, then a final test is carried out. As the beginning of the first meeting before learning begins, students greet the teacher and researcher. Then the researcher took a position behind the students to observe every teacher and student activity using the observation sheet. The teacher appreciates and provides motivation to direct students to enter KD and convey learning objectives, learning steps and outlines of material characteristics and causes of social values and norms.

After that, appoint students in turn to solve the problems given by the teacher. In this step the teacher must be able to innovate, because direct appointments are sometimes less effective and students feel punished. One way is to provide discussions to be able to enter into problem solving, so that students feel they have to carry out the tasks that must be given. And then the teacher directs students to sit in their respective places, divides students into several groups consisting of 6 students in 1 group.

The teacher walks around each group, if there are things that are not understood, an explanation is given. After completing group assignments, the teacher calls each group to be able to solve problems in the material being taught. In enriching and deepening the material, the teacher can also provide opportunities for other students to ask questions, correct, or add presentations from other groups.

From the results of the presentations and group discussions there are still shortcomings or the explanations given are not appropriate. Then the teacher provides reinforcement of the material, then provides opportunities for students to ask questions if the material provided has not been understood. Give homework and cycle tests that students do individually (individually).

c. Observation (*Observation*)

Observations seen in the first cycle during teaching and learning activities that were seen by researchers were observing carefully every teacher activity in conveying learning whether it was in accordance with the learning implementation plan (RPP) and students participating in teaching and learning activities using observation sheets and documentation in the form of photo or image. In this case, it is the researcher who plays an important role in taking documentation from the beginning to the end of the meeting. For observational data, researchers used two observation sheets, namely observation sheets for teachers and students.

Observation of Teachers

1. Initial activity

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2. Core activities

This activity carried out by the teacher is to explain the material in the form of only the main things that are related to the subject being explained. The teacher divides groups of 6 people from each group. The teacher gives assignments to each student according to the

number of students in each group, distributing discussion materials to each group. It appears in the discussion that the teacher does not control and guide each group, some groups are only guided by the active group and the passive group gets the teacher's guidance at a glance, resulting in a commotion in the group. The teacher also does not take action against students who make a fuss in the classroom.

During the discussion, there were several students whose role presentations did not match the responses given by friends from other groups, so the teacher gave explanations and directions to the group who presented their work. After the presentation of each group is complete, the teacher gives awards in the form of words of praise or scores (values) for groups that have not finished presenting the results of their discussions, because the teacher does not use the learning time properly so that the break time is used for the final test.

3. Closing

The evaluation carried out by the teacher at the end of the lesson is that the teacher guides the students together in summarizing the material, but in terms of summarizing the material, many teachers still do and do not summarize all the material properly because it coincides with the break time. The teacher provides opportunities for students to ask questions, namely to see how far students can understand the material being studied. Giving homework and final tests that students do individually, but the teacher still asks for help from students to distribute final test sheets. It appears that in the first cycle the teacher dominates the learning.

Observation of Students

To observe the activities of students during teaching and learning activities running, namely as follows.

1. Enthusiasm of students during the KBM is sufficient, because there are still many students who look indifferent, play, and there are some students who move places when the teacher explains the material. The other students listened to the teacher's explanation quietly.
2. When dividing into groups, all students sit quietly. But it looks like there are students who seem to be busy playing with their classmates, and are less active in group work.
3. Cohesiveness in group work is lacking, there is no visible division of tasks in finding answers because students prefer to work individually or individually.
4. Smart students are more active and give less ideas or ideas to group friends.
5. When students prepare the results of group work in front of the class, other students pay less attention.
6. The presentation of the answers given by students from each group is still lacking.
7. There are still few students who ask questions, provide input or feedback.
8. There are still few students who make conclusions.

Reflecting stage

After the planning, action, and observation stages are completed, followed by the reflection. At this stage, the researcher and teacher together reflect on the successes and failures that occurred in the first cycle.

1. Presentation of Student Activities The

presentation of student activities in the first cycle is sufficient. Teacher preparation is mature and during the teaching and learning process the teacher has tried to apply problem solving learning methods in accordance with the lesson plans made. However, this needs to be improved again by looking at several things.

1. Teacher Factors

- a. In learning activities, the explanation of the material by the teacher is too monotonous in the delivery of language and too fast, so that students do not fully understand the material.
 - b. In the learning activities carried out there are several things that the teacher does not pay attention to. The problem of time is because the teacher does not use the learning time properly.
 - c. The teacher does not reprimand students who make a fuss.
 - d. In the learning process the teacher prefers to be in front of the class conveying the learning objectives, and less walking while motivating students to be more enthusiastic about the material explained.
 - e. The teacher does not take the time to optimally control each group work when looking for problem solving. Where the teacher only controls a few groups.
2. Student Factors
- a. Enthusiasm of students while participating in teaching and learning activities is sufficient.
 - b. There are some students who are less active in completing group assignments. This is due to the lack of seriousness of students in the group.
 - c. It seems that students do not focus their attention when delivering the material given by the teacher.
 - d. Students are still confused in sorting pictures and giving logical explanations.
 - e. There are several students who walk during the learning process and tease their groupmates.
 - f. When the group presentation is sufficient, because the answers given are not right because the students are less active in completing the tasks given.
To correct deficiencies and maintain the success that has been achieved in the first cycle, it will be seen several things that will be improved in the second cycle.
- a. The teacher focuses and motivates students to focus more attention when the material is delivered.
 - b. More intensive in guiding groups experiencing difficulties.
 - c. Controlling every student who makes a fuss, if violated will be given sanctions in the form of punishment.
 - d. Need to increase the activity of students in group work.
 - e. Teachers can make good use of learning time so that all groups can present their work.
 - f. Weaknesses or deficiencies in the actions of the first cycle are corrected in the second cycle and it is hoped that the results will increase.

Student Learning Outcomes

Information: score for each question = 1

Level of Mastery = $\frac{\text{Total score obtained}}{\text{The total number of scores}}$ x 100%

transferred to the 10-100 value system

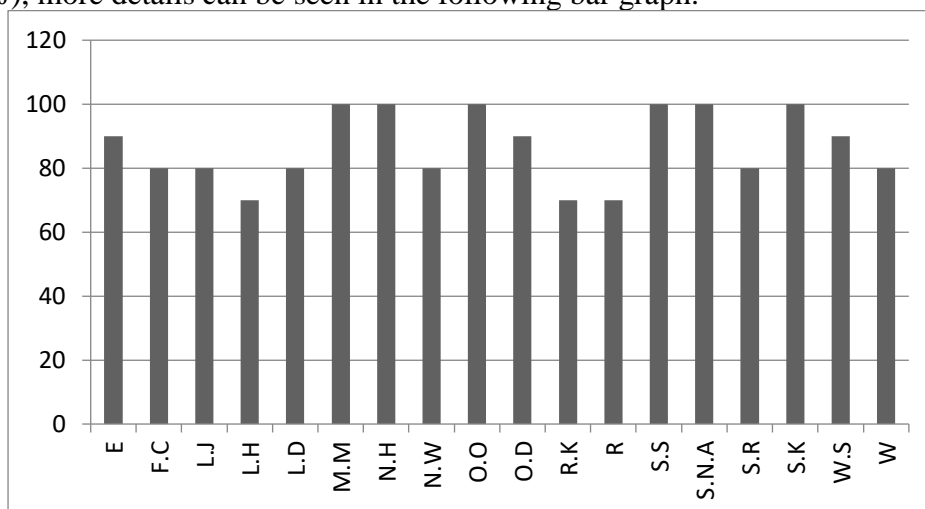
Table 2 description of the frequency of learning outcomes on the previous page can be detailed as follows:

Table 2. Cycle II Meeting Test Results Cycle II

Outcomes	Learning	
	Number of Students	Percentage
Value < 75	3	16.67%
Value > 75	15	83.33%
Total	18	100%

Average Score	<u>1,560</u> = 86.67%	18
86.67		%

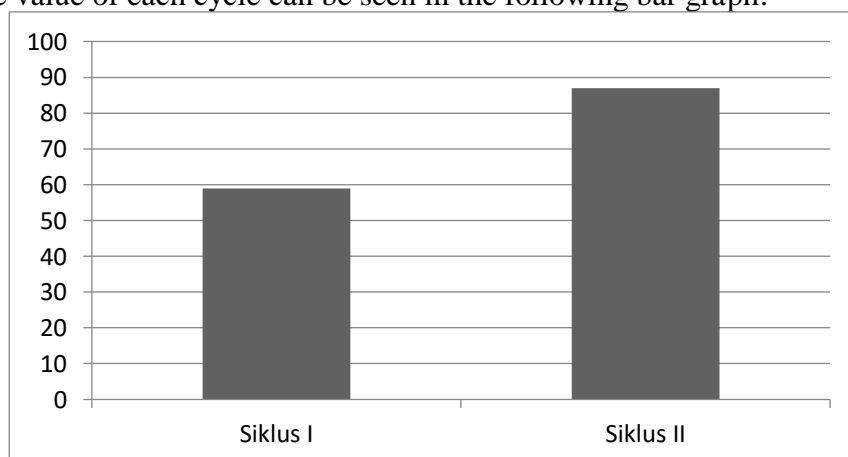
The table above shows that the acquisition of sociology learning outcomes through problem solving learning methods 86.67% of students are in the complete category 83.33% obtained from (15: 18 x 100 = 83.33%), incomplete 16.67% obtained from (3 : 18 x 100 = 16.67%), more details can be seen in the following bar graph.



Graph 2 Frequency of Cycle II Meeting Results

Based on the graph above, the average value of the second cycle of sociology learning outcomes through collaborative *problem solving* of 86.67% obtained from the total score divided by the number of students (1,560: 18 x 100 = 86.67%) and individual completeness reached 83.33% obtained from the number of students who completed divided by the number of students (15: 18 x 100 = 83.33%. The portrait of sociology learning has achieved the expected goals of the teacher or researcher as stated in the performance indicators, namely > 80% and the number of students in the class has achieved individual learning mastery, so this class action researcher is declared successful and does not need to be held in the next cycle or cycle. to III.

Based on these results, it can be concluded that the action research hypothesis states: "By applying the Problem Solving learning method there is an increase in the learning outcomes of Sociology material Values and Social Norms in class X SMA AL-FIQRI Telaga Piru students. The average value of each cycle can be seen in the following bar graph:



Graph 3. Results of the Average Values of Cycles I and II
Diagram of Student Learning Mastery Cycles I and II

DISCUSSION

Learning cycle I was carried out in one meeting, each meeting required careful planning. The activities of students and teachers in the classroom have not been maximized. Teachers have not been able to apply learning steps in accordance with problem solving learning methods. The time used in the teaching and learning process has not been used properly by the teacher, so that the last group is less able to complete their task properly. The teacher does not motivate students as a whole, the rest does not take the time to control and direct students in group discussions. Only control and provide direction at the front of the class.

From the results of reflection I, it can be seen that there are weaknesses that must be corrected in cycle II, namely, the teacher focuses more attention and provides motivation to students, the teacher is more intensive in guiding groups that have difficulty, can use learning time well and control students. who made a fuss. By making plans in accordance with the Problem Solving learning method. Hamalik (2007: 9) "Learning is a process, an activity and not a result or goal. Learning is not just remembering but experiencing, learning outcomes are not a mastery of the results of the exercise but a change in behavior.

Increase students' enthusiasm for learning, motivate students, direct all students to be active in group discussions. Based on the results of the study, it is known that there is an increase in learning outcomes of Sociology material Values and Social Norms, according to Nashar (2004: 77), Learning outcomes are abilities obtained by students after carrying out learning activities. A person's learning outcomes depend on what is already known, the subject of study, goals, motivations that affect the process of interaction with the material being studied. This can be indicated from the average acquisition of cycle I (58.89%) and cycle II (86.67%). While the achievement of learning mastery in the first cycle (33.33%) and second cycle (83.33%) so that the performance indicators of this classroom action research were completed in the second cycle.

The occurrence of the action hypothesis in this study proves that the application of the collaborative learning method *Problem Solving* can improve student learning outcomes. Besides the cognitive aspects of students, the application of this method is also able to improve the affective and psychomotor aspects. The affective aspect that appears is sincerity and courage, while the psychomotor aspect can be seen from the speed and accuracy of students completing a series of tasks. This is with the opinion of Nana Sudjana (2002: 22) that in learning there are three areas that become the focus of improving the quality of learning, namely the cognitive domain, affective domain, and psychomotor shutter. Thus the results of this classroom action research can be used as reference material in reviewing and taking critical action as an actual phenomenon of education, especially in terms of learning innovation.

The achievement of student learning outcomes in cycle I is still relatively low and has not reached the KKM 75 > out of 18 students. Where 6 students reached the KKM value percentage of 33.33%, not yet reached the KKM 12 students the percentage value of 66.67%. However, based on the specified Completeness Criteria, it has not reached the KKM 75%, it needs to be continued to the next cycle.

From the results of the reflection, the weaknesses of the first cycle will be improved in the second cycle by planning several things. Teachers further improve class mastery. Directing and guiding students in completing group assignments and actively participating in discussions. Pay more attention to students who grab and play.

With the teacher's ability to organize all students in the class, the provision of worksheets can improve students' understanding in completing their assignments, so that student learning outcomes for cycle II increase. The management used by the teacher in applying the learning method is very good, able to orient the activities of students in learning, guiding the discussion to be well created. The learning atmosphere is effective and fun.

Students during the teaching and learning process were very enthusiastic. Good group collaboration activities, increased group discussion and Q&A and more courage in expressing ideas or opinions. Smart students have started to share ideas with friends whose understanding is still lacking, so that all group members understand the discussion material.

Starting from the results of learning *Problem Solving* in the subject of Sociology, students managed to observe well and explain logically. As a result, the percentage of students during cycle II achieved completeness, namely 15 students were said to be complete or the percentage was 83.33%. Meanwhile, 3 students have not achieved completeness or a percentage of 16.67%. From the test results data obtained, the KKM level $> 75\%$ has been achieved by students with a percentage of 86.67%. Thus the learning outcomes of students have reached the indicators of success, so there is no need to continue in the next cycle.

Evaluation of student learning test results during cycles I and II there was a significant increase, where the process of learning outcomes from cycle I reached a percentage of 33.33%, while for cycle II student learning outcomes had reached the KKM with a percentage of 83.33%. Thus, for the second cycle, it was declared successful because the learning outcomes of students had reached the minimum completeness criteria, namely $> 75\%$ and were not continued to the next cycle.

This shows that the teacher has successfully applied the *Problem Solving* is as expected and the enthusiasm of students is so high in participating in the learning process. Therefore, group study is very necessary in order to obtain better learning outcomes in accordance with what is expected.

CONCLUSIONS AND SUGGESTIONS

Based on the results of classroom action research (CAR) and discussion of learning methods *Problem Solving* learning method *problem solving* can improve teaching and learning activities. Through the *Problem Solving*, students can arrange and explain pictures logically and build their own knowledge, think together and find steps in finding solutions to the material that must be mastered by students, either individually or in groups.

The ability of students in group discussions has progressed very well, this can be seen from students who have started to get used to studying in groups. The mastery of students in learning material concepts of Values and Social Norms is seen from the average learning outcomes of students who have increased each cycle. In the first cycle, the percentage of student learning outcomes is quite good at 33.33% and for the second cycle the percentage of student learning outcomes is very good by achieving the minimum completeness criteria of KKM > 75 by 83.33%.

Suggestions

The learning process is very important, especially for students. However, a good learning process is how the teacher gives enthusiasm or motivation to students by applying good learning models, so that students easily understand what is being taught and are active in following the learning process (not feeling bored), so that the learning given feels good. pleasant. Thus, based on this explanation, the authors can suggest the following:

1. learning method *Problem Solving* needs to be applied in every lesson not only in Sociology (IPS) but can be applied to other subjects (IPA or LANGUAGE), so as to improve student learning outcomes at SMA AL-FIQRI Telaga Piru can be achieved optimally.
2. There needs to be an increase in classroom research (CAR) carried out by teachers, so that the activities carried out by teachers and students are achieved optimally. So that the teaching and learning process at SMA AL-FIQRI Telaga Piru can run well.

3. Students need to be accustomed to using the Problem Solving learning method so that they can sharpen their analytical and logical power, they are no longer required to take notes until they run out and then memorize them. However, it is more about understanding and creativity to be able to connect general topics with language sub-topics.

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