



Journal home page: <http://ajarcde-safe-network.org> ISSN 2581-0405

Implementation of Problem-Based Learning (PBL) Model in Indonesian Language Teaching for Grade IV Primary School Students

Amalia Tri Ariani, Amanda Diva Fidiat, Dianita Ayu Permata, Andika Hilda Rizki, Wahyu Sukartiningsi, Zulfin Rachma Mufidah

¹Elementary School Teacher Education, Faculty of Education, State University of Surabaya, East Java, Surabaya, 60231, Indonesia

ARTICLE INFO

Article History:

Received: 30 March 2025

Final Revision: 07 May 2025

Accepted: 09 May 2025

Online Publication: 19 May 2025

KEYOWRDS

Problem-Based Learning, Indonesian Language Learning, Primary School, Speaking Skills, KKTP

CORRESPONDING AUTHOR

*E-mail: amaliatri.23076@mhs.unesa.ac.id

A B S T R A C T

The study aims to analyze the application of the Problem-Based Learning (PBL) learning model in teaching the Indonesian Language in class IV SDN Lidah Kulon 1 Surabaya. The background of this research departs from students' low interest and attention to Indonesian language learning, especially in speaking skills, caused by the dominant use of the lecture method. The research method used is qualitative with data collection techniques in the form of observation, interviews, and documentation. The results of this study show that the application of the Problem-Based Learning (PBL) model helps increase students' active involvement, strengthen critical thinking, and improve learning outcomes following the Criteria for Achieving Learning Objectives (KKTP). With proper planning, implementation, and evaluation, the Problem-Based Learning (PBL) model effectively created a more interactive and meaningful learning atmosphere for students.

Contribution to Sustainable Development Goals (SDGs):

SDG 4: Quality Education

1. INTRODUCTION

1.1. Research Background

Along with the changing times, the content and format of education have also progressed. This is in line with the improvement of the human mindset regarding education. Over time, the understanding of education has also developed. Lawa No. 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and teaching process that enables learners to develop their potential actively.[1] This includes forming religious spiritual strength, self-control, good character, morals, and skills needed for oneself, society, nation, and state. Education is important in improving the quality of human life as social beings. Through education, people can be influenced to change their attitudes and ways of thinking for the better.

Based on observations made by researchers in class IV of SDN Lidah Kulon1 Surabaya, it appears that in learning, especially Indonesian language lessons, many students show low interest and attention to the teacher teaching. This phenomenon can be seen in students who often appear sleepy, daydream, and lack concentration when completing tasks.[2]

This condition has a negative impact on the achievement of the Learning Objective Achievement Criteria (KKTP). Out of 29 students, only 17 have achieved it, while 12 other students have not. Until now, students' interest in Indonesian language subjects, especially in speaking skills, has been very low.[3] This is due to the selection of inappropriate learning models, where teachers predominantly use the lecture and assignment method.[4]. Although lectures and assignments can be effective in the learning process, teachers tend to only emphasize the theoretical aspects of Indonesian language lessons and only focus on lectures without explaining further or encouraging students to think critically and provide opportunities to speak or express their



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License
Published under licence by SAFE-Network

opinions. In this situation, assignments are seen as a supplement that has little effect on learning.

The description of the problem requires improvement in the learning process of Indonesian language, especially in the aspect of speaking skills. This includes improvements to teaching methods that are appropriate to the material and the situation of the students, not just giving lectures and asking students to record the material.

Based on the previous information, the researcher is interested in exploring "Implementation of Problem-Based Learning (PBL) Model in Indonesian Language Teaching for Grade IV Students of SDN Lidah Kulon 1 Surabaya". This research aims to implement the Problem-Based Learning (PBL) model in Indonesian language lessons offered to SDN Lidah Kulon 1 Surabaya.

Referring to this background, the main questions in this study are: (1) How does the fourth-grade teacher of SDN Lidah Kulon 1 Surabaya plan Indonesian language teaching using the Problem-Based Learning (PBL) model?; (2) How does the implementation of Indonesian language teaching using the Problem-Based Learning (PBL) approach in the fourth grade of SDN Lidah Kulon 1 Surabaya?; (3) How does the evaluation of Indonesian language teaching using the Problem-Based Learning (PBL) model in the fourth grade of SDN Lidah Kulon 1 Surabaya?

1.2. Research Objective

The purpose of this research is to analyze and explain about: (1) Indonesian language teaching planning by applying the Problem Based Learning (PBL) learning model by the fourth grade teacher of SDN Lidah Kulon 1 Surabaya; (2) Implementation of Indonesian language teaching using the Problem Based Learning (PBL) model in class IV SDN Lidah Kulon 1 Surabaya; (3) Assessment of the learning process of fourth grade students in Indonesian language subjects applied with the Problem Based Learning (PBL) learning model.

2. RESEARCH METHODS

This research adopts a qualitative approach that is carried out in natural conditions. According to Sugiyono, qualitative research is defined as a method based on the philosophy of positivism, used to investigate objects in natural conditions, as opposed to the experimental approach, where the researcher functions as the main instrument.[5] Data collection is done by purposive and snowball sampling, and combined techniques are applied in data collection, with inductive or qualitative data analysis. Findings from qualitative research focus more on meaning than on generalization [6]

This research was conducted at SDN Lidah Kulon 1 Surabaya, which is located at Jl. Raya Lidah Kulon No. 10, Lakarsantri District, Surabaya City.

Participation in this study consisted of a fourth-grade teacher, the principal, and five fourth-grade students of SDN Lidah Kulon 1 Surabaya. Researcher subjects are objects, things, or individuals that hold information for the research variables being analyzed.[7].

Sugiyono explained that information can be collected through observation, interviews, documentation, and a combination or these.[8] Data collection methods in this study include: (1) the researcher chose to conduct non-participatory observation. In

non-participatory observation, researchers are not involved and only function as observers. The observations made here are observations of teachers regarding the application of Problem Based Learning (PBL) models in Indonesian language subjects; (2) Interviews, namely researchers using in-depth interviews, aiming to obtain in-depth information especially opinions, attitudes and personal experiences; (3) Documentation, according to Sugiyono, documentation is a method used to collect information in the form of books, archival documents, numbers and images in the form of reports and explanations that can support research.[8]

The data analysis technique in this study uses inductive data analysis, which starts from specific facts and draws general conclusions.[9] The following are the steps of data analysis in this study: (1) Data collection; (2) Data reduction; (3) Data presentation; (4) Drawing conclusions

3. RESULT AND DISCUSSION

Based on the research findings on applying the Problem-Based Learning (PBL) learning model in Indonesian language subjects in class IV SDN Lidah Kulon 1 Surabaya, this process has gone very well and provided significant progress for students.

3.1. Problem-Based Learning (PBL) Model Planning

According to the research results, lesson planning has a crucial role before teachers carry out teaching. This is because teaching planning, or what is known as the Teaching Module (MA) serves as a guide for teachers in implementing learning activities and supporting the learning process to take place effectively. This aligns with Syafaruddin's opinion, who explains that lesson planning is generally understood as designing, directing, and trying to achieve the desired results with human efforts and other resources.[10]

In this case, educators do not simply make Teaching Modules (MA) a mandatory procedure, but design learning that provides valuable experiences for students. So, when teachers plan Problem-Based Learning (PBL) learning, they must pay attention:

1. Selection of authentic and challenging problems, which are appropriate to the learners' stage of development [10]
2. Organizing learning activities that allow students to think, discuss, seek information, and solve problems, both individually and in groups [10]
3. Determination of assessment strategies, both formative and summative, that support the achievement of student competencies in critical thinking and effective communication [10]

With good planning, implementing the Problem-Based Learning (PBL) model becomes more directed, adaptive, and can encourage students to be actively involved in learning, develop ideas, and confidently express opinions.

3.2. Implementation of the Problem-Based Learning (PBL) Model

Based on the research results, the application of the Problem-Based Learning (PBL) model in the didactic process shows that with the guidance from the teacher, students play an active role in

learning. In this case, the teacher functions as a facilitator, helping students in every stage of the learning process, from problem identification to solution finding. During this activity, students receive explanations from the teacher and actively seek information, ask questions, discuss, and develop solutions individually or in groups.

As a result, the learning atmosphere becomes more enjoyable, and students can understand the material and think critically to solve problems encountered during the learning process. Classroom conditions also become more dynamic as students are motivated to think critically, creatively and work together. This changes learning from a one-way process to a two-way interaction, even more. As students share ideas and build enthusiasm for learning, they feel directly involved in the quest for knowledge.

This is in line with Kamdi's view, which states that the Problem-Based Learning (PBL) model refers to a model that involves students in trying to solve problems through several stages of the scientific method, so that students are expected to learn knowledge relevant to the problem and develop skills in problem solving.

3.3. Evaluation of Learning Through Problem Based Learning (PBL) Model

Evaluation is a crucial element in the learning process because it serves as a measure of the achievement of learning objectives and the quality of the learning experience that has been undertaken [11].

Based on the results of research related to the application of the Problem Based Learning (PBL) model in Indonesian language subjects in class IV SDN Lidah Kulon 1 Surabaya shows an increase in understanding and capture of subject matter and there is progress in learning outcomes that refer to the Criteria for Achievement of Learning Objectives (KKTP) The improvement can be seen from the results of individual and group work, formative and summative tests, and process assessments during learning activities.

In line with Dimiyati and Mudjiono's view, learning outcomes reflect students' abilities after following an educational process that involves three main domains, namely:

1. Cognitive, students are able to understand the content of the text well, process information, compose sentences and convey ideas logically [11]
2. Affective, students show high interest in learning, have an attitude of responsibility in the group, and are open to the opinions of their friend [11]
3. Psychomotor, students successfully compile text products, read with the right intonation, and present the result of the discussion in an orderly and confident manner [11]

4. CONCLUSION

From the results of the research that has been carried out, it can be concluded as follows: (1) Before starting teaching, teachers need to prepare plans such as learning tools, by choosing learning models, as well as media and facilities that will be used during the teaching and learning process. In planning, in addition to the material, the teacher must first set learning objectives and find relevant problems in the material; (2) In the implementation of

learning with the Problem Based Learning (PBL) model in Indonesian language subjects, the first step taken by the teacher is to explain the learning objectives, then ask students to observe the problems around them. This aims to increase students' awareness of the issues contained in the material. Next, the teacher divides students into small groups to discuss with each other, and monitors students while making data and solving problems in learning; (3) Student learning outcomes show a significant increase. This can be seen from student evaluations, where students progress in understanding and summarizing learning materials, which is marked by the Learning Objective Achievement Criteria (KKTP) achievement.

The following are some suggestions that the author can make:

- (1) For principals, they should be able to implement this Problem Based Learning (PBL) model in all subjects at school;
- (2) For teachers, it is necessary to improve teaching methods, receive lessons better;
- (3) For students, they should study harder and focus more on learning, reduce time for playing, and increase study time at home because learning time at school is limited

REFERENCE

- [1] "UNDANG-UNDANG REPUBLIK INDONESIA NOMOR 20 TAHUN 2003 TENTANG SISTEM PENDIDIKAN NASIONAL DENGAN RAHMAT TUHAN YANG MAHA ESA PRESIDEN REPUBLIK INDONESIA."
- [2] F. Ridhlo, "Keefektifan Layanan Penguasaan Konten Metode Mind Mapping untuk Meningkatkan Konsentrasi Belajar," *Indones. J. Guid. Couns. Theory Appl.*, vol. 6, no. 1, pp. 21–27, 2017.
- [3] T. N.I.O, "Analisis Permasalahan Keterampilan Berbicara Siswa Kelas Iii Sekolah Dasar," pp. 1–87, 2022.
- [4] N. H. Fitriani and N. Huda, "Faktor Penyebab Rendahnya Minat Siswa Terhadap Materi Puisi Pada Mata Pelajaran Bahasa Indonesia Di Sekolah Dasar Negeri Banjarmasin," *Pahlawan J. Pendidikan-Sosial-Budaya*, vol. 18, no. 1, pp. 65–69, 2022, doi: 10.57216/pah.v18i1.359.
- [5] Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D*. 2020.
- [6] Handayani, "Bab Iii Metode Penelitian," *Suparyanto dan Rosad (2015*, vol. 5, no. 3, pp. 248–253, 2020.
- [7] M. Nashrullah, E. F. Fahyuni, N. Nurdyansyah, and R. S. Untari, *Metodologi Penelitian Pendidikan (Prosedur Penelitian, Subyek Penelitian, Dan Pengembangan Teknik Pengumpulan Data)*. 2023. doi: 10.21070/2023/978-623-464-071-7.
- [8] 2016. Sugiyono, "Tiara Septiani Rahayu, 2016 Pengaruh Stimulus Cerita Terhadap Imajinasi Gerak Anak Usia Dini Di TK/TPA Yaspimi Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu," *Str*, p. 2016, 2016.
- [9] D. Yusra, "Logika & Penalaran Hukum," 2008.
- [10] J. S. Wardani, N. Silitonga, R. Amirah, U. Islam, N. Sumatera, and U. Medan, "Aplikasi Manajemen dalam Proses Pembelajaran Pendidikan Agama Islam dan Budi Pekerti di SMPN Kutabuluh Management Applications in the Learning Process of Islamic Religious Education and Character at SMPN Kutabuluh," vol. 1, no. 3, pp. 322–330, 2021.
- [11] M. Dimiyati, *Belajar dan Pembelajaran / Dimiyati, Mudjiono*. 2021.