



The use of APE in the Problem-Based Learning Process in English subjects

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Every effective, inventive, and creative educational procedure will result in high-caliber students. Hence, every instructor should be able to instruct using a good, student-friendly learning model so that when learning is implemented, pupils can do so successfully. Apart from selecting the learning model to be utilized, the teacher must have innovative ideas and methods for creating instructional materials that will be delivered to students, especially in English content, if they are to follow the learning process with ease. One of these involves employing educational media. Students will be able to follow the learning process with excitement and fun if appropriate learning materials are used, which will prevent them from becoming disinterested. With the "APE media Secret Food Chain Box," this problem-based learning can be carried out. Problem-based learning, where problems from a lesson are used to help students build their problem-solving skills and also.

Keywords: Use of APE, Problem Based Learning Process, English Lessons

Setiap prosedur pendidikan yang efektif, inventif, dan kreatif akan menghasilkan siswa yang berkaliber tinggi. Oleh karena itu, setiap instruktur harus dapat mengajar dengan menggunakan model pembelajaran yang baik dan ramah siswa sehingga ketika pembelajaran dilaksanakan, siswa dapat melakukannya dengan sukses. Selain memilih model pembelajaran yang akan digunakan, guru harus memiliki ide dan metode inovatif untuk membuat bahan ajar yang akan disampaikan kepada siswa, terutama dalam konten bahasa Inggris, jika mereka ingin mengikuti proses pembelajaran dengan mudah. Salah satunya adalah dengan menggunakan media pendidikan. Siswa akan dapat mengikuti proses pembelajaran dengan semangat dan menyenangkan jika bahan pembelajaran yang tepat digunakan, yang akan mencegah mereka menjadi tidak tertarik. Dengan adanya media APE Secret Food Chain Box, pembelajaran berbasis masalah ini dapat dilaksanakan. Pembelajaran berbasis masalah, di mana masalah dari pelajaran digunakan untuk membantu siswa membangun keterampilan pemecahan masalah mereka dan juga.

Kata kunci: Penggunaan APE, Proses Pembelajaran Berbasis Masalah, Pelajaran Bahasa Inggris

INTRODUCTION

To produce creative students, teachers should strive for creative and innovative learning. A teacher who is successful or successful can be seen from the success of his students, if the students are successful then the teacher is a great teacher (great teacher) teachers who can inspire their students. (Nurdyansyah, 2015), (Musfiqon, 2014) Not only does it inspire the teacher must also have sufficient knowledge according to what is needed. (Husniati et al., 2020)

Problem-based learning is very beneficial for students because it can improve critical thinking skills, and solve their own problems so that they can produce alternative solutions for each problem (Dwiyanto & Surur, 2016), (Johnson & Johnson, 2009), (Nurdyansyah, Siti Masitoh, Bachtiar Syaiful Bachri, 2018). Problem-based learning itself is also a learning model that encourages students to learn actively, expand knowledge. (Komariah, 2011) (Khikmiyah, 2021) In practice students are directly involved in solving problems, outlining the roots of existing problems in order to get good solutions and become independent human beings.

In order to create a learning process that encourages students to build their own knowledge in the teaching and learning process, it is necessary to have a strategy that is able to encourage students to build their own knowledge and learning that emphasizes problem solving. (Pratiwi, 2010), (Andini et al., 2020), (Ali et al., 2021). The objectives to be achieved in this study are: to analyze the effect of using the Problem-Based Learning model on student learning outcomes by using APE media secret food chain box. In English subject in elementary school.

RESEARCH METHOD

This type of research is research using the PTK method (Priyono, 2008), (Berta & Hoffmann, 2020) Before conducting the research the authors made observations, the observations themselves aimed to review the place, find out the willingness of schools to be used as research sites, and after that determine the student population. (Komariah, 2011) Sources of data for this study were students, grade V teachers and colleagues. While the data collection tool used teaching media, English language test sheets, observation sheets and interview guidelines.

The validity of this study uses data triangulation. (N. A. Salim et al., 2021) This technique is carried out using test techniques, interview techniques, and observation techniques. (Wahidmurni, 2017).

RESULT AND DISCUSSION

In this study the teacher applies the Problem-Based Learning Model. This activity is carried out for 45 minutes. The activities carried out by the teacher at stage (1) present the problem, the teacher conveys the learning objectives and the material explained by the teacher. (Mustikawati, 2015), (Burns et al., 2021) (2) dividing students into several groups, these divided groups were formed heterogeneously and then checking the students according to their group (Martínez-Andrés et al., 2017), (Reina et al., 2019) (3) giving assignments to students, namely the teacher instructs students to observe APE English about [Foods and drinks](#) in English subject class V gave discussion sheets to each group, then students worked on the discussion sheets given by the teacher (4) guided students in observing APE, guided students to understand the material and also solved problems given by the teacher. (Morrison et al., 2021) (5) students present their observations and the teacher ensures that each group gets a presentation turn, gives other participants the opportunity to ask questions (6) analyzes and draws conclusions, namely students and the teacher discuss and draw conclusions from the results presentations, students and teachers reflect on the material that has been taught. (Pratiwi & Mangunsong, 2020), (A. Salim et al., 2020)

Quantitative data was obtained from the results of the teacher's assessment of students after carrying out the learning process. The results of teacher assessment data before using APE and after using APE are as follows:

:

Student ID	Pretest Score	Posttest Score
1	45	60
2	55	65
3	50	55
4	40	45
5	65	75
6	70	85
7	55	60

8	60	70
9	70	80
10	45	50
11	75	85
12	50	60
13	60	65
14	65	75
15	55	65
16	40	50
17	65	75
18	50	55
19	60	70
20	75	80
21	55	60
22	70	75
23	45	50
24	65	70
25	60	70
26	50	55
27	75	90
28	55	90
29	60	85
30	70	90
APPROX.	58,5	68,6

Based on the results of the assessment above, it can be seen that there was a fairly high increase before using the average APE value of 58.5 and after using the APE it became 68.6 experiencing an increase of 10.1. This increase shows that the KKM score for School English has been fulfilled, namely: 65.

The observation results stated that 2 out of 5 groups could analyze APE well. They could identify, analyze, explain, and present the results of their discussions to their friends. In addition, other groups were able to make good questions based on their analysis of APE *secret food chain box*.

CONCLUSION

The conclusion from this study is that the problem-based learning process is a learning model in which students actively participate in it because students are required to solve problems given by the teacher. As for the results of the teacher's assessment before APE learning was carried out at 58.5 and became 68.7 after using APE *secret food chain box*. there was an increase of 10.1 points.

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