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The Supreme of Indonesian Language Learning Outcomes for Students through the Application of Problem-Based Learning Model

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ABSTRACT

Problem-Based Learning (PBL) is one of the appropriate models developed in learning to answer the issue of increasing the quality of learning. This study aims to analyse the effect of applying the problem-based learning model in learning Indonesian general courses. This research is experimental. The sample in this study were students who took Indonesian language courses in the first semester at Padang State University. Samples for the experimental and control classes each amounted to 30 people. Data collection techniques using pretest and posttest with t-test. The instrument used was in the form of multiple choice questions totalling 30 questions which had previously been tested for the validity and reliability of the questions. From the calculation results obtained t-count (2.65) > t-table (1.67). From these results, it can be concluded that the problem-based learning model significantly affects learning outcomes in Indonesian language courses. The implications of this research can assist lecturers in creating an effective and efficient learning process and can be used to shape positive student behaviour to create an academic atmosphere oriented towards 21st-century learning.

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1. INTRODUCTION

Currently, learning Indonesian has developed a lot. Various innovations in the field of education can be utilised in learning. Research using learning models (Budiantoro, 2019; Abidin, 2020; Yusuf, 2020), developing a learning tool (Meke, 2020; Erni and Ulya, 2021; Boeriswati, Lustyantie & Ulya, 2021; Ulya, 2022), and using learning media can improve learning outcomes. Many learning models can be applied, one of which is the project-based learning model. Using the project-based learning model provides opportunities for students to study concepts in depth and improve learning outcomes. By using this model, student learning outcomes have increased from 83% to 96% after applying this model

in learning (Budiantoro, 2019; Abidin, 2020). By developing a learning tool for manipulative materials, 31 students (100%) achieved the specified completeness criteria, and 83.87% of the 31 students showed a high interest in mathematics (Meke, 2020). In research conducted by Yusuf (2020), using Google Classroom media helps teachers to increase the effectiveness of learning time in class, increases teacher and student interaction, and helps overcome student boredom during learning.

A new world order has emerged due to the widespread transmission of the Covid-19 virus in Indonesia and elsewhere. The federal government enacted measures to halt the viral spread in multiple fields, including instruction. According to a circular released by the Ministry of Education and Culture, education can also occur in the comfort of one's home or via the internet (Abidin, 2020; Firmansyah, 2021; Putri, 2022). Effective education delivery during a pandemic may be possible through the use of online learning platforms. Nowadays, classrooms aren't necessary for students to learn. Students can benefit from online education's different perspectives (Danila, 2021; Firmansyah, 2021). Rahmawati's (2021) findings suggest that e-learning can be tailored to individual needs. A growing number of students are taking the initiative to develop and enhance their technological competence. Of course, there are challenges to excellence, such as the network, outside interference, and comprehension difficulty when explained digitally. Support from educators, students, and parents is crucial to the success of any online education programme. Teachers need to get more imaginative when developing lessons for pupils who are learning independently and at a distance (Putri, 2020).

In the midst of a pandemic, the problem-based learning model—in which students are given issues to solve, information to find, and analysis to perform—may prove to be the most useful approach to education (Assegaff and Sontani, 2016). Scientific and developmental thinking are essential for success in the 21st century, and the problem-based learning methodology forces students to develop these skills from the ground up (Putri, 2020). Agustina's research (2020; Afnita and Ulya, 2021) shows that problem-based learning models significantly impact students' emotional intelligence and reading comprehension. This model can have a good influence on the learning process properly. This paradigm also aids students in problem-solving and engagement, whether in-person or virtual (Rombe, 2021). This study applied relevant theory and research to determine whether teaching Indonesian language students at Universitas Negeri Padang using a problem-based learning approach will improve their academic performance.

Problem-based learning (PBL) is one of the most effective methods created in education to address the problem of enhancing education and preparing students for future changes in the workplace (Nurhadiyanto and Wagiran, 2007:13). Improvements in problem-solving, critical thinking and creative-thinking skills have been attributed to the PBL learning approach (Selçuk et al., 2013). PBL is thought to improve students' problem-solving abilities since it emphasises learning from real-world challenges and applying that knowledge in realistic settings.

In a number of previously performed studies, PBL was found to enhance participants' ability to identify and solve problems (S. J. Simamora et al., 2017; Hidayati & Wagiran, 2020). Learners' problem-solving skills and confidence can both benefit from using the PBL framework (Rokhmawati et al., 2016). It has been shown that problem-based learning (PBL) can also boost student engagement in and success with learning activities and problem-solving (R. E. Simamora et al., 2017). Furthermore, PBL is an efficient method for enhancing undergraduates' problem-solving capacity (Kadir et al., 2016). In a problem-based learning classroom, students practise problem-solving, critical thinking, and content mastery within real-world, realistic, ill-structured, and open situations (Sofyan et al., 2016: 25; Timor, Ambiyar, Dakhi, Verawadina, & Zagoto, 2021). PBL encourages innovative problem-solving by forcing students to work in teams to generate and test hypotheses, design and implement solutions, and integrate knowledge from disparate sources (Susanti et al., 2016; Eviyanti, Surya, Syahputra & Simbolon, 2017).

Additional formulations pertaining to the syntax of PBL implementation in learning Indonesian were carried out in this study. These included (1) observing problems, (2) formulating problems, (3) developing knowledge about the problem, (4) deciding on a hypothesis, (5) gathering relevant data, (6)

reporting and presenting the data, and (7) reflecting on the experience. While this study is similar to others in terms of its syntax, it differs from others in that it uses media in the form of serial images to demonstrate learning difficulties, an approach not taken by prior researchers. This study fills a need and adds something new to the literature by comparing problem-based learning in the classroom to what has already been investigated.

2. METHODS

The methodological approach of this investigation is quantitative. When conducting research, quantitative methods necessitate collecting data numerically and analysing it statistically (Sugiyono, 2011). A static two-group design was used for this investigation (Sudjana, 2007). The two-group static design is a method of research in which two identical sample groups are used. The experimental group was given a different kind of treatment, and that's the main difference. Students enrolled in Indonesian language classes in the 2020/21 school year will make up the study population. Two courses, totalling 60 students, served as samples in this investigation. Both classes will participate in the study, but one will serve as the control group.

The instrument used in this study was an objective test consisting of 30 questions. In assessing learning outcomes for Indonesian language courses, students are faced with a text that discusses problems around students. The material tested in the learning outcomes assessment is paragraph material, spelling, and effective sentences. The instrument questions to be used were first tested on the test subjects and the validity and reliability of the questions were examined. Of the 50 questions made, 30 questions met validity and reliability. The data analysis technique was carried out by testing the analysis requirements, namely the normality and homogeneity tests. After the data is normally distributed and homogeneous, a t-test is conducted to see the effect of problem-based learning on learning outcomes in Indonesian language courses.

3. FINDINGS AND DISCUSSION

3.1. Findings

Judging from the test results given to students, the test results using the problem-based learning model were higher than those without the problem-based learning model. The posttest results were also higher than the pretest results that had been done. For details on the values of each indicator in the experimental and control classes, see the table below.

Table 1. Pretest and Posttest Scores for Experiment Class and Control Class

Class	Indicators	pretest	postest
Experiment	Paragraph	71,46	75,88
	Spelling	70,11	76,25
	Effective sentence	68,74	72,01
	Average	70,11	74,71
Control	Paragraph	82,55	91,12
	Spelling	81,03	89,24
	Effective sentence	79,56	88,56
	Average	80,04	89,64

Based on the table above, it can be seen that the scores of the experimental group students for the pretest and posttest were higher than the control group students. This shows that learning outcomes using the problem-based learning model are in the Very Good qualification with an average score of

89.64, while learning outcomes without using the problem-based learning model are in the More Than Enough qualification with an average score –an average of 74.71. Likewise, the results of hypothesis testing show that the t-count is greater than t-table (2.65> 1.67) at a significance level of 95%.

In this study, quantitative data analysis was carried out in the form of a comparison of the results of t-count to t-table to show the t-test of the hypothesis as well as to prove that the application of PBL can improve or influence the learning outcomes of students in Indonesian language courses. This shows that the use of problem-based learning models has a significant effect on learning outcomes in Indonesian language courses. The recapitulation of test results can be seen in the table below.

Table 2. Recapitulation of Learning Outcomes for Indonesian Language Courses

Groups	Pretest	Posttest	t-test
Control Class	70,11	74,71	t-count is greater than
Experiment Class	80,77	89,64	t-table (2,65>1,67)

Based on the table above, it can be explained that the students' Indonesian learning outcomes in the pre-test and post-test in the control class reached 70.11 and 74.71. In addition, students' Indonesian learning outcomes in the pre-test and post-test in the experimental class reached 80.77 and 89.64. Furthermore, based on the results of the t-test, it can be explained that the application of PBL has an effect on students' Indonesian learning outcomes, with the t-count reaching 2.65 while the t-table reaching 1.67. Therefore, the results of the t-test show that the t-count is greater than the t-table. In other words, there is a significant influence from the application of the PBL learning model on student Indonesian learning outcomes.

3.2 Discussion

The lecturer in Indonesian language learning activities carries out these steps. To kick things off, the instructor hands out problem/case sheets with serial drawings related to the topic. The instructor also directed the class to read and take notes on the case. When students have had a chance to observe the case and listen to the lecturer's explanation, the students are then given the opportunity to ask questions. Third, the professor has students do research, look for, and express ideas to solve problem-solving questions. Fourth, based on the provided problem formulation, the instructor asks students to create hypotheses/interim solutions. Finally, the instructor will have students break up into smaller groups of five to prove hypotheses/interim solutions to the challenges formulated during class discussion. Sixth, based on the outcomes of group work and the knowledge gleaned from the selected learning materials, the instructor invites students to create reports in the form of media presentations in the form of PowerPoint slides. Seventh, the instructor will have pupils reflect on what they've learned and how it has changed their lives. Instructors and students alike engage in self-reflection on the subject matter covered.

A number of sessions are used to implement problem-based learning in the educational process. Spelling, efficient sentence construction, and paragraph writing are the three main components of the assessment of learning outcomes in Indonesian courses (Budiantoro, 2019). In learning effective spelling and sentences, students are given a text that has spelling errors and sentences that are not effective. Problems are designed to help students rebuild their understanding of previously acquired knowledge (Agustina, 2015; Anas, 2018). In organising and guiding learning activities coupled with guiding problem-solving investigations. These two steps are carried out by dividing students into several groups to solve the problems given. Students are asked to determine what spelling errors they make and which sentences are ineffective in the text. (Anas, 2018; Susilowati, 2019; Putri, 2022).

Student problem-solving is guided by having them record their thoughts on paper and then presenting them to the group. If the presenter's replies still contain mistakes, the audience will aid. Finally, this approach suggests thinking back on the analysis, evaluation, and conclusion stages of

learning (Anas, 2018; Susilowati, 2019; Putri, 2022). This is consistent with the benefits of problem-based learning, which helps students actively solve problems and train their ability to think critically (Ariyanto, 2020; Koroh, 2020).

Another potential drawback of PBL is that it is less effective than other forms of instruction when students aren't invested in the issue at hand and so aren't motivated to work hard to discover a solution. Students will develop their learning methods if they believe the problem being solved is of no practical use to them. This study fills a need and adds something new to the literature by comparing problem-based learning in the classroom to what has already been investigated. Currently, no known approach to the PBL learning model formula can address these limitations. The literature review revealed five syntaxes in PBL: (1) introducing students to problems; (2) preparing students for research; (3) facilitating students' independent inquiries and communications; (4) constructing and presenting projects; and (5) analysing and evaluating the students' progress throughout the process (Arends, 2008:55). However, in this study, additional formulations related to the syntax of PBL implementation in learning Indonesian were carried out. These included (1) observing problems, (2) formulating problems, (3) developing knowledge about the problem, (4) deciding on a hypothesis, (5) gathering relevant data, (6) reporting and presenting the results, and (7) reflecting on the experience. While this study is similar to others in terms of its syntax, it differs from others in that it uses media in the form of serial images to demonstrate learning difficulties, an approach not taken by prior researchers.

The use of problem-based learning has enhanced the comprehension and retention of content in Indonesian language classes, as well as the problem-solving abilities of the students enrolled in those classes. Problem-based learning through online media promotes critical and creative thinking skills, and problem-based learning research that enhances learning outcomes in Indonesian language classes is a prime example (Zakaria et al., 2019). This model is also very suitable for use during online learning. Based on research conducted by Aminah (2021), the results showed that the experimental class got a presentation of 83%, and for the control class, it was 63%. This indicates that applying problem-based learning when learning online is more effective and increases student creativity. Problem-based learning also increased the average student learning outcomes, with scores in the control class at 73.88 and the experimental class at 79.58. By applying this model, learning achievement is increased, and students are more active, able to think critically, and have problem-solving skills (Nafis, 2020; Saputri, 2021). The problem-based learning model teaches students to be able to solve meaningful, relevant, and contextual problems and reflects with experience to create thinking, reasoning, communicating, and connecting skills (Susilowati, 2019; Hayati, Ulya, Amazola, Hafrizal, Galuh, & El Husna, 2022; Gani and Ulya, 2022; Ulya, Syahrul, & Juita, 2013; Ulya, 2017).

3. CONCLUSIONS

Based on the results of data analysis, it can be concluded that the Problem-based Learning model significantly influences the learning outcomes of Indonesian language courses with t-count (2.65) > t-table (1.67). Before entering the hypothesis test, the normality and homogeneity of the data were first tested. The normality test used the Liliefors test, with the results of the data being normally distributed. Homogeneity test using Barlett test with homogeneous data results. Student learning outcomes using the Problem-based Learning learning model are in the Very Good qualification, averaging 89.64. Student learning outcomes without using a learning model (control class) are in the qualification More than Enough, averaging 74.71. Based on the research results, lecturers and students of Indonesian language and literature education can be advised to apply learning models, one of which is problem-based learning in learning. From other studies and research that has been done, it is proven that the use of problem-based learning models in learning can improve student learning outcomes.

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