

## Research Article

# Problem-Based Learning Model with Mini Economy Card Media to Enhance Student Activity and Learning Outcomes

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**Abstract:** This study aims to see changes in the activeness and learning outcomes of students in economics lessons in class X4 of SMA Negeri 1 Kepanjen Malang with the Implementation of the PBL Learning Model assisted by the Economy Mini Card Learning Media. This study uses the type of Classroom Action Research (CAR) in a collaborative manner between researchers and teachers. In this study, the subjects used were students of class X4 of SMA Negeri 1 Kepanjen Malang with a total of 34. While the object of this study is to implement the Problem Based Learning (PBL) Learning Model Assisted by Economy Mini Card Learning Media to Improve Student Activeness and Student Learning Outcomes of SMA Negeri 1 Kepanjen Malang. In this study, student learning outcomes got an average of 83.23 with a Completion Percentage of 76.47% to an average of 86.76 with a Completion Percentage of 91.17%. In addition, this study resulted in an increase in student activeness with a percentage of student activeness of 62.64% to 76.17% and the Results of Teacher Performance Observations which succeeded in getting 100% development for 2 cycles after the implementation of the PBL model and economy mini card media.

**Keywords:** problem-based learning model, economy mini card learning media, student activity, student learning outcomes.

## INTRODUCTION

Education is fundamental to life to create a superior generation as a successor to a nation that has high quality and excellence (Said & Azhar, 2020). High quality education allows for an increase in students' talents and abilities. At this time education plays a very important role in realizing goals and creating the next generation of the nation. Currently, in the world of education, there are still many problems that need to be faced, one of which is that students tend to only listen and then not study it again. In addition, students only depend on the teacher when learning. So if the learning process remains like that, students will have difficulty in getting the desired learning outcomes. With the times, updates are needed in teaching and learning activities.

Learning outcomes are very influential on the next learning process and when teaching and learning activities take place students can know the results and their ability to master the material that has been learned (Murdani et al., 2022). Student learning activeness is an effort to carry out learning activities actively in every learning activity (Nurhayati, 2020). Learning activities are an indicator in the process of teaching and learning activities that can be observed and seen in learning activities by looking at the attitudes of each student such as enthusiasm, discipline, listening carefully, asking

questions and actively participating in discussions together (Nugroho, 2021). In this case, by using the latest learning models and learning media, it can help students to get good learning outcomes, especially in economics lessons. As for economic lessons, which are commonly called social lessons that study social science in everyday life, it is very suitable if applied with a Problem Based Learning model that is based on problems and critical thinking skills. Economics is a science that examines the needs and fulfills the needs of each individual in everyday life (Banyal, 2021).

Learning Model means the planning of learning activities used by teachers to provide material to students with the aim that students can get the material and be able to relate it to daily activities (Kristiana & Radia, 2021). The Problem Based Learning (PBL) Learning Model is a model that can help learning activities through discoveries or guided by a problem so that students are able to be faced with problems that must be solved in learning activities (Annisa et al., 2021). Meanwhile, according to other experts, the PBL Learning Model is something that is applied to learning activities that focus more on solving problems that students get with the scientific method (Maenah, 2023).

This PBL learning model can also be combined by using various media. Learning media is an integral component derived from the learning system applied by a teacher with the aim of presenting an interesting, interactive learning situation, fostering enthusiasm for learning in students and being able to foster good communication between teachers and students in learning activities (Dara Asshofi et al., 2019). With the existence of learning media in teaching and learning activities, it can make it easier for teachers or students (Nurhasanah et al., 2021). However, not all learning media will provide positive things for the learning process, teachers must be smart and careful when making learning media to suit the purpose of learning.

In this case, researchers are interested in applying the Economy Mini Card learning media. Economy Mini Card media is a card-based learning media made of cards consisting of several cards and containing material, ppt, video, lkpd, and learning outcomes 1 & 2. The way to access the media is by scanning the barcode on the card. This Economy Mini Card learning media is applied with various objectives, namely to provide convenience to teachers and students in learning activities, help foster a spirit of learning for students so that they do not feel bored in learning activities, especially in economic subjects, provide convenience for students to get satisfactory results, and provide updates to learning media so that more interesting media can be applied to learning activities. There are many variations of learning media that have the aim of encouraging students to be actively involved and independent in learning so that if a teacher wants to make learning media the teacher must adjust the material to be studied to match the media he makes (Nisa et al., 2022).

After the researchers made observations, the results obtained were that many students were still busy with their activities or with their friends, there was still a lack of student interest in learning economics, economic learning still applied a lot of lecture methods so that students felt bored and could make student activeness decrease in teaching and learning activities, there were still students who did not pay attention when the teacher gave an explanation and the lack of student focus in participating in learning. In addition, the economic learning outcomes in class X4 students of SMAN 1 Kepanjen Malang there are still students who have not completed in accordance with the indicator of completeness, namely 75%. The students who completed as many as 20 and who have not completed as many as 14 students with scores below the KKM which is 75. So in this case there is a need for models and media that are able to overcome these problems. At

SMAN 1 Kepanjen Malang, it is allowed to bring electronic devices such as cell phones so it would be unfortunate if these electronic devices were not used as a supporting tool for the learning process. With this background, the researcher will implement the Problem Based Learning (PBL) Learning Model assisted by Economy Mini Card Media on Economics class X4 SMAN 1 Kepanjen Malang on student activeness when carrying out learning activities and on the learning outcomes obtained.

## LITERATURE REVIEW

### **Problem-Based Learning Learning Model**

The Problem Based Learning (PBL) Learning Model is a model that can help learning activities through discoveries or guided by a problem so that students are able to be faced with problems that must be solved in learning activities (Annisa et al., 2021). Meanwhile, according to other experts, the PBL Learning Model is something that is applied to learning activities that focus more on solving problems that students get with the scientific method (Maenah, 2023).

### **Media Economy Mini Card**

Learning media is one of the tools to be able to attract the attention of students, by using unique learning media it will increasingly make students feel enthusiastic in participating in learning (Jumiyatun et al., 2019). Media Economy Mini Card is a card-based learning media made of cards consisting of several cards and containing material, ppt, video, LKPD, and learning outcomes 1 and 2.

### **Student Activeness**

Student learning activeness is an effort to carry out learning activities actively in every learning activity (Nurhayati, 2020). Student activeness can be seen from the existence of an interesting learning activity and being able to make it easy for students to observe, ask questions, and be brave in solving existing problems (Dewi & Sri, 2021).

### **Student Learning Outcomes**

Learning outcomes are the abilities and skills possessed by each student after they have participated in learning activities carried out in the classroom (Djonomiarjo, 2020). The learning outcomes obtained by students can be expected to be able to generate enthusiasm for learning and according to the purpose of learning, namely running according to the learning target by applying the right learning model and teaching materials (Sholicha & Wulandari, 2020).

### **The subject of Economics**

Economics is a science that examines the needs and fulfils the needs of each individual in everyday life (Banyal, 2021).

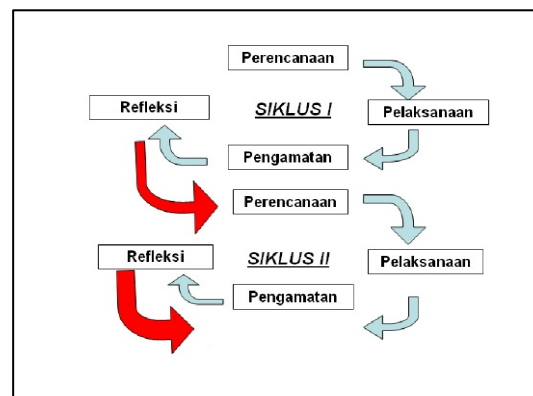
## METHOD

This research will be carried out using Classroom Action Research (CAR). The type of research used is descriptive research using a qualitative approach. The definition of qualitative approach research is scientific research that has a research flow in order to obtain descriptive data written in sentences or verbally from several people or activities

that can be measured directly by researchers. In CAR researchers will conduct collaboratively, namely by collaborating with researchers and teachers to work together during research activities. During this research, researchers were also assisted by peers as observers who assisted researchers in observing and assessing learning activities.

In this case, researchers used CAR in order to solve the problems found in the classroom. This research was carried out for 2 cycles of 4 meetings and several stages in each cycle. According to (Widyaningrum et al., 2018) the steps of the PBL model are providing orientation to a problem to students, organizing to make observations, carrying out investigative activities, developing and presenting results, and analyzing and evaluating investigation activities.

**Figure 1**  
*Stages of CAR*



This study uses data collection techniques with observation methods, test methods, and documentation methods. In addition, this study used Teacher Performance Observation Sheet Instruments, Learner Activity Observation Sheets, and Learning Outcomes with LKPD and Student Learning Outcomes that were able to measure the learning outcomes obtained. In this study researchers used a formula to determine the value of students who were done individually at the end of each cycle and used the success indicator as the Minimum Completion Criteria (KKM) for economic lessons at SMAN 1 Kepanjen Malang which is 75%. The formula used by researchers is:

$$X \text{ Average} = (\sum X) / (\sum N)$$

Description:

X Average = Average value

$\sum x$  = Total number of student scores

$\sum N$  = Number of students

Meanwhile, the formula for calculating the Percentage of Student Activity is:

$$\text{Percentage of Activity} = \sum \frac{\text{scores obtained in each aspect}}{\text{maximum score from each aspect}} \times 100\%$$

## RESULT

### Cycle 1 Learning

This research was conducted using lesson plans that have been designed using the PBL Model assisted by Economy Mini Card Media to Increase Student Activeness and

Learning Outcomes of Economics Class X4 SMAN 1 Kepanjen Malang with material on bank financial institutions. In Cycle 1 in this study the results obtained were that there was a development that increased satisfactorily from both meetings. As for the first meeting, learning activities have not been carried out optimally and there are still shortcomings so that learning activities cannot be said to be well implemented. However, at meeting 2 learning activities have shown good progress so that it can be said that this cycle 1 has been successfully implemented well but not in accordance with the research objectives and teachers and students are still not optimal in carrying out several activities in this cycle 1.

### Figure 2

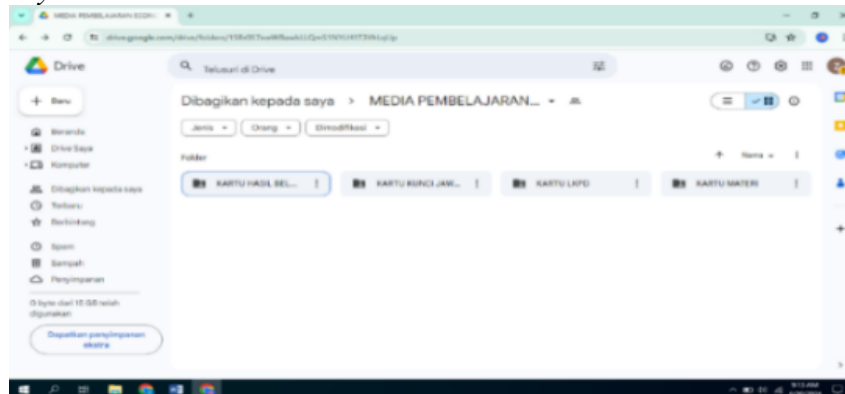
*Cycle 1 Learning Activities*



The success can be seen from the results of observations of teacher performance, namely the teacher has carried out learning activities using the PBL Model with the help of Economy Mini Card Media in Economics Lessons in Class X4 well. Teachers carry out all activities well as in preliminary activities, core activities, and closing activities. At meeting 1 the teacher's performance results have a percentage of 90% while at meeting 2 the teacher's performance results have a percentage of 95%, so it can be said that the teacher has successfully improved in learning activities even though there are still some activities that have not been fully implemented to the maximum. This is because the teacher still does not really master the Learning Model and Media used so that the class is still not maximized in learning activities.

### Figure 3

*Accessing Economy Mini Card*



**Table 1**  
*Results of Student Activity Cycle 1*

No	Type of Activity	Cycle 1	
		Meeting 1	Meeting 2
1	Students pay attention to the teacher's explanation	84.55 %	86.77 %
2	Students ask questions during discussions	33.82 %	35.30 %
3	Students work together in groups to discuss finding problems.	87.05 %	88.97 %
4	Students develop and present the results of problem solving by appearing in front of the class.	82.35 %	83.82 %
5	Students conclude the material that has been taught	25 %	26.47 %
<b>Average Percentage Success Description</b>		<b>62.64 % Not Completed</b>	<b>64.26 % Not Completed</b>

While the results of observations of student activeness in each activity get the results that not all X4 class students play an active role when participating in learning activities using the PBL Model with the help of Economy Mini Card Media on Economics Subjects. In the learning activities of meeting 1 students have a percentage of activeness of 62.64% while at meeting 2 students have a percentage of activeness of 64.26%. In this cycle 1 there are still deficiencies in students in the activity of asking questions and concluding material, so that learning activities have not been maximized and cannot be said to be active in these two activities. In addition, students have looked active during learning activities because learning is carried out by applying the PBL Model which requires students to be able to seek freedom related to the material they learn. Students have also used economy mini card media well in learning activities so as to facilitate teaching and learning activities and students have no trouble getting materials and other things related to learning because students can access economy mini card media on their respective cellphones.

**Figure 4**  
*Group Learning Activities Cycle 1*



In Figure 4, the results of the Observation of Student Learning Outcomes that have been carried out are that the research has been carried out well. In addition, students can carry out learning activities well and work on Lkpd which is done in groups at each

meeting well. Lkpd which was done in cycle 1 obtained results, namely students have been able to foster an attitude of critical thinking, can solve problems on Lkpd together and be responsible for the results of group discussions to be presented in front of the class, students are able to foster the ability to analyze, describe and describe each problem.

**Table 2**

*Cycle 1 Learner Learning Outcome 1 Class X4*

<b>Learning Outcome 1 Cycle 1</b>	<b>Value</b>
Highest Score	100
Lowest Score	60
Average	83.23
Number of Learners Completed	26
Number of Learners Not Completed	8
Percentage of Completion (%)	76.47%

In Table 1, there are student learning outcomes 1 which are done individually at the second meeting of each cycle. Learning outcomes are the abilities and skills of students after completing teaching and learning activities in class (Djonomiarjo, 2020). The results in the table above are that 26 students have managed to get a complete score above the average score while 8 students have not managed to get a complete score, which is below the average score with a percentage of 76.47% so that it can be said that students have mastered the material they have learned with a problem that has been solved in Lkpd. The value of learning outcomes 1 is used as a reinforcement of the abilities obtained. So the researcher concluded that the learning outcomes obtained by students in cycle 1 were good but there were still students whose learning outcomes were not complete so that there was still a need for improvement in cycle 2 so that all students get satisfactory results according to the desired target.

### **Cycle 2 Learning**

The implementation of this research was carried out using lesson plans that had been made by researchers using the PBL Model assisted by Economy Mini Card Learning Media to Increase Student Activeness and Learning Outcomes in Economics Class X4 SMA Negeri 1 Kepanjen Malang with Non-Bank Financial Institutions material. In Cycle 2 the results obtained were that there was a satisfactory increase in development in cycle 1 and cycle 2. In cycle 2 being able to improve the shortcomings of cycle 1 so that cycle 2 learning activities can be said to be successfully implemented to the maximum. Learning Activity is one of the most popular methods today to help teachers and students interact effectively and achieve optimal learning outcomes (Handhika et al., 2021).

**Figure 5**

*Cycle 2 Learning Activities*



The success can be seen from the results of observations of teacher performance, namely the teacher is able to carry out teaching and learning activities using the PBL Model assisted by Economy Mini Card Media on Economics Subjects in class X4 very satisfactorily. Teachers carry out all activities very well such as in preliminary activities, core activities, and closing activities. In Cycle 2, the teacher has a very satisfying development, namely at meeting 1 the teacher has a percentage of success of 98% while at meeting 2 the teacher has a percentage of success of 100%. This is because the teacher has mastered the class, the learning model and media applied and the teacher is able to foster enthusiasm for students so that it can produce a positive impact on students to be more enthusiastic about teaching and learning activities. As for the results of observations that have been made between 2 cycles on teacher performance in teaching and learning activities, it is very satisfying and has a very rapid development so that in this case the teacher's performance in cycle 2 can be said to be maximally successful according to the target of the research objectives.

**Table 3**  
*Results of Student Activity in Cycle 2*

No	Type of Activity	Cycle 2	
		Meet 1	Meet 2
1	Students pay attention to the teacher's explanation	88.23 %	93.38 %
2	Students ask questions during discussions	40.44 %	50.73 %
3	Students work together in groups to discuss finding problems.	88.97 %	97.05 %
4	Students develop and present the results of problem solving by appearing in front of the class.	84.55 %	91.91 %
5	Students conclude the material that has been taught	39.70 %	47.80 %
<b>Average Percentage</b>		<b>68.38 %</b>	<b>76.17 %</b>
<b>Success Description</b>		<b>Not Completed</b>	<b>Completed</b>

While the results of observations on student activeness of each activity in Cycle 2 are that class X4 students already have very good development of activeness carried out during learning activities using the PBL Model assisted by Economy Mini Card Media on Economics Subjects. The research carried out in cycle 2 succeeded in increasing student activeness, namely with a percentage of activeness at meeting 1 of 68.38% while at meeting 2 of 76.17%. The activeness is in several activities such as paying attention to the teacher's explanation or other students, cooperating with other students to discuss and solve problems together and develop and present the results of joint discussions and present them in front of the class, and ask questions. However, even though students have done their best, there are still shortcomings in the activity of summarising the material so that the activity of summarising the material is only carried out by 2 or 3 students and is carried out by the teacher as a reinforcement at the end of the lesson.

In Figure 4 there are results from observations on the Cycle 2 Learner Learning Outcomes, which have been carried out very optimally. Students managed to carry out teaching and learning activities satisfactorily by working on LKPD which was done in groups at each meeting. The LKPD done in cycle 2 obtained the results that students managed to get satisfactory development of critical thinking skills, fostering the ability to analyse, describe and describe each problem.

**Figure 6***Cycle 2 Learning Activities*

In addition, students are much more active in teaching and learning activities because the learning carried out using the PBL Model which requires students to be able to seek freedom related to the material they have learned and use unique mini card economy learning media so that students will not be bored when participating in learning and can make it easy for students to access video material or LKPD on their personal cellphones.

**Table 4***Learning Outcomes of Cycle 2 Learners of Class X4*

<b>Learning Outcome 2 Cycle 2</b>	<b>Value</b>
Highest Score	100
Lowest Score	670
Average	86.76
Number of Learners Completed	31
Number of Learners Not Completed	3
Percentage of Completion (%)	91 (17%)

In Table 2, learning outcomes can also be seen from the existence of learning outcomes 2 which are done individually at meeting 2 in each cycle. As for the results of learning outcomes 2, namely there are 31 students who have managed to get a complete score above the average score while there are 3 students who have not managed to get a complete score, namely below the average score with a percentage of 91.17% so that it can be said that students have mastered the material they learn with a problem that has been solved and can help provide greater insight. From the results of observations that have been made by looking at LKPD and learning outcomes 2, it can be concluded that cycle 2 learning outcomes get very good development and are able to provide an increase in cycle 1. The learning outcomes obtained by students can be expected to be able to arouse enthusiasm for learning and according to the purpose of learning, namely running according to the learning target by applying the right learning model and teaching materials (Sholicha & Wulandari, 2020).

## DISCUSSION

Based on the results of observations of research activities by implementing the PBL learning model assisted by Economy Mini Card Learning Media to increase student activeness and learning outcomes in economics lessons in Class X4 SMA Negeri 1

Kepanjen Malang city which was carried out 2 cycles of 4 meetings, it was successfully implemented very well in accordance with the research objectives and succeeded in increasing student activeness and student learning outcomes. This can be measured from the increasing development at each meeting in 2 cycles. The PBL model assisted by Economy Mini Card Media is very suitable to be implemented in economics subjects in class X4 and students are able to hone their critical thinking skills and analyse the material studied to the maximum and are able to increase activeness in teaching and learning activities. PBL Learning Model means a model that involves students in order to solve a problem using the scientific method with the aim of being able to help students gain knowledge and talent in solving the problems they face (Farida et al., 2019). In addition, by applying the unique and simple Economy Mini Card Learning Media, it can facilitate teachers and students in learning activities so that learning can be carried out very optimally and be able to provide increased development in each meeting and does not take a long time.

**Figure 7**

*Economy Mini Card Learning Media*



In this study, the results of teacher performance, namely the teacher has done very maximally learning activities with the Learning Model applied with a percentage of success in cycle 1 meeting 1 of 90% and meeting 2 of 95% while in cycle 2 meeting 1 of 98% and meeting 2 of 100%. It can be interpreted that the teacher has succeeded in achieving success in implementing the PBL Model assisted by Economy Mini Card Media on Economics Class X4 SMA Negeri 1 Kepanjen Malang which can be seen in the increase from each meeting in 2 cycles and the teacher is able to improve the shortcomings that exist at each meeting. Teachers have also used economy mini card learning media well during learning. As in this case the teacher is a facilitator and educator who can provide knowledge and understanding of students as the basis of human behavior, stimulate, direct and provide guidance in order to be better in life (Faculty et al., 2023).

**Table 5**

*Percentage of Student Activity*

Cycle/Meeting	Percentage of Student Activeness (%)
Cycle 1 Meeting 1	62.64%
Cycle 1 Meeting 2	64.26%
Cycle 2 Meeting 1	68.38%
Cycle 2 Meeting 2	76.17%

The results of the observation of student activeness are that students have succeeded very well in accordance with the research objectives in using the PBL learning model assisted by media economy mini cards on learning activities. This can be observed from the increase in student activeness in teaching and learning activities from 2 cycles even though at the beginning of learning students are still lacking in each activity but students manage to correct these deficiencies at the next meeting so that they are able to increase student activeness. As for this research, the percentage of student activeness in 2 cycles is in cycle 1 meeting 1 of 62.64% and meeting 2 of 64.26% with a difference of 1.62%, while in cycle 2 meeting 1 of 68.38% and meeting 2 of 76.17% with a difference of 7.79%. From the percentage of the 2 cycles, the difference between cycle 1 and cycle 2 can be obtained, which is 11.91%. In addition, students succeeded in using learning media by accessing media economy mini cards during learning and fully utilizing media economy mini cards for learning activities using each student's cellphone such as viewing materials, ppt, learning videos, and lkpd. By applying a unique media-assisted pbl learning model economy mini card can make students feel less bored and can require students to play an active role in every activity. So in this case, student activeness can be seen from the existence of an interesting learning activity and is able to make it easier for students to observe, ask questions, and be brave in solving existing problems (Dewi & Sri, 2021).

As for the data from the observation of research that has been carried out for 2 cycles, the results show that the implementation of the Learning Model (PBL) assisted by Economy Mini Card Media is successful in improving student learning outcomes in Economics Class X4 SMA Negeri 1 Kepanjen Malang. The learning outcomes obtained by students each meeting managed to get an increase from each meeting by applying LKPD. The learning outcomes obtained are that students are able to improve their ability to think critically and analyze material very well and students can also foster the development of activeness when participating in class learning activities. This is able to have a positive impact on student learning outcomes.

The observation of the learning outcomes produced by students can also be observed in the presence of learning outcomes 1 & 2 done by students at the end of each cycle meeting. Thus it can be said that the PBL Model Assisted with Economy Mini Card Media to Improve Student Learning Outcomes in Economics Lessons was successfully implemented in class X4 SMAN 1 Kepanjen Malang. Learning outcomes 1 and 2 done by students also get an increase from 2 cycles that have been done with a difference in the average value of 3.56 and the difference in the percentage value of completeness of 14.7%.

**Table 6**

*Data on Students' Learning Outcomes*

<b>Learner Learning Outcomes</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
Highest Score	100	100
Lowest Score	60	70
Average	83,23	86,76
Number of Learners Completed	26	31
Number of Learners Not Completed	8	3
Percentage of Completion (%)	76.47%	91.17%

As with the description above, it can be seen that the implementation of the PBL model assisted by Economy Mini Card Media to increase student activeness and student

learning outcomes in economic subjects in Class X4 SMAN 1 Kepanjen Malang went very well and was successfully implemented in accordance with the research objectives and was able to provide increased development in student activeness and learning outcomes at each meeting. Then the teacher is also able to master the PBL Model and be able to foster enthusiasm in students. The PBL Learning Model means the right model to provide satisfactory learning outcomes to students in learning activities, so it can be concluded that the learning model used is based on principles that provide problems to be used as a starting point for learning and as an activity to gain new knowledge and be able to encourage students to be actively involved in classroom learning activities and the teacher is only a facilitator (Negeri et al., 2023). The Economy Mini Card Media used is also able to facilitate students and teachers in learning activities. This can be interpreted that the media and PBL model applied are very appropriate and suitable for use in economic lessons. Learning media is a tool to be able to attract students' attention, so if the teacher applies unique learning media, students will feel excited when participating in learning activities.

## CONCLUSION

Based on the data from the research observations described above which were carried out for 2 cycles of 4 meetings in class X4 SMAN 1 Kepanjen Malang with a total of 34 people, the results can be concluded that the Implementation of PBL Learning Model Assisted Media Economy Mini Card to Increase Student Activeness and Student Learning Outcomes in Economics Lessons SMAN 1 Kepanjen Malang was successfully applied very well by the teacher and the teacher also managed to master the Learning Model and Media applied so that learning activities can be carried out smoothly and get results in accordance with the expected success of teacher performance. This can be seen from the development obtained by the teacher at each meeting, namely in cycle 1 meeting 1 of 90% and at meeting 2 an increase of 95%, while in cycle 2 meeting 1 again experienced an increase of 98% and at meeting 2 experienced a very good increase of 100%.

In addition, the implementation of the PBL Learning Model assisted by Economy Mini Card Media in Economics Lessons at SMAN 1 Kepanjen Malang was also successful for students to increase activeness in each learning activity. The percentage of student activeness obtained at each meeting, namely in cycle 1 meeting 1 amounted to 62.64% and at meeting 2 amounted to 64.26% with a difference of 1.62%, while in cycle 2 meeting 1 amounted to 68.38% and at meeting 2 amounted to 76.17% with a difference of 7.79%. So that the difference between the two cycles can be produced, namely 11.91% and it can be said that in cycle 2 meeting 2 student activeness has succeeded in reaching the success value in accordance with the success indicator, namely 75%. In addition, the existence of lkpd at each meeting is able to foster students to be more critical to express their opinions and input obtained. So that with this, students are able to be actively involved during learning activities.

Meanwhile, the implementation of the PBL Learning Model assisted by Economy Mini Card Media in Economics Lessons at SMAN 1 Kepanjen Malang was also successfully carried out by students to improve learning outcomes. The learning outcomes obtained were the average value of learning outcomes in Cycle 1 of 83.23 and Cycle 2 which successfully increased by 86.76. Meanwhile, when viewed from the percentage of learning outcomes obtained, Cycle 1 amounted to 76.47% and Cycle 2

successfully increased by 91.17%. As for cycle 1 of 34 students there were 26 students who were complete in their learning outcomes and 8 students were not complete, while in cycle 2 there were 31 students who completed their learning outcomes and 3 students who were not complete. So it can be said that student learning outcomes have successfully increased from cycle 1 to cycle 2 with a difference in the percentage of completeness of 62.17%. In addition, student learning outcomes are also seen from the results of lkpd, namely students are able to improve their ability to think critically and analyze material very well at each meeting. This is able to have a positive impact on student learning outcomes.

In this case the researcher can conclude that the Implementation of PBL Learning Model with the help of Economy Mini Card Media to Increase Student Activeness and Student Learning Outcomes in Economics Lessons at SMAN 1 Kepanjen Malang was successfully implemented very well and maximally in teaching and learning activities in class X4 SMAN 1 Kepanjen Malang and succeeded in increasing student activeness and learning outcomes in accordance with the predetermined success indicator of 75%.

### **Limitation**

Classroom Action Research (PTK) conducted in this study was only conducted in Economics Class X4 SMA Negeri 1 Kepanjen Malang. So that for other subjects it has not been carried out and there needs to be careful adjustment and readiness to be able to implement the Problem Based Learning (PBL) Learning Model Assisted with Economy Mini Card Media in order to get optimal results. This Classroom Action Research (PTK) was conducted only 2 cycles in 4 meetings. Cycle 1 was carried out for 2 meetings with each time 1 JP (6 x 40 minutes). While Cycle 2 was carried out for 2 Meetings where Meeting 1 only had time (3 x 30 minutes) because it was held during the month of Ramadan so that the time was reduced and Meeting 2 had time (3 x 40 minutes). In addition, this Classroom Action Research (PTK) was originally only carried out for 1 month due to several activities such as P5 Activities, Midterm Examinations, and Eid Holidays which resulted in delayed research so that this research was carried out for 3 months. With this, this research is less than optimal so that the results of teacher activity, activeness and student learning outcomes are still there that have not achieved success. In this Classroom Action Research (PTK) in learning activities using the Problem Based Learning (PBL) Learning Model with the help of Economy Mini Card Media which requires quite a lot of time so that teachers must be better at managing time and adjusting time during learning activities so that learning goes well in accordance with the lesson plans that have been made.

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