
Application of Problem Based Learning (PBL) Model in Narrative Text Writing Learning AT Elementary School 101953 Pantai Cermin

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DOI : <https://doi.org/10.56480/jln.v3i3.894>

Received: August 02, 2023

Revised: September 02, 2023

Accepted: September 10, 2023

Abstract

In classroom teaching, the role of the teacher greatly influences the application of the appropriate learning model that engages students' thinking actively. Lecture methods are often used by teachers when instructing students. Therefore, it is necessary to utilize the right methods for effective learning, especially in improving narrative text writing. One proposed solution is to implement a teaching model that can enhance students' narrative text writing. The teaching model in question is Problem Based Learning (PBL). This article discusses the application of the PBL model in teaching narrative text writing. This research aims to explore how the PBL model is applied in teaching narrative text writing in Grade V at SD Negeri 101953 Pantai Cermin. The research methodology employed in this study is qualitative research using a descriptive qualitative research method. Data were collected through research instruments such as observation, interviews, and documentation. Data analysis involved data reduction, data presentation, and drawing conclusions. The results of this study indicate that the application of the PBL model has a significant impact on the success of the narrative text writing learning process. This can be observed through the shift from the traditional lecture method used by teachers in teaching narrative text writing to the more effective Problem Based Learning model. This shift has resulted in a more active and enjoyable classroom environment, with students transitioning from passivity to actively engaging in problem-solving. Therefore, the application of the Problem Based Learning model is highly effective in enhancing students' creativity and the overall quality of learning.

Keywords– Model; Problem Based Learning; Narrative Text Writing Learning



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1. Introduction

Indonesian language learning demands students to engage in one of the language's productive activities, which is writing. Writing, as one of the four language skills, plays a crucial role in daily life, both in educational and non-educational contexts. Writing proficiency is a specialized skill that enables individuals to produce written works. It is the final skill in the sequence after other language skills such as reading, listening, and comprehension, which involve generating written content once all the information and ideas have been acquired through these language skills.

In education, language holds a central role in developing students' intellectual, social, and emotional capacities, serving as a foundation for success in learning across all subject areas. Language learning is expected to help students communicate in their daily lives, express thoughts and feelings, and utilize their imagination and creativity to produce written works (Setya Wibowo, 2015).

When we hear the terms "writing" or "composition," we may associate them with something uninteresting, dull, or even frustrating. This perception is not entirely inaccurate and may be due to a misunderstanding of the essence of the writing concept or perhaps negative experiences with writing instruction in school (Trismanto, 2017). Writing is one of the four language skills that students must master. As part of language skills, writing is a form of communication that allows students to express ideas, thoughts, and feelings in written form (Selatan n.d.).

Based on observations conducted initially, the author found that students' narrative text writing skills were far from the minimum passing grade (KKM) of >70 as determined. The researcher, who directly interviewed the relevant Indonesian language teachers, learned that the students were not yet capable of writing narrative texts as expected and required by the school. Students' ability to write narrative texts was low, and they expressed difficulties in structuring texts to match the content, chosen themes, translating ideas into written form,

organizing coherent and cohesive paragraphs, selecting and using appropriate vocabulary, constructing effective sentences, and applying correct spelling.

Other facts uncovered by the author include: 1) the low quality of the learning process, 2) teachers not using teaching media that engage students with the material, and 3) students' limited vocabulary. Common issues in narrative text writing instruction include students' inability to use proper and correct Indonesian language. In reality, students' daily communication in their environment, which involves using their regional dialects, can influence their written language. This can be seen in their choice of inappropriate words, ineffective sentences, difficulty in expressing ideas due to word selection or sentence construction challenges, and their inability to develop ideas systematically and coherently, in addition to spelling errors.

Given the above-mentioned problems, a teaching model needs to be found that can actively involve students, especially in the Indonesian language subject. Teachers must seek suitable strategies or models for the topics they teach, so that knowledge can be conveyed systematically and enjoyably. One teaching method that can be used to engage students in Indonesian language learning is Problem Based Learning (PBL). Problem-Based Learning (PBL) is an instructional model that presents real-world problems as contexts for students to learn critical thinking and problem-solving skills while acquiring knowledge. Finkle and Torp (1995) state that Problem Based Learning (PBL) is a curriculum and teaching system development strategy that enhances problem-solving and fundamental knowledge and skills by placing students in an active role as problem solvers of unstructured daily issues (Aris Sholihin, 2017).

These problems can be presented by the teacher to the students, jointly by students and the teacher, or by the students themselves, which are then turned into comprehension and problem-solving activities as part of the students' learning process. Thus, PBL is a learning method that focuses on addressing root problems and solving them. The objective of this research is to examine the implementation of the Problem-Based Learning (PBL) model in narrative text writing instruction at SD Negeri 101953 Pantai Cermin.

2. Method

This research was conducted at SD Negeri 101953 Pantai Cermin. The school's address is located in Desa Pantai Cermin Kanan Dusun II, Kecamatan Pantai Cermin, Kabupaten Serdang Bedagai. The choice of this research location was based on the low vocabulary understanding in the area, as the community frequently uses the local dialect. It was also considered by the researcher due to the relatively short distance between the research location and the researcher's place of residence, which helps save transportation costs. The researcher was familiar with the school's situation and conditions and considered the convenience of obtaining data, as there was a close relationship between the researcher and the informants. This closeness made it easier for the researcher to gather information and focus on the issues under investigation.

Primary data sources are the main sources of research, serving as the key to obtaining information. In this research, the primary data sources are the classroom teachers and students of SD Negeri 101953 Pantai Cermin. Secondary data sources include the profile of SD Negeri 101953 Pantai Cermin, student data, facilities and infrastructure data, teacher data, and other related documents and records that are needed to achieve the research objectives.

This research is the result of field research, where data collection was carried out by visiting the research location directly, making preparations beforehand, and then observing, listening, and collecting data in line with the observations made regarding the Implementation of the Problem-Based Learning (PBL) Model in Narrative Text Writing Instruction at SD Negeri 101953 Pantai Cermin. The research falls under the qualitative research category. Qualitative research is guided by thoughts that align with the actual state of affairs and the realities in the natural environment (post-positivism). It is used to review naturalistic target situations, with the researcher as the key instrument. Data collection techniques involve a combination of observation, interviews, and documentation. The results of this qualitative research focus on the overall meaning.

Qualitative research is descriptive in nature, presenting results in narrative form. Qualitative research examines people by listening to what they communicate, relating to themselves and their experiences from the perspective of those being studied.

Furthermore, the approach used in this research is a qualitative descriptive approach, which presents information narratively through observation, interviews, and documentation. Observations were made through the observation of the narrative text writing lessons conducted by the homeroom teacher of Class V-B related to the Implementation of the PBL Model in Narrative Text Writing Instruction in Class V. Interviews were conducted with the homeroom teacher of Class V-B and the students of Class V-B as primary data sources. Documentation will be available in the form of photographs obtained from the research activities that the researcher will conduct at SD Negeri 101953 Pantai Cermin.

3. Result and Discussion

The Use of the Problem-Based Learning (PBL) Model in Narrative Text Writing Instruction at SD Negeri 101953 Pantai Cermin

Based on the observations at SD Negeri 101953 Pantai Cermin, teachers prepare by providing narrative text books to support the effective implementation of the Problem-Based Learning (PBL) model. This is further supported by an interview with Mr. Jumpa Tarigan:

"The school strongly supports learning facilities, such as providing books and printing materials for the learning process."

This preparation yields positive outcomes and enhances students' critical thinking abilities through the application of the Problem-Based Learning (PBL) model in the classroom, along with the effective use of printed media. This approach encourages students to have a deeper understanding of the taught material and enhances their critical thinking skills. This is supported by Mr. Jumpa Tarigan's statement:

"For Grade 11 Qurdis varied learning, we sometimes use the PBL model in narrative text learning because it increases students' enthusiasm for learning and enhances their critical thinking skills."

To support the implementation of the Problem-Based Learning (PBL) model, various preparations are necessary. Based on direct observations of the learning process, teachers prepare teaching materials and instructional tools. This is in line with Mr. Jumpa Tarigan's statement:

"The first thing to prepare is teaching materials, then prepare appropriate instructional tools, and select the relevant problem-solving material for students to discuss."

In conclusion, the use of the Problem-Based Learning (PBL) model in Grade V at SD Negeri 101953 Pantai Cermin aims to bring enthusiasm to students' learning and enhance their critical thinking abilities. The school plays a crucial role in this implementation, providing necessary facilities such as books and printed materials. Teachers, as facilitators in the classroom, also prepare teaching materials, instructional tools, and learning content to support the implementation of Problem-Based Learning (PBL) in the classroom.

However, the implementation of the Problem-Based Learning (PBL) model is not without challenges. Observations reveal that students may lack enthusiasm and easily become bored in the classroom when this model is applied. This is also supported by Mr. Jumpa Tarigan's statement:

"Sometimes students get bored with the stories that are read."

The implementation of the Problem-Based Learning (PBL) model involves several stages, including setting learning objectives, organizing students, guiding them, developing and presenting their work, and finally evaluating students. This is also supported by Mr. Jumpa Tarigan's explanation:

"First, we usually orient students to the problem or explain the learning objectives and the material to be discussed. Second, we organize students for learning by helping define the problem. Third, we guide individual/group investigations. Fourth, we develop and present the results of their work. Fifth, we analyze

and evaluate the problem-solving process and assist students in discussing it."

Teachers face challenges in implementing the Problem-Based Learning (PBL) model, including difficulty in selecting appropriate problem-solving materials, creating social interactions among students, and understanding students' psychological conditions, including their self-confidence. This is supported by Ms. Ana Suliani's statement:

"Selecting problem-solving materials can be challenging because using complex materials may confuse students with lower abilities, leading to passivity during the learning process. However, if the chosen material is too easy, high-ability students may feel less challenged and underestimate the task."

The second challenge is creating good social interactions among students. This is in line with Mr. Jumpa Tarigan's statement:

"Creating social interactions can be difficult because the PBL model is based on group methods or discussions. Teachers may find it challenging to build camaraderie among students because some high-ability students prefer to work alone or take over group tasks to complete them individually. Conversely, low-ability students may hand over group work to high-ability students and not actively participate. Due to these issues, it can be challenging to engage students in discussions during the learning process."

The third challenge is that students' problem-solving abilities often lack self-confidence. This is supported by Mr. Jumpa Tarigan's statement:

"Students often lack confidence in solving difficult problems and may be unwilling to try or give up before attempting to solve them. As a result, teachers need to prompt questions to encourage students to try and solve the assigned problems."

In conclusion, teachers play a vital role in addressing these challenges. As facilitators in the classroom, they provide encouragement to students, create a comfortable learning environment, and are attentive to their students' needs. This is in line with Mr. Jumpa Tarigan's statement:

"Teachers must provide encouragement and motivation to students with lower abilities to encourage them to learn."

Additionally, high-ability students should be further motivated, and they should be willing to invite their lower-ability peers to discuss together."

Furthermore, teachers must ensure that the learning environment is as comfortable as possible. This is supported by Mr. Jumpa Tarigan's statement:

"Creating and fostering a comfortable and peaceful learning atmosphere in the classroom during the learning process."

Lastly, teachers should be sensitive to their students' needs and abilities. This is in line with Mr. Jumpa Tarigan's statement:

"Teachers must be sensitive to their students by observing who has high abilities and who has lower abilities, understanding how to encourage and motivate them."

Overall, teachers play a pivotal role in addressing the challenges of implementing the Problem-Based Learning (PBL) model by providing encouragement, creating a conducive learning environment, and being attentive to their students' needs.

Implementation of PBL (Problem-Based Learning) Model in Narrative Text Learning at SD Negeri 101953 Pantai Cermin

The Problem-Based Learning (PBL) model is one of the teaching methods employed by educators to foster students' abilities, particularly in enhancing critical thinking skills. In the PBL model, students are required to solve real-world problems empirically determined by the teacher. Problem-Based Learning (PBL) is an instructional model wherein learners can gain knowledge from the problems they encounter, leading to solutions and answers, ultimately resulting in new knowledge acquisition for students (Madewana, 2019).

Based on observations and interviews conducted by the researcher regarding the application of the PBL teaching model, it is crucial to have support with the preparation of learning tools or media. In this context, print-based learning media, such as books and narrative texts, are used to facilitate the successful implementation of the teaching model to ensure that the instruction can be carried out effectively. This aligns with the perspective presented by

Suprpto in Afriati (2021) on the significance of learning media to aid educators in achieving their predefined learning objectives. The presence of learning media also assists teachers in implementing the Problem-Based Learning (PBL) model. In this study, concrete learning media were employed in the form of narrative texts. Teachers narrated stories related to specific problem topics to stimulate critical thinking and enhance students' enthusiasm for learning.

Based on observation data and interviews, in addition to learning media, several elements need to be prepared by teachers to support the implementation of the PBL teaching model. These include preparing learning media, ensuring that instructional materials are suitable, and selecting authentic problem topics for discussion. The problem topics chosen by teachers should be authentic, serving the purpose of enabling students to address real-world problems deemed socially important and beneficial for learners since real-world problems cannot be resolved with simple answers (Arends, as cited in Sudarman, 2017).

The implementation of the Problem-Based Learning (PBL) teaching model in this research involves several stages. Based on information obtained from interviews and observations related to the stages or processes of implementing problem-based learning, it is carried out through the following steps: preparing learning media, preparing instructional tools for pre-learning, and selecting suitable topics for discussion by students. The stages of implementing the Problem-Based Learning model include: 1) Student orientation: This phase involves explaining the learning objectives and the topics to be discussed. 2) Organizing students: It entails helping students define the problem and organize their thoughts. 3) Guiding individual/group investigations: Teachers guide students as they conduct their investigations. 4) Developing and presenting results: Students develop solutions and present their work. Analyzing and evaluating the problem-solving process: This step involves analyzing and evaluating solutions and the overall problem-solving process (Madewana, 2019).

However, the implementation of the PBL model is not without its challenges. Some common difficulties faced by teachers include difficulties in selecting appropriate problem topics, creating positive social interactions among

students, and understanding students' psychological conditions, including their self-confidence (Sudarman, 2017).

To overcome these challenges in the implementation of the PBL teaching model, teachers play a vital role. Based on observation and interview data obtained from Mr. Jumba Tarigan, teachers can provide motivation and encouragement to students, create a comfortable and peaceful learning environment, and be sensitive to students' individual needs. These strategies align with the notion that teachers are not only educators but also motivators and counselors who observe students' behavior (Rini Dwi Susanti, 2018).

4. Conclusion

Based on the research conducted on the implementation of the Problem-Based Learning (PBL) Model in teaching narrative text writing at SD Negeri 101953 Pantai Cermin, the following conclusions can be drawn from this synopsis:

The implementation of the Problem-Based Learning (PBL) Model involves several stages, including conveying learning objectives, organizing students, explaining definitions, developing students, guiding and presenting their work, as well as analyzing and evaluating student performance. The application of the PBL Model is carried out through a series of steps. Initially, teachers prepare learning media, such as narrative text compositions, which are provided by the teacher. Then, the teacher explains the material and identifies problems to be addressed using the PBL teaching model. Subsequently, students are divided into groups, and appropriate topics are chosen for discussion.

Based on observational data and interviews collected during the research, it can be concluded that the implementation of the PBL Model significantly impacts the success of the narrative text writing learning process. This is evident in the shift from a monotonous lecture-based teaching model to a more interactive and enjoyable group-based model, namely Problem-Based Learning. This change has proven to be more effective in creating an active classroom environment, and students have transitioned from being passive learners to

actively engaging in problem-solving. Therefore, the application of the Problem-Based Learning Model is highly effective in enhancing students' creativity and the overall quality of their learning.

In summary, the research findings highlight the positive influence of implementing the Problem-Based Learning Model on the success of narrative text writing instruction. The transition from traditional lecture-style teaching to a more engaging and interactive approach has led to increased student participation and improved learning outcomes, demonstrating the effectiveness of the PBL Model in promoting creativity and the overall quality of student learning.

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