
The implementation in teaching direction of problem-based learning at SMP Negeri 1 Cirebon

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Abstract

This study aims to determine the implementation of teacher learning using the problem-based learning model. The focus of this research is the implementation of Problem Based Learning in Teaching Direction at SMP 1 Sumber. Data collection techniques are observation techniques, interviews, documentation. Data collection tools are observation sheets, interview guides, and documentation. Data processing was carried out using a qualitative descriptive analysis. The results of the study show that the learning gain of students increases and is well done by using this learning model. The validity of the data used is source triangulation and technique triangulation. Research results from the Implementation Problem Based Learning in Teaching Direction at SMP Negeri 1 Sumber are 1) planning includes preparing learning tools and selecting learning materials, 2) implementation includes, conveying learning objectives, dividing groups, guiding discussions, presenting the results of discussions. And evaluate the results of the discussion.

INTRODUCTION

Educations very important for human life. Because with education, humans can become useful individuals. Education which as an effort to humanize humans, must be capable helping people to develop their potential. Seeing the meaning of education itself is the process of changing the attitude and behavior of a person or group of people in an effort to mature humans through effort teaching and training, the process of action, and how to educate. Education is interpreted as an effort made to achieve goals through the process of training and how to educate. According to Joyce & Weil (in Rusman, 2012: 133) argues that a learning model is a plan or pattern that can be used to shape the curriculum (long-term learning plans), design learning materials, and guide learning in class or others. Various learning models are discovery learning, project-based learning, problem-based learning and inquiry-based learning. In this study the writer used a problem-based learning model or problem-based learning. Based on the first observation the writer will get that in the SMP Negeri 1 Sumber using problem- based learning models or problem- based learning. Problem Based Learning (PBL) is an approach learning that starts with solving a problem, but to solve that problem students need new knowledge to be able to solve it. *Problem Based Learning (PBL)* is a

teaching model characterized by real problems as a context for students to learn critical thinking and problem-solving skills and acquire knowledge. From this understanding, we can know that the *Problem Based Learning (PBL)* learning model or problem-based learning is that students are asked to solve a problem that occurs in everyday life to encourage students to be active in thinking, skilled in solving problems, and gain new knowledge from problems that have been solved, so that they can be applied in everyday life. According to Barrett (2011:4) problem-based learning or it can be called PBL is learning that result from a problem-solving process that is presented at the beginning of the learning process. Student learn from real problem is everyday life, organize, plan and decide what to learn in small group. The reason the researcher chose to research the implementation of the problem-based learning (PBL) learning model or problem-based learning in English education learning in the seventh grade is because researchers want to know the teacher's learning process in this learning model during class and the perceptions of seventh grade students after the implementation of the Problem Based Learning (PBL) learning model). The researcher believes that this learning model is very suitable to be applied in seventh grade because seventh grade students are definitely bored with learning English education that only uses the lecture method, especially since seventh grade is the first grade. So, they need to be taught how to solve a problem.

METHOD

Qualitative research approach that the author uses in this study to describes the strategies for learning English in class using the problem-based learning model at SMP Negeri 1 Sumber. With the hope of learning to completion, with a natural learning process (natural setting) as it is, not conditioned or manipulated.

A qualitative approach is data obtained such as observations, interview results, shooting results, document analysis, field notes, compiled by researchers at the research location, not set forth in the form of numbers. Researchers perform data analysis by enriching information, looking for relationships, comparing, finding basic patterns of the original data (not transformed into numbers). The results of data analysis are in the form of an explanation of the situation under study presented in the form of a narrative.

Using this method can answer research problems that require an in-depth and thorough understanding of the object under study to produce research conclusions in the context of the time and situation in question.

Researchers as the main instrument in collecting data used data collection tools in the form of observation sheets, interview guidelines and documentation. In this study the documentation used by researchers was in the form of sheets observation of learning implementation plans, interview sheets with teachers of English language education subjects for class VII, questionnaire sheets for class VII students and documentation of learning observation in class VII SMP Negeri 1 Sumber.

Data analysis activities consist of: data reduction, data display, and data conclusion drawing/verification which are carried out interactively and continuously until complete, so that the data reaches saturation.

RESULTS AND DISCUSSION

Based on the results obtained in the field through interview sheets and observations, researchers obtained data regarding the application of problem-based learning for class VII at SMP Negeri 1 Sumber. The application of problem-based learning carried out by the teacher consists of several the following

stages: 1) The teacher makes a lesson plan (RPP). The main components of the RPP are: a) RPP Identity, b) SK and KD Formulation, c) Learning Objectives, d) Indicators, e) Lesson Materials, f) Methods Learning, g) Learning Steps, h) Learning Resources and Media, i) Evaluation/Assessment. 2) Problem based learning steps consist of: a) Formation of home groups, b) Formation of groups experts, c) Expert group discussions, d) Home group discussions, e) Class discussions, f) Giving quizzes.

Discussion of research results is a review of research findings in terms of the study of relevant theories. The discussion of research focus is the result of studies by independent researchers supported by existing educational theories. based on the results of observations and interviews that:

1. The learning implementation lesson plan made by the teacher has fulfilled the criteria correctly, especially the components are complete and the integration of problem-based learning steps is in accordance with the steps of the core learning activities. Learning Implementation lesson plan are made not only as a complement to administration, but are prepared as an integral part of the professional process, so that they function as guidelines in carrying out learning. Thus the preparation of the Learning Implementation lesson plan is a must because it is driven by the need for the implementation of directed learning in accordance with the goals and objectives to be achieved. Based on interview and observations with supporting teachers and documentation of lesson plans, teachers have prepared complete and correct lesson plans. Complete means that the components in the lesson plan are in accordance with provisions. Lesson plan components consist of: Subject Identity; Competency standards; Basic competencies; Indicators of Competence Achievement; Learning objectives; Teaching Materials; Time Allocation; Learning methods; Learning Activities; Assessment of Learning Outcomes and Learning Resources.
2. Problem based learning steps made by the teacher the supervisor is in accordance with the opinion of the experts. This learning arises from the concept that students will find it easier to find and understand difficult concepts if they discuss with their friends. Students routinely work in groups to help each other solve complex problems. Thus, the social nature and use of peer groups is a major aspect of this learning. The main objective of learning using this model is to maximize student learning to increase academic achievement and understanding both individually and in groups. Because students work in a team, it automatically improves relationships among students of various ethnic backgrounds and abilities, develops group processing skills and solution to problem. As for the teacher's consideration in dividing the group is the equal distribution of student abilities and gender differences. Based on the results of the observation that prior to the expert group discussion, it is better to form the original group to have discussed the material to obtain students' initial conceptual understanding of the material being studied.

CONCLUSION

1. Based on the results of the research, data analysis and discussion, the general conclusions from this study are learning model problem-based learning in direction learning as follows 1) Learning Implementation Plan problem-based learning model in direction learning for seventh grade SMP Negeri 1 Sumber has been prepared by respondents in accordance with the provisions. The preparation of the Learning Implementation Plan has fulfilled the existing components, namely subject identity; competency standards; basic competencies; Indicators of Competence

Achievement; learning objectives; teaching materials; Time Allocation; media learning; learning activities include introduction, core and closing;

2. The steps of the problem-based learning in learning direction class 7 Junior State 1 The sources compiled by the respondents are in accordance with the opinions of experts. The learning steps for the problem-based learning model include: forming a group of origin; formation of expert groups; discussion expert group; home group discussion; class discussions; giving quizzes; group award.

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