

***Application of Problem Based Learning Model in Learning to Writing Response
Texts in Grade IX of Smp Negeri 6 Semarang***

Wahyu Adi Nugroho¹, Siti Ulfiyanti², Theresia Danik Kristanti³, Ngatmini⁴
^{1,2,4} Universitas PGRI Semarang, ³SMP Negeri 6 Semarang

Corresponding Author : ¹ suksesselalu914@gmail.com

Abstract

The purpose of this study was to determine the application of the problem based learning model in learning to write response texts for class IX of SMP Negeri 6 Semarang. The method used is qualitative description, using data sources in the form of interviews, observations, and documentation. Qualitative research was chosen because it was able to carry out an intensive approach between resource persons and researchers in the field directly. The results of this study are that the factors of the Problem Based Learning (PBL) model in response texts are contextual learning, implementation of the Merdeka curriculum, implementation of the Cultural Responsibility Teacher (CRT). The steps in learning response texts in the Problem Based Learning (PBL) model are making Student Worksheets (LKPD), implementing work groups, presenting group work results. Meanwhile, the benefits of learning response texts with the Problem Based Learning (PBL) model are that students in class IX of SMP Negeri 6 Semarang are able to think critically and students in class IX of SMP Negeri 6 Semarang are able to apply creativity values in working on response texts based on the Problem Based Learning (PBL) model.

Keywords : learning model; problem based learning; response text.

Article history

<i>Received:</i>	<i>Revised:</i>	<i>Accepted:</i>	<i>Published:</i>
07-09-2024	25-10-2024	15-11-2024	22-12-2024

Introduction

Education plays a crucial role in the formation and development of individual potential. In this era of globalization, education is not only focused on the transfer of knowledge, but also on developing the skills needed to face the challenges of everyday life. One learning approach that is considered effective in preparing students to face the complexities of the real world is Problem Based Learning (PBL).

PBL is a learning model designed to help students develop problem-solving skills, critical thinking, and analytical skills. In this model, educators present problems that are relevant to real-world situations, encourage students to actively explore solutions, increase knowledge, and develop self-confidence. Widyasari (2024) mentions several advantages of PBL, including: (1) facilitating students' understanding of the material, (2)

increasing students' knowledge by exploring new concepts, (3) encouraging active involvement in the learning process, (4) helping students apply knowledge in real-life situations, and (5) developing critical thinking skills and improving students' skills.

In the context of learning Indonesian at the Junior High School (SMP) level, writing skills are one of the main focuses that often cause difficulties for students. Nasution (2024) stated that of the four main skills in Indonesian (listening, speaking, reading, and writing), students often have difficulty in writing, especially in processing vocabulary to write response texts.

Writing critical response texts is one of the skills that must be mastered by junior high school students. According to Heavenlim (2020), critical response texts contain critical responses to a problem that occurs around them, based on critical thinking supported by facts and reasons. This text can be in the form of criticism, support, statements of agreement or disagreement, and good or bad assessments of a problem accompanied by logical reasons.

Based on pre-research observations at SMP Negeri 6 Semarang, especially in grade IX, several challenges were found in learning to write response texts. These problems include low writing skills, weak critical thinking skills, lack of student activity and motivation during the learning process. For example, when given the opportunity to ask questions, students tend to be passive. However, when given assignments, they have difficulty completing them independently and often rely on help from friends.

Given the advantages of PBL in developing critical thinking and problem-solving skills, this study aims to examine the application of the PBL model in learning to write response texts in class IX of SMP Negeri 6 Semarang. Specifically, this study will investigate the factors underlying the implementation of PBL in this context, analyze the steps of implementing PBL in learning response texts, and evaluate the benefits obtained from this approach.

This study is expected to provide a significant contribution to the development of effective learning strategies to improve response text writing skills. By combining the principles of PBL with writing learning, it is hoped that students can not only improve their writing skills but also develop critical thinking skills that are essential to face future challenges.

Through this study entitled "Implementation of the Problem Based Learning Model in Learning to Write Response Texts for Class IX of SMP Negeri 6 Semarang in the 2023/2024 Academic Year", it is hoped that new insights can be obtained about the effectiveness of PBL in the context of learning Indonesian, especially in improving response text writing skills. The results of this study are expected to be a reference for educators in developing learning strategies that are more effective and relevant to the needs of students.

Method

This study uses a qualitative method with a descriptive approach to describe the application of the Problem Based Learning (PBL) model in learning to write response texts in class IX of SMP Negeri 6 Semarang in the 2023/2024 academic year. This method was chosen referring to Sugiyono (2017:15) in Nisaiyah (2023), which emphasizes the importance of a deep understanding of natural phenomena in the context of education.

Data collection was carried out through three main methods: observation, interviews, and documentation. Observations were made during the learning process using observation sheets that were systematically designed, allowing researchers to directly observe the application of the PBL model in the classroom. Interviews were conducted with Indonesian language teachers and students to gain in-depth insight into their experiences with the PBL method. Documentation includes analysis of the Learning Implementation Plan (RPP), student work, and Student Worksheets (LKPD).

To assess students' ability to write response texts, researchers used LKPD as the main instrument. Students were given the task of writing response texts based on contextual problems presented according to the PBL steps. The assessment is carried out based on predetermined criteria, covering aspects such as text structure, language use, and logical arguments.

Data analysis uses triangulation techniques, combining and comparing data from various sources (observations, interviews, and documentation) to ensure the validity and reliability of the findings. This process involves organizing data, identifying emerging patterns, and interpreting them to answer research questions. The use of triangulation allows researchers to gain a more comprehensive and accurate understanding of the application of PBL in learning to write response texts.

Results and Discussion

1. Factors Underlying the Implementation of the Use of Problem Based Learning (PBL) in Writing Response Texts

The underlying factor for the use of Problem Based Learning (PBL) in writing response texts is seen from the ability of students to write response texts for grade IX which is less than optimal, this is what prompted this research to be conducted in grade IX. The use of the Problem Based Learning (PBL) model is very necessary because learning is now technology-based which requires teachers to be more creative and innovative so that students are more enthusiastic in participating in learning. The conventional teaching and learning system, which is only lectures or summarizing books, is now lazy, therefore by using the Problem Based Learning (PBL) model, students are expected to be more enthusiastic about exploring problems about response texts so that their minds seem to be taking action in accordance with the problem process of the Problem Based Learning (PBL) model in writing response texts.

a. Contextual Learning

Contextual learning in response text material is learning that relates to empirical life. This can make students able to find positive values and real life principles. In essence, education must be practical, meaning that the theories obtained in this case are response text material that can be applied maximally in a realistic way in life. Response text learning in class IX of SMP Negeri 6 Semarang is learning that integrates into real life, so that students are able to know the nature of response texts that can be applied practically.

Contextual learning is an integrated system that is interrelated and contains the principle of dependency between educators, students, society, and the surrounding environment. This allows them to build relationships in every activity they do. This principle of dependency requires schools to become a life system consisting of various elements such as chefs, teachers, students, sweepers, gardeners, administrative staff,

bus drivers, secretaries, parents, friends, and the community. All of these elements form a unified learning environment that is interconnected (Nilasari, 2016).

b. Implementation of Independent Curriculum

The implementation of the Independent Curriculum at SMP Negeri 6 Semarang can be seen from how learning is organized at school. This study highlights the main aspects of the Independent Curriculum such as diagnostic assessment, preparation of teaching modules, implementation of learning in grade IX, and the Pancasila student profile strengthening project. However, the implementation of diagnostic assessment in this school still shows shortcomings. Grade IX teachers only rely on previous grades as a reference for subsequent learning, indicating a lack of understanding of the importance of diagnostic assessment in supporting effective learning. (Alimuddin, 2023)

SMP Negeri 6 Semarang has implemented the Independent Curriculum since 2021. This is a form of implementing instructions from the Ministry of Education and Culture and the Semarang City Education and Culture Office. In implementing the Independent Curriculum, schools always prioritize the values of learning independence, student creativity, and adopting relevant cultures in the context of education. The Independent Curriculum is essentially a set of learning that provides learning independence, so that in relation to learning response texts, students are able to provide creative improvisation and innovation in analyzing, examining, reviewing, and thinking critically about all phenomena that occur in society.

c. Implementation of Culturally Responsive Teaching (CRT)

Culturally Responsive Teaching refers to using students' habits, characteristics, experiences, and perspectives as a basis for improving classroom teaching. This approach aims to help students appreciate, accept, and strengthen their cultural identities, not just to improve learning achievement. This approach not only prioritizes the values of cultural diversity, but also supports progress in science, increases participation, and enriches students' knowledge. (Fitriani, 2024)

In implementing the creation of response texts, students in class XI of SMP Negeri 6 Semarang apply the Culturally Responsive Teaching (CRT) approach. This is based on the fact that culture-based learning is able to improve critical thinking towards phenomena that occur in society contextually. So it can be expected that learning response texts will be a means for students to take positive cultural values, phenomena that occur in society. This is because society is a place of cultural production, while schools are a means to preserve culture through learning response texts based on the Problem Based Learning (PBL) model.

2. Implementation Process

a. Educators create Student Worksheets (LKPD)

The process of implementing Problem Based Learning (PBL) in learning response texts in class IX of SMP Negeri 6 Semarang. The first thing to do is to create a Student Worksheet (LKPD). The Student Worksheet (LKPD) is a guide from educators in giving assignments to students. In the Student Worksheet (LKPD) there are instruments that must be done by students. So that the Student Worksheet (LKPD) becomes a relevant reference for educators or students in doing assignments. In learning response texts in class IX of SMP Negeri 6 Semarang, educators first create Student Worksheets (LKPD). This is an obligation for educators in the realm of learning instruments. For

example, assignments provide criticism, suggestions, solutions to phenomena that occur in the community environment. This makes students think critically, creatively, and are able to integrate into realistic life.

The Student Worksheet (LKPD) is a guide for students that is used to develop cognitive aspects and as a guideline in developing all aspects of learning. Student Worksheets (LKPD) function as a guide to investigate or solve problems according to the learning achievement indicators that must be achieved. Student Worksheets (LKPD) are learning tools consisting of a series of questions and information designed to understand complex ideas, as well as guide students in carrying out activities systematically. Student Worksheets (LKPD) are stimuli or guides from teachers that are presented in writing in learning. In writing it, it is necessary to pay attention to the criteria for graphic media as a visual media to attract students' attention. The contents of the Student Worksheets (LKPD) must pay attention to the elements of writing graphic media, material hierarchy, and selecting questions efficiently and effectively. (Effendi, 2021)

b. Create Group Assignments

In group discussions, the teacher directs the group by guiding students who are discussing to solve the problems given. During the discussion, many students are enthusiastic and excited. After that, one of the groups presents the results of their work, especially the group that has never presented the results of their discussion. In this session, many students ask questions, provide responses, and answer. They are more confident in expressing their respective opinions. The researcher also provides opportunities for students who are not yet active and motivates them. (Furoida, 2023) In the group assignment of class IX SMP Negeri 6 Semarang, students are expected to be able to understand the material presented by the educator related to the points explained in the learning. Group assignments begin by dividing the groups into fair numbers. Then, each group is given an assignment in the form of phenomena that occur in society, then each group is given an assignment to analyze, criticize, and provide an assessment of the phenomenon. The results of the group assignment are proven in the Group Paper Sheet.

c. Presentation of Group Results

Based on the actions that have been taken, the results are very effective because they are related to the impacts that have been explained previously. In addition, the purpose of this action is for students to be able to write response texts (both praise and criticism) by paying attention to the correct structure and language. Based on the responses from colleagues, the results obtained were that the learning activities carried out had been assessed well, able to increase active participation and enthusiasm of students during group discussions and during presentations. (Handayani, 2024)

After students in grade IX of SMP Negeri 6 Semarang have conducted group discussions related to response texts. The next step is, each group presents the results of their group work in a group worksheet. The second step, each group makes a presentation in front of the class. This is certainly to increase public speaking confidence, and cohesiveness in working in groups. Group presentations in front of the class are a manifestation of individual and group responsibility related to the results

of their discussions in learning response texts to phenomena that occur in society realistically.

3. Benefits of Learning Response Texts in the Problem Based Learning (PBL) Model

a. Improving Critical Thinking Skills

One of the learning models that can be used by teachers to improve critical thinking skills is Problem Based Learning (PBL). Teachers can design learning by providing problems that involve students' thinking skills and involve the process of analyzing based on real and actual problems. Each learning model certainly has its own advantages. According to Yulianti & Gunawan (2019) the Problem Based Learning (PBL) learning model has advantages. The advantages of this learning model are: 1) in this model problem solving is good enough to understand the contents of the lesson, 2) problem solving in this model takes place during the learning process, challenging the abilities of students and providing satisfaction to students, 3) this model can improve learning activities, 4) can help the transfer process of students to understand problems in everyday life, 5) can help students to develop their knowledge and to be responsible for their own learning, 6) to help students understand the nature of learning as a way of thinking that is not just understanding learning based on textbooks, 7) can create a learning environment that is fun and enjoyed by students, 8) allows applications in the real world, 9) can stimulate students to learn continuously.

b. Improving Creativity

One of the efforts to improve students' creative thinking in Indonesian language subjects is by using learning models. The Problem Based Learning (PBL) model can be applied in Indonesian language learning because its stages, such as orientation, organization, investigation, presentation, analysis, and evaluation, help students find and discover their own material or answers according to the problems given. Thus, the aspects of students' creative thinking that are still weak can be improved. Therefore, students are required to think creatively in finding answers to the material being studied. (Abdurrazak, 2016)

Learning response text with the Problem Based Learning (PBL) model in class IX makes students discover creativity. This can be proven by the independence of learning in solving or working on response text assignments. Students are able to integrate real life problems or issues with response text material. Therefore, Problem Based Learning (PBL) learning in class IX of SMPN 6 Semarang is able to provide freedom of creativity to students, this is certainly a form of implementation of the theory of Teaching and The Right Level (TaRL) and Cultural Responsibility Teacher (CRT).

Conclusion

Based on the results of this study, it can be concluded that the factors of the Problem Based Learning (PBL) model in response texts are contextual learning, implementation of the Merdeka curriculum, implementation of the Cultural Responsibility Teacher (CRT). The steps in learning response texts in the Problem Based Learning (PBL) model are making Student Worksheets (LKPD), implementing work groups, presenting group work results. Meanwhile, the benefits of learning

response texts with the Problem Based Learning (PBL) model are that students in class IX of SMP Negeri 6 Semarang are able to think critically and students in class IX of SMP Negeri 6 Semarang are able to apply creativity values in working on response texts based on the Problem Based Learning (PBL) model.

References

- Widyasari, D., Miyono, N., & Saputro, S. A. (2024). Peningkatan hasil belajar melalui model pembelajaran problem based learning. *Jurnal Inovasi, Evaluasi dan Pengembangan Pembelajaran (JIEPP)*, 4(1), 61-67.
- Nasution, J. S., Nadhifah, D., Azhari, W., & Munthe, A. R. (2024). Peningkatan Keterampilan Menulis Teks Prosedur Melalui Penggunaan Media Video. *Sinar Dunia: Jurnal Riset Sosial Humaniora dan Ilmu Pendidikan*, 3(2), 228-235.
- Heavenlim, N. R., Abdussamad, A., & Wartiningsih, A. (2020). Pembelajaran Menulis Teks Tanggapan Kritis Pada Peserta didik Kelas IX SMPN 8 Pontianak. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 8(3).
- Saputra, D. A., Mudzanatun, M., & Arisyanto, P. (2023). Nilai-Nilai Karakter dalam Film Animasi "Si Entong" bagi Penerapan Karakter Siswa. *Cerdas Mendidik*, 2(2).
- Nisaiyah, Z., Wismanto, A., & Nayla, A. (2023). Penerapan Model Problem Based Learning dalam Pembelajaran Menulis Teks Prosedur Berbasis Kontekstual pada Peserta Didik Kelas VII SMPN 1 Rowosari Kendal Tahun Pelajaran 2022/2023. *Teks: Jurnal Penelitian Bahasa, Sastra, dan Pengajarannya*, 8(2), 284-294.
- Nilasari, E., Djatmika, E. T., & Santoso, A. (2016). Pengaruh penggunaan modul pembelajaran kontekstual terhadap hasil belajar siswa kelas V Sekolah Dasar (Doctoral dissertation, State University of Malang).
- Alimuddin, J. (2023). Implementasi kurikulum merdeka di sekolah dasar. *Jurnal Ilmiah Kontekstual*, 4(02), 67-75.
- Fitriani, R., Untari, M. F. A., & Jannah, F. M. (2024). Implementasi Pendekatan Culturally Responsive Teaching (CRT) dalam Proyek Penguatan Profil Pelajar Pancasila di Sekolah Dasar. *Jurnal Basicedu*, 8(3), 1927-1940.
- Effendi, R., Herpratiwi, H., & Sutiarto, S. (2021). Pengembangan LKPD matematika berbasis problem based learning di sekolah dasar. *Jurnal basicedu*, 5(2), 920-929.
- Furoida, W., & Abdullah, A. (2023). Peningkatan Hasil Belajar SKI melalui Model Pembelajaran Problem Based Learning (PBL) pada Siswa Kelas XI MAN 1 Kota Probolinggo. *Prosiding Pendidikan Profesi Guru Agama Islam (PPGAI)*, 3(2), 803-811.
- Handayani, N., & Abdulkarim, A. (2024). Value learning: integrasi modal sosial bermuatan nilai kearifan lokal tradisi perang topat melalui pembelajaran IPS. *Didaktika: Jurnal Kependidikan*, 13(1), 1051-1062.

- Yulianti, E., & Gunawan, I. (2019). Model pembelajaran problem based learning (PBL): Efeknya terhadap pemahaman konsep dan berpikir kritis. *Indonesian Journal of Science and Mathematics Education*, 2(3), 399-408.
- Abdulrozzak, R. (2016). Pengaruh model problem based learning terhadap kemampuan berpikir kreatif siswa (Doctoral dissertation, Universitas Pendidikan Indonesia).