

***Application of The Problem Based Learning Model in Indonesian Language  
Learning Class IX E at SMPN 1 Diwek***

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***Abstract***

*This research was conducted with the aim of exploring the effectiveness of using the problem based learning model on Indonesian language learning outcomes for student in grade IX E at SMPN 1 Diwek, Jombang Regency. Researchers found problems in Indonesian language learning implemented by teachers which were still conventional, this factor also had the potential to influence student learning achievement thus, the learning model needs to be updated to achieve success in implementing teaching and learning activities. This research is a qualitative study using field methods, where researchers are directly involved in observations, both regarding the teaching and learning process and conditions in the school. The data collection methods applied include observation, interviews and documentation. The research subjects were students in class IX E at SMPN 1 Diwek Jombang with a total of 31 students and Indonesian language teachers in class IX E. Data analysis in this research included the stages of data collection, data reduction, data presentation and drawing conclusions. The results of this research are that after implementing the problem based learning model on class IX E students, students showed increased contextual understanding through active participation in problem solving, critical thinking, analyzing problems collaboratively, student involvement in increasing their motivation and involvement in the process of learning Indonesian language By implementing a problem-based learning model, it is very effectively implemented in class IX E of SMPN 1 Diwek Jombang.*

***Keywords:*** Learning model, Problem Based Learning

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**Introduction**

The learning model applied in class is one of the factors that influences the quality of learning today. An important part of teaching and learning activities is the learning model. To help students become more active and achieve better learning outcomes, teachers apply learning models during the teaching and learning process. For this reason, the learning model has become mandatory to be used in all subjects, including

Indonesian.

Based on the Minister of Education and Culture Regulation Number 68 of 2013 concerning the Basic Framework and Structure of the Middle School/Tsanawiyah Madrasah Curriculum, the 2013 Curriculum was developed by making improvements to several thought patterns that existed in the previous curriculum. One significant change is the shift from passive learning patterns to active learning. This change in mindset also requires modifications in the learning approach. Assume in the 2013 Curriculum, selected the scientific or scientific approach is the basis for the learning process. By using this approach, it is hoped that students will be able to actively develop their own knowledge through scientific activities such as observation, questioning, and gathering information, thinking/associating, and communicating.

According to (Khoiruman, 2021) Indonesian language subjects, which can be applied directly in everyday life, are considered difficult by some students. (Anzar & Mardhatillah., 2017) also think that one of the main problems faced by students in the Indonesian language learning process is the involvement of material which tends to focus on writing activities. This obstacle can dampen students' enthusiasm for the subject. Nevertheless, some students find learning Indonesian easy because it is closely related to everyday life. However, if it is not studied carefully, it is possible that difficulties in the learning process may arise. (Suhartiningsih, 2022) believes that the role of the teacher also has a significant impact on the student learning process. The teaching methods applied by teachers have an important role in influencing students' learning processes, which can guide students towards improving learning outcomes. (Fahri & Qusyairi, 2019) said that teachers play a key role in improving students' learning abilities and achievements during the teaching and learning process. In agreement with (Cahyono, 2019) the teaching and learning process is an activity that involves students and teachers in exploring students' potential in order to develop their abilities so that they can understand and implement concepts according to the material being studied. revealed that the teaching and learning process involves interaction between students who are learning and teachers who provide learning, uniting the two in educational activities. (Uliyandari et al., 2021) Within the framework of this activity, mutual interaction occurs between teachers and students in learning situations, creating instructional conditions. Therefore, teachers are expected to provide encouragement so that students are active in conveying their ideas and opinions.

The problem that arises is that the majority of students, especially class IX, especially class IX E, have not been able to demonstrate adequate competence in accordance with the established standards of completion when asked by the teacher to practice skills related to the Indonesian language. This obstacle arises due to a lack of understanding and expertise in the Indonesian language, as well as a lack of mental, emotional and cognitive involvement from students. Learning outcomes, especially in Indonesian language subjects, are not yet satisfactory, with many students being passive and students tending to be reluctant to ask the teacher if there is something they do not understand. Apart from that, students' courage to speak is also still lacking. This low level of student learning activity has a negative impact on the achievement of learning outcomes which tend to be low.

According to (Anisa, 2019) although Indonesian language lessons can be applied directly in everyday life, most students find it difficult with Indonesian language subjects and are estimated to experience a decline in their learning abilities. Students

consider that one of the obstacles in understanding Indonesian is that this subject tends to involve many aspects of writing. Due to the difficulties faced in learning Indonesian, students lose enthusiasm for learning. Teachers are expected to be able to create an interesting and enjoyable learning environment to overcome students' learning difficulties. Many students experience difficulty in making progress in understanding Indonesian language learning concepts. Djonomiarjo, T. (2019) said this was caused by a lack of good integration between knowledge acquisition and the learning process, as well as students' difficulties in mastering Indonesian. Students often face obstacles in the Indonesian language learning process, including difficulty understanding texts and mastering language skills in Indonesian subject matter. According to (Narsa, 2021) this is also caused by several different factors, including internal and external factors of students.

A learning model is an effort that can be taken by educators to carry out the teaching and learning process. According to (Agnestina Dewi Sandriya, 2023) the learning model includes a collection of materials and learning steps that involve active participation of students, not just as passive objects. Attention in the learning process is no longer focused on the teacher, but more emphasis is placed on the role of students. The role of the teacher in this case is to facilitate students, so that students have greater space to experience freedom in the learning process. Especially with the implementation of the 2013 curriculum system, students are now expected to be able to understand and master the learning material presented by the teacher, with the aim of achieving the learning targets that have been set.

Thus, this research aims to determine the effectiveness that influences Indonesian language learning using the problem based learning model in Indonesian language learning and what obstacles cause the decline in student learning outcomes, especially in class IX E, which is the focus of this research. It is hoped that the results of this research can provide a detailed understanding of how to optimize the application of the problem-based learning model to improve students' understanding and skills in secondary schools, especially in class IX E as well as what obstacles teachers can evaluate in optimizing classroom learning. This study is also relevant to national education policies which emphasize the development of innovative and results-oriented curricula. Understanding in more depth the factors that influence the implementation of the problem-based learning model is expected to provide a basis for formulating policies aimed at improving the quality of Indonesian language learning, especially in class IX E.

## **Method**

The research was conducted using descriptive qualitative methods. Where researchers collected data directly in the field, namely at SMPN 1 Diwek Jombang. Data collection in this research used observation, interview and documentation techniques. (Creswell, 2013) states that qualitative research usually chooses to collect data from various sources, including observation, interviews, and documentation. The data sources that are the focus of the research are all students of SMPN 1 Diwek Jombang. In this research, samples were taken from class IX E students at SMPN 1 Diwek Jombang, totaling 31 students and Indonesian language teachers from class IX E. The data obtained was based on the topic of the research subject, the researcher utilized data from in-depth interviews, namely in the form of the subject's words and actions at the

time. observation or interview. Using snowball sampling, research subjects were selected using a sampling procedure. Snowball sampling is a sampling method. According to (Lodico, et al., 2010), snowball sampling methodology is a sampling method where the number of data sources is initially small but increases due to research needs. The snowball sampling method is a technique used to continuously seek information from informant to informant, resulting in more comprehensive, extensive and in-depth data. (Creswell, 2013) states that the entire data analysis process attempts to understand textual or visual data. This process is applied in in-depth data studies, data reduction, data presentation, verification and drawing conclusions.

## **Discussion**

An effective learning model is very necessary to foster a positive learning environment and make learning enjoyable, because this has a big role in achieving educational goals. Teachers must be creative in using various appropriate learning methods and teaching materials. Even though this learning model is considered effective and easy to apply, not all learning models can be used to convey learning content. This is done to ensure that learning objectives can be achieved and students do not feel bored, frustrated, or less enthusiastic about learning. There are several obstacles felt by class IX E students in learning Indonesian, namely, students feel bored with the learning delivered by the teacher in class, because students only monotonously listen to and write down the material they receive from the teacher. Students also think that learning Indonesian is very difficult to understand because of the lack of teachers in explaining Indonesian language material in detail. Apart from that, students also feel that teachers lack mastery of innovative learning methods, models and media applied in class so that students do not get bored during learning.

The learning model applied in class is one of the factors that influences the quality of learning. This also helps students become more active and achieve better learning outcomes, with teachers applying learning models during the teaching and learning process. Therefore, the use of learning models is important for all subjects, including Indonesian.

Based on the interview above, it shows the importance of learning models in the learning process. The learning model functions as a framework or pattern that educators use to create curriculum, compile learning resources, and provide direction to educators regarding effective teaching methods. Because students are humans, or people with a lot of potential who need guidance and are willing to take useful skills from a teacher. Therefore, a teacher must have his own strategy in helping students develop their critical thinking skills through the use of certain learning models.

Teachers can use various approaches, especially at SMPN 1 Diwek, to help students improve critical thinking skills when learning Indonesian. One of these approaches is to use a problem-based learning model. Teachers need to pay attention to this in order to create an environment where students actively participate in learning. Through this learning model, students can develop critical thinking and problem solving skills and gain knowledge. In this learning model students actively participate in the learning process and receive real experience in solving problems.

Different from the definition of problem based learning (PBL) which is developed by assigning students problems based on their experiences in everyday life,

Mrs. Sunarini, S.Pd. states that problem based learning (PBL) is a learning model that begins by giving problems to students. Then, students solve challenges to learn something new.

Based on the results of the interview above, the author draws the conclusion that one learning model that makes it easier for educators to develop students' critical thinking skills is problem based learning (PBL). Where in this learning model students receive training in problem solving and performance in positions like adults in general.

The following is an effective problem based learning (PBL) learning model in Indonesian language subjects at SMPN 1 Diwek Jombang according to Mrs. Sunarini, S.Pd. who teaches Indonesian language subjects in class IX E; as Indonesian language teachers, we use this approach in the learning process. Before starting learning, we first prepare learning materials, communicate the learning objectives that will be taught, and explain the benefits of the material presented to students. Next, we introduce the procedures for implementing the problem-based learning model to students. However, we begin by using lecture and reflection techniques to review material from previous meetings, followed by instructions for students to respond to a series of questions. After answering the questions given, we divided students into several groups based on learning resources, where students were given problems to present to each group to find solutions. This model is excellent in helping students improve their critical thinking skills.

From the interview above, it is clear that the Indonesian language teacher at SMPN 1 Diwek uses a learning-based paradigm before carrying out learning activities. This can be seen in teachers preparing learning resources first, communicating learning objectives related to the content to be discussed and the advantages of the material before implementing a problem-based learning model so that students can solve problems well and critically. Because learning can be less effective and enjoyable when students are not aware of the processes in the model. To deliver material and reflect on previous learning, teachers use the lecture method at the beginning of the learning process. This allows them to gauge students' level of understanding and gain a detailed understanding of their needs and preferences, which helps them plan better teaching at the next meeting. The teacher then instructs students to answer several questions. After that, the teacher divides the students into several groups. When all students have been divided into groups, students discuss or exchange ideas regarding a problem given by the teacher. During the process, the teacher gives students the opportunity to ask what students don't know about the problem given. Finally, the teacher and students involved end the learning process by providing clarification and drawing conclusions from the teacher. This allows students to learn problem-based collaboration with groups when implementing the learning model, and raises students' enthusiasm for learning directly and has implications for improving students' critical thinking. Students will become active and have a sense of responsibility for the problems given by the teacher.

As explained by Mr. Siswoko, S.Pd. as principal of SMPN 1 Diwek Jombang. One applies a problem-based learning approach, and as a result of this approach, students gain many benefits. This education can foster a culture where students actively debate and challenge the concepts they understand within peer groups.

Based on the quote from the interview results above, it can be seen that by applying the learning model, students can be encouraged to learn by working together

in groups and with their friends using this problem-based learning approach actively. Because one of the key components of the learning process is student participation. This problem serves as a reminder that learning exercises are designed to help students solve and take responsibility for teacher-imposed difficulties. If students are actively involved in the learning process, it is likely that learning will be successful.

Apart from interviewing the Indonesian language teacher for class IX E about the application of the problem based learning (PBL) learning model in Indonesian language learning, the author also conducted interviews with a number of class IX E students, including: teachers often give challenges to the group that we must overcome during the process. learning Indonesian, which is a common occurrence in real life. We apply all knowledge and critical thinking skills to solve problems so that they can be resolved. In addition, by working together to solve these problems, groups are paired and taught to be the ones to take responsibility and gain new information and experiences.

A similar thing was expressed by one of the class IX E students regarding the effectiveness of the teacher's use of the problem based learning (PBL) learning model in learning Indonesian. We often solve problems when learning Indonesian. Learning becomes more meaningful because we feel ready to face difficulties by using our cognitive abilities and understanding the subject matter more easily. In our opinion, learning will be more fun if we can solve these problems because this provides the experience of learning something new.

Researchers can conclude that these problems are a starting point for students to learn and solve difficulties as a group based on interviews conducted with teachers and a number of students. When problems are raised or imposed on students, these are real and common challenges that they face every day. So that students are able to take responsibility, gain new knowledge, and solve problems, and are able to apply all their knowledge and analytical skills.

Based on the results of the first observation carried out in class IX E of SMPN 1 Diwek Jombang, the learning process was still teacher-oriented and had not obtained the desired results. The problem that arises from this learning approach is the tendency of students to be passive, only receiving information at that time, without any real response. Many students are more interested in talking to their own friends during learning, while students are given less opportunities to convey their understanding or express a desire to ask the teacher. Apart from that, students' interest and motivation towards Indonesian language lessons is very low. Thus, it can be concluded that many students face difficulties in understanding the material being taught.

In the problem based learning model, the teacher's role is more like a guide and facilitator. Before students learn a concept or topic, they must identify a problem, either related to a real situation or through case analysis, focus on a learning approach that emphasizes the role of students (student-centered learning), invite students to recognize learning strategies and collaborate in groups to find solutions to real world problems. The use of problem stimuli aims to stimulate students' curiosity before they start studying a topic. After carrying out the second observation carried out by researchers in class IX E, the teacher implemented problem based learning (PBL) with the stages implemented in class IX E SMPN 1 Diwek Jombang as follows:

1. Phase 1: Conduct problem orientation to students  
Namely, the teacher explains the learning objectives, provides information about the equipment and materials needed to solve problems, and provides encouragement

to students so that they are interested and participate actively in the problem solving process.

2. Phase 2: Organizing students to learn  
Namely, the teacher guides students in determining and organizing learning so that it is related to problem solving.
3. Phase 3: Support the investigative group  
Namely, the teacher invites students to look for relevant information, carry out experiments, and look for explanations and solutions to problems.
4. Phase 4: Analyze and evaluate the problem solving process  
Namely, the teacher guides students in reflecting on the results of their investigations and the learning process that has been undertaken.

The stages of the problem-based learning model implemented consist of the opening, core activity and closing phases. In the opening phase, the steps include praying together, percentage, motivation, apperception, conveying basic competencies, learning objectives, and indicators of KKM achievement. The core stage involves five steps, including (1) introducing students to the problem, (2) organizing students for the learning process, (3) guiding the investigation both individually and in groups, (4) developing and presenting the work, and (5) evaluating and analyzing the problem solving process. In the closing stage, students together make a summary of the results of the discussion of the material. During the implementation of the action, observation activities were also carried out. The observation stage involves recording all activities and reactions that occur, using observation sheets and interviews as a means of collecting data, assessing the achievement of research objectives and indicators of success, evaluating the effectiveness of time, activities and process implementation, and comparing the results obtained with the overall effectiveness of the process. . Based on the research results, the elements that have an impact on the Indonesian language learning process using problem based learning in class IX E are as follows:

1. Student abilities  
The level of students' Indonesian language skills can influence the extent to which they can follow the problem based learning model. As happens in teaching and learning activities in class XI E, each student has different abilities related to potential abilities and knowledge of learning Indonesian.
2. Educator Experience  
The teacher's experience and skills in implementing problem based learning can influence its effectiveness. Trained and experienced educators can better facilitate the problem based learning process effectively.
3. Availability of Resources  
The availability of resources such as teaching materials, technology and references can influence the implementation of problem based learning. Adequate resources can enhance students' learning experiences.
4. Principal support  
Support from the school principal can play an important role in the successful implementation of problem based learning in Indonesian language learning for class IX E. This support includes understanding, training and collaboration between the principal and teachers.
5. Student Motivation  
The level of students' motivation towards learning Indonesian can influence the

extent to which they are involved in the problem based learning model which tends to be more effective when students feel motivated to overcome problems and challenges in learning Indonesian.

6. Technology Readiness

Problem based learning often involves the use of technology as a supporting tool. The readiness of technological facilities in schools can influence the extent to which problem based learning can be implemented effectively.

The application of the problem based learning model in class IX E of SMPN 1 Diwek Jombang has a good effect on student learning progress, including:

1. Increased student understanding

Students engage in problem solving related to everyday life, allowing them to relate knowledge to more relevant contexts.

2. Increased student involvement

Students are actively engaged in problem identification, analysis, and solving, increasing their motivation and engagement in learning.

3. Developing students' problem solving abilities

Students are invited to develop problem solving, critical thinking and analysis skills. They learn how to solve problems and formulate solutions independently or in collaboration with friends.

4. Increasing students' communication skills

Students are involved in presenting their findings, both orally and in writing. This helps improve communication skills, both in conveying ideas and listening to classmates.

5. Increased student learning motivation

Students tend to be more motivated because they see the relevance and purpose of learning. Problem based learning provides interesting challenges and motivates students to explore the material more deeply.

6. Increase student understanding

Through investigation and problem solving, students gain a deep understanding of Indonesian language concepts. They can relate theory to practical applications in the context of everyday life.

## **Conclusion**

Overall student participation experienced a positive increase, reflecting the growing interest and enthusiasm when following the Indonesian language learning process using a problem based learning approach. This increase reflects students' positive response to the learning process, along with the concept that problem-based learning involves interactions between stimuli and responses, forming an interplay between the learning process and the environment. The implementation of this learning method has a positive impact on the achievement of student learning outcomes in class IX E. The stages of the problem based learning model, which consist of opening, core activities and closing, are implemented well. Meanwhile, observation activities, which include recording all activities and reactions, using observation sheets and conducting interviews, evaluating the effectiveness of the implementation time and process, are carried out during the implementation of the action. Factors that influence Indonesian language learning with problem based learning in class IX E involve student ability, educator experience, availability of resources, school principal support, student



motivation and technology readiness. Overall, the results of this research provide a comprehensive picture of the implementation of problem based learning in the context of Indonesian language learning in class IX E, as well as the factors that can influence its success. The problem based learning model has a good effect on the learning progress of class IX E students at SMPN 1 Diwek Jombang.

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