

THE IMPLEMENTATION OF PROBLEM BASED LEARNING MODELS TO IMPROVE UNDERSTANDING OF FANTASY STORY TEXTS

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Abstract

Numerous pupils are still unable to convey their thoughts and ideas in order to think more critically about an issue. As a result, individuals require another method of learning for the purpose of enhancing their capabilities. Problem Based Learning is a learning style in which students are required to solve real-world situations. Using a problem-based learning method, this study aims to explain the increasing in students' understanding of fantasy story texts. The study population consisted of 29 students from class VII Bilingual B SMP Al-Azhar Medan. The examination was carried out randomly using a random sampling inspection procedure. This study adopted a quasi-experimental design with one-group pretest and one-group posttest. The pretest is carried out before the problem-based learning model is applied. The results of the pretest will be evaluated as a benchmark for building values and developing arrangements through problem-based learning. The post-test is given after the learning has been completed. The assignment-based written test serves as research instruments. The data was assessed by describing the pre and post test results. The results showed that students achieved an average score of 90.79% in the complete KKM 88 category after using a problem-based learning model with fantasy story text.

Keywords: Applying, Problem Based Learning, Fantasy Story Text

1. Introduction

Education is essential in all aspects of human life. Accordingly, all human actions should be related directly to education. Developing countries have high-quality people resources in terms of soft skills, religion, and intellectuals. The strategy for achieving this goal is to keep innovating in the field of education, particularly in Indonesian language subjects. Indonesian serves as a bond for the country, becoming a required topic from elementary school through university.

Language is a sound symbol system produced by humans to communicate (Mulyati, 2015). Language skills consist of four activities: writing, reading, speaking, and listening, which could be used for direct or indirect communication. Fantasy story text is one of the basic competencies in writing skills at the junior high school level by paying attention to the correct grammatical structures and rules.

Fantasy stories are formed of two words: story and fantasy. A story, according to the Big Indonesian Dictionary (KBBI), is writing that contains events or incidents (both real and imaginary). Fantasy refers to the ability to generate imagination. Writing fantasy story text requires regular practice due to some students do not have the ability to write equal to the procedure and structure of fantasy story texts (Anggraeni et al., 2019). Based on the observations of researchers in the learning process, the ability

of students to write fantasy story texts still has not reached the expected value standards or has not yet reached the Minimum Completeness Criteria (KKM).

Concerning the issues described above, teaching Indonesian in schools has a direct connection to these four skills, especially in the teaching and learning process. This learning process aligns with the 2013 Curriculum, which requires for scientific approach to learning. The scientific approach is often regarded as the primary foundation for fostering students' attitudes, knowledge, and abilities. It is closely associated with critical thinking. Critical thinking refers to a person's ability to consider, analyze, and evaluate various arguments or facts (Bassham et al., 2010). The ability to act logically is defined as critical thinking ability. According to (Eggen & Kauchak, 2012), critical thinking skills must be developed through practice. Students need to be presented with situations that are relevant to their activities in order to develop their thinking skills properly. By solving problems, students will use the knowledge and experience they have. Training students in problem solving is a task that must be carried out by the teacher (Al Maliki et al., 2017).

Based on the researchers' direct empirical experience; specifically, observations conducted at school. Researchers identified issues with implementing the learning process, particularly in achieving the learning objectives established by the teacher. The problems that occur in the field, there are still many students who are unable express their thoughts and ideas to think more critically about a problem. Especially when the teacher teaches material through textbooks and at that time, the teacher asks questions, but students remain silent. Likewise, when the teacher gives evaluations in textbooks, students are more likely become obsessed with the topic, ignoring and failing to answer other questions. Despite this, the teacher still gives assignments that are only cognitive-centered, such as giving questions that are still at C1-C3 levels. Teachers also have difficulty in providing materials and assignments, because each student has different abilities background.

Teachers are still struggling to learn that encourages students to think at a higher order thinking skills/ HOTS. Meanwhile, the teacher forgets to use learning models that are appropriate to the material in case the class is more active and interesting. Furthermore, the findings of interviews with multiple students revealed that students disliked learning through the lecture approach; additionally, the teacher always assigned a large number of assignments in the book, thus students felt bored performing the piled-up assignments.

Due to the teacher's difficulty in designing learning to allow students increasing Higher Order Thinking Skill (HOTS), the learning process is only teacher-centered, and the learning objectives are not achieved effectively. This is considering the teacher's teaching technique, which is still based on traditional methods which is presenting material or knowledge exclusively through complex lectures. Student learning outcomes are not as predicted due to the adoption of teacher-based methods as the primary source of learning. This is also in line with research conducted by (Pamungkas, 2016), which found that employing traditional approaches only by teachers during the learning process did not result in significant learning results for students when compared to using learning models. According to (Erita, 2017), the use of learning models has an effect when compared to employing traditional methods. Students can actively participate in the learning process in addition to avoiding the learning process that simply comes from the teacher. Learning models are used as a way of encouraging more effective and diversified learning. A problem-based learning (PBL) model is one of the higher order thinking (HOTS) learning methods. PBL is a learning strategy focused on numerous challenges that need authentic study, i.e. investigation that necessitates solving real-world problems ((Fitri et al., 2020); (Herzon et al., 2018); (Ramlawati, 2017). Then, using a learning model could assist students to enhance and strengthen critical thinking competencies to identify a concept for the subject matter being given by the teacher. The PBL learning model is one paradigm that may support and improve student learning outcomes (Yulianti & Gunawan, 2019).

Problem-Based Learning (PBL) is a learning model that requires students in solving real problems. This model focuses on developing students' critical thinking skills, collaboration, and problem-solving abilities. PBL involves students actively in the learning process and provides a real context for

understanding the concepts being taught. In PBL, students will be given a complex problem related to the material discussed in class. Then, students work in groups to analyze the problem, find relevant information, identify solutions, and present their work. Through this process, students will acquire detailed knowledge of subject matter and critical thinking skills. Based on the issues mentioned, the authors conducted research titled "The implementation of problem-based learning models to improve understanding of fantasy story texts".

2. Literature Review

Fantasy Story Text

Fantasy is the imagination or image produced by the human mind. (Nurgiyantoro, 2013) stated that stories based on products cause people to believe they do not exist in the real world but only exist in their dreams. Fantasy stories come from the author's imagination. The author's imagination is completely established throughout the writing of this narrative. A fantasy story is one sort of narrative writing. A narrative is a fictitious story that portrays the development of one or more events. According to (Nurgiyantoro, 2013), imaginary concepts are frequently against reality, allowing empirical evidence to reveal the truth. A creator's hypothetical or innovative universe is referred to as fiction. Furthermore, the settings, characters, and events are imaginative. In fantasy stories, impossible things become normal.

Kapitan et al. (2018) asserted that fantasy narrative text considered to fulfill some of the aspects and traits described below; arguing that fantasy stories could be compared to other sorts of writing in general. The characteristics of imaginary stories that are usually told are as follows: (1) A secret magic/abnormality; this story depicts strange or inexplicable events, as well as miracles that do not occur in the actual world. Dream stories are made-up stories that take the form of dreams. In fantasy fiction, the impossible is achievable. Characters and settings grow from the creator's creative mind above the archetypal aspect of things as they are. In truth, fantasy involves magical, supernatural, and futuristic ideas. (2) Using multiple backgrounds (covering space and time); the events that the characters experience take place in two different settings: one is still based on actual life, and the other is not. Certain elements and ideals are present in the dream's plot and setting. The events of the fantasy novel are weaved together from numerous backgrounds that span space and time. (3) Various characters with supernatural capabilities; characters in fantasy stories might be developed with unique characteristics that are not present in the real world. The characters are born with supernatural skills or capabilities. Characters engage in inexplicable behaviors that do not occur in real life. Furthermore, the protagonists go through a series of events in different periods. Characters go through many states in various general situations (either earlier or later). (4) Fiction; fantasy stories are fictitious, illusory, and fantastical occurrences, not true events. In the end, fictional stories have the unmistakable quality of being a compilation of events conceived by highly creative minds. Unless they are merged into dreams, fantasy stories could constitute real settings in everyday life. (5) Language; a particular component of fantasy story language is the usage of synonyms associated with powerful emotions and conspicuous word variations. The language utilized is unique, emotive, and employs a range of discussion and non-standard phrasing.

In the view of (Kapitan et al., 2018), the center of imagination stories could be grouped into three categories: direction, struggle, and aims. The text structures of each fantasy story are (1) Orientation; the author introduces the story's characters, characteristics, setting (place, atmosphere, social, and time), and conflict. (2) Complication; the conflicts or problems at the core of the story are presented by the creator. The problem evolved into a series of interesting narratives. In this section, the author also employs a causal relationship to develop the essence of the story until it reaches a climax. In other words, the reader understands how the story begins with a problem or conflict, becomes more difficult, and then reaches its peak in this complication part. (3) Resolution; there should be no further conflicts added to the resolution. In the end, the creators merely present a critical thought on the existing fighting as the story's conclusion.

Kapitan et al. (2018) proposed the explanation of the linguistic components seen in fantasy tales: (1) the use of names and personal pronouns as a narrative perspective (I, they, he, Erza, Doni); (2) using terms that appeal to the five senses while describing the context (place, time, atmosphere); (3) using multiple conjunctions to mark time sequences and particular meanings; (4) conjunctions that represent time sequences; chronological conjunctions such as after, after that, while, at the same time, suddenly, when, before, and so on. Use of time series conjunctions to connote the appearance of different characters or setting adjustments, setting time, or place; (5) the use of words and expressions of surprise and (6) the use of direct dialogue or sentences in the story.

Problem-Based Learning Model

Problem-Based Learning (PBL) is a method that focuses on students by placing them real-world situations. With this method of learning, students are challenged from the beginning with a variety of life difficulties that may develop after graduation. The problem-based learning model is a technique for providing educational knowledge to students by arranging problems that could be explored, evaluated, and synthesized to find solutions or answers.

Problems could be provided by the teacher to the students or developed by the students themselves. As part of student learning activities, these problems are used to stimulate discussion and seek solutions. (Edison & M. Hidayat, 2023) demonstrated that problem-based learning focuses on identifying the source of problems and developing solutions. Furthermore, indicated that PBL is a model of learning in which students address a problem using the steps of the scientific method. Students could learn about the issues while also learning how to solve them. Whereas the Directorate General of Higher Education, Research, and Technology claimed that problem-based learning is a learning method that uses actual problems as a background for students to learn through firm reasoning and critical thinking skills to obtain basic information and ideas from the material.

Problem-based learning is a learning model that focuses on tracing the roots of real-world problems as a learning context by involving students in the problem-solving process through the stages of the scientific method so that students learn to think critically and learn through solving and experience. According to the previous statement, the most significant issue is how to gain knowledge and concepts about the topic.

Educators provide a fairly broad possibility for students to choose subject matter linked to learning content when utilizing learning models that focus on critical thinking or problem-based learning, even when the instructor has already planned what will be learned. Students are directed through the learning process in order to solve problems methodically and logically. Problem-based learning is considered from the psychological standpoint of learning. In the field of cognitive psychology, learning is not a process of modifying behavior through experience (Sanjaya, 2015).

Learning involves more than just memorizing facts; it also requires thoughtful interaction between people and their environment. As a result of the process, students will gradually mature. That is, student improvement does not only occur from a mental perspective but also from a psychomotor perspective through feelings of inner enthusiasm for the problems they face. Considered from the philosophical standpoint of the responsibility of schools as a place that prepares students to live in society, PBL is a method that is significantly possible and essential to developing (Sanjaya, 2015). Realizing that humans will constantly experience difficulties ranging from simple to very complex, the creation of a problem-based learning model is expected to provide everyone with the willingness and skill to deal with the problems they face.

The problem-based learning model is a learning model that could be used to improve the learning system in terms of education quality. We recognize that educators have paid little attention to kids' problem-solving abilities now. As a result, many students are unable to manage stressful situations effectively. According to (Arie Anang Setyo et al., 2020), under the PBL approach, the problem chosen is the focus of learning so that students acquire the scientific technique for problem-solving as well as the concepts associated with it. As a consequence, students must learn how to solve problems using the scientific method, build critical thinking abilities, and understand concepts relevant to the topic at hand.

Based on the aforementioned, it is reasonable to assume that the use of the PBL model will improve students' knowledge of what they are learning and enable them to apply their learning outcomes in real-world settings.

Many experts describe the use of problem-based learning (PBL). John Dewey clarifies six steps of PBL, which he later refers to as a problem-solving process:

- a) Create a problem and outline the actions students need to take to solve it,
- b) Describe the problem, specifically, the student's steps, which essentially review the problem from numerous perspectives,
- c) Formulate hypotheses, which are the actions pupils take to come up with several potential answers based on what they know,
- d) Data collection, specifically the steps students take to find and describe the information they need to solve problems,
- e) Data collection, specifically the actions students take to obtain and describe the information they need to solve problems,
- f) Speculation testing, particularly how pupils take in or set goals based on the acceptance or rejection of the presented hypothesis,
- g) Make problem-solving recommendations, focusing on steps presented by students as recommendations that could be executed based on the outcomes of hypothesis testing and conclusions,

Johnson & Johnson (2015) explain five PBL phases through group activities:

- a) Determining the issue, that is, determining the issue of specific occurrences that contain the issue of struggle; so that students understand what issues will be discussed. During this exercise, the lecturer may request students' perspectives and explain urgent concerns that need to be investigated,
- b) Identify problems, or the root causes of problems, and evaluate numerous factors, both those that have the capacity to limit and those that have the potential to assist in solving the problem. Students could prioritize tasks based on the types of barriers predicted at the end of this project, which could be done in small group discussions,
- c) Forming elective techniques, specifically testing each activity prepared through class discussions. Each student is encouraged to examine the possibilities of expressing thoughts and arguments about the possible actions that could be taken at this point,
- d) Choose the best strategy and implement it, or choose the strategy that could be implemented.
- e) Evaluate both the process and the results. Process evaluation refers to the evaluation of all activities that carry out activities. while the assessment of results is an evaluation of the results of the system's execution.

3. Research Method

Researchers' research methodologies have a significant impact on how they conduct their research. One of the methods that researchers utilize, in accordance with the formulation of the problem and the study objectives, is the experimental method. (Muliawan, 2014) argued that the experimental method is said to be an experimental method. One-group pre-test, post-test design approach is used in the investigation. According to (Sugiyono, 2013), the research design was one group pretest-posttest design, with a pretest performed before treatment. In other words, comparing before and after actions yields is more accurate findings. The intended results' accuracy is determined by comparing the data before and after the action is carried out. The researcher first gave trials in the learning process to pupils

without using the PBL model, which was the flow of implementing this experimental approach. The trial is intended to be accomplished by teaching a specific topic and then administering a test to students. Following the conclusion of this study, all acquired data was examined to determine the overall average value. Furthermore, once the results of the pre-action data analysis were compiled, the next stage was to perform trials utilizing the PBL model. After the activity was completed, the student learning outcomes were re-analyzed to determine the overall average value. Based on the data before and after the action in the second stage of the trial, it is possible to conclude that there are substantial differences in student learning outcomes regarding the minimal completeness criteria (KKM) specified by school regulations.

Experimental research methods involve comparing one or more experimental groups that are given a special treatment to one or more comparison groups that are given different treatments. This study was carried out at SMP Al-Azhar Medan. This study's population consisted of students from class VII Bilingual B, and sampling was done in clusters, which involved dividing the sample population into multiple portions and then randomly selecting from several clusters to determine the sample. The total number of students in this research sample is 29.

4. Results and Discussion

Students are more enthusiastic about the process of learning activities for fantasy narrative text material using problem-based learning. Students are encouraged to express themselves actively and artistically during class activities. Class VII activity material for fantasy story texts was obtained from the Indonesian language subject syllabus by using KD 3.3 (identifying the elements of narrative text (fantasy stories) read and listen) and KD 4.3 (retelling the contents of narrative text (fantasy stories) listen and read) as the material used in good learning practice.

Learning fantasy narrative texts through problem-based learning generates knowledge offerings from students to other students. When students finish discussing the material from the magic movie, they will have gained conceptual knowledge, methods, and an understanding of all aspects of factual topics. As a result, this learning experience serves as the foundation for pupils understanding of fantasy story texts. Understanding factual notions aids pupils in identifying the text's substance.

At this point, the implementation of problem-based learning to improve students' critical thinking skills is proceeding as planned. Obtaining visible results through student participation in the learning process is often participatory. Previously, the authors did not use the HOTS-oriented learning model; therefore, the class appeared to be entirely the authors studying, and students were not focused since they were bored with traditional learning. The tasks assigned by the teacher are also designed to make students feel as though they are competing to complete them on their own.

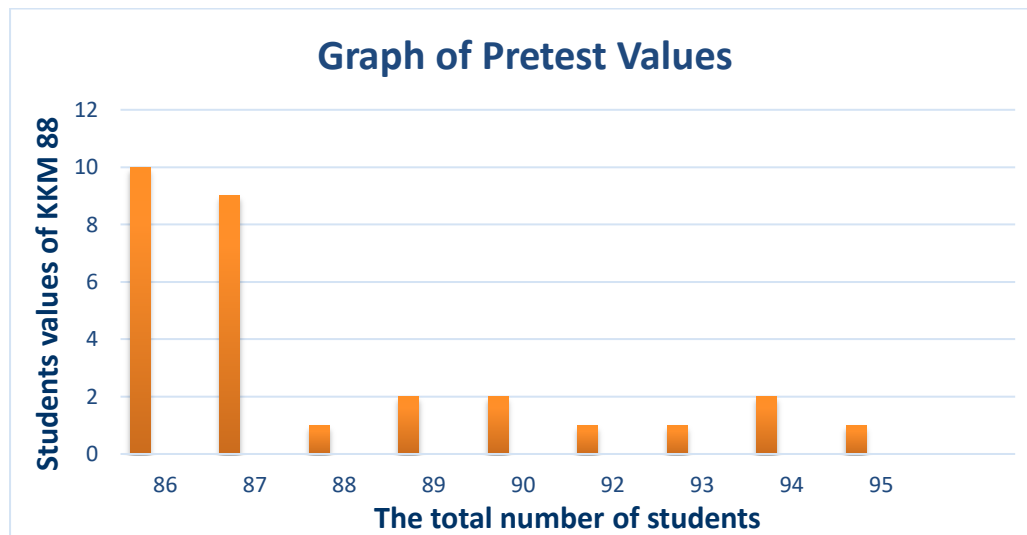
The teacher also asks questions, regardless of their level of difficulty. Meanwhile, when presenting content, the teacher only lectures assign homework and talks about it. Students' knowledge is consistent with what the teacher teaches them. Of course, it is inversely proportional to the amount of time spent learning HOTS-oriented fantasy story texts through problem-based learning. Students comprehend the concept of fantasy story material through observation and conversation, which necessitates critical thinking abilities.

The application of problem-based learning improves students' syntactic skills. Students are more interested in learning when problem-based learning is offered in the form of written text and videos incorporating magic pots. Before employing problem-based learning, the author mainly focused on teacher and student books. When problem-based learning is used, students could learn through written texts, videos, data searches, and material from other sources.

In line with that, teachers are also required to be able to develop them to continue learning because the pace of the times is getting faster. Learning models are developing, but technology skills must also be mastered by the teacher in the classroom. Do not let students be more adept at using technology than teachers. Learning media through learning videos also helps teachers create classes more interesting. Video is an alternative in the form of audiovisual text, which application of activities must be in accordance with the formulation of basic competencies. Teachers must be able to obtain videos from the YouTube

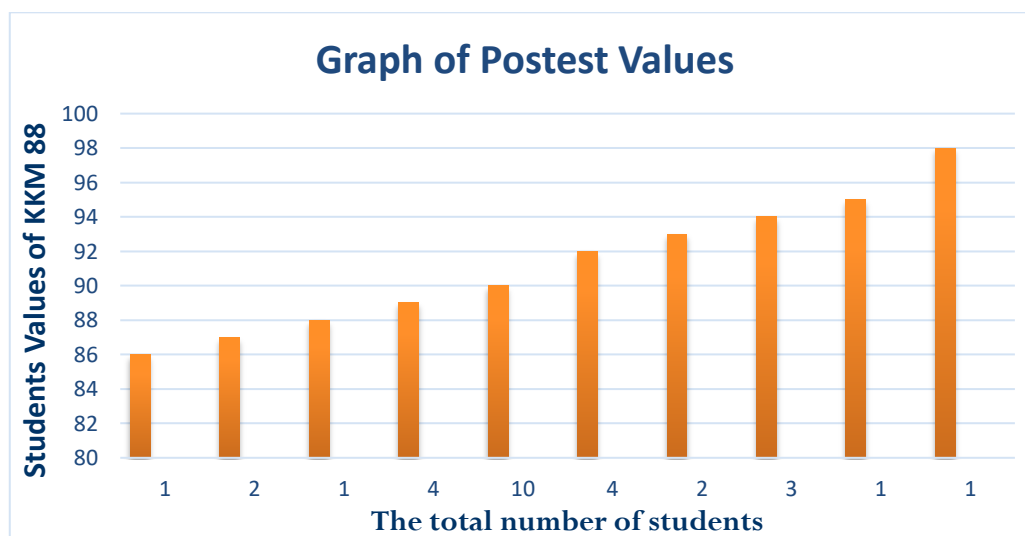
platform and online learning sources such as 'Rumah Belajar' that correspond to the basic competencies that will be taught. This enables pupils to gain not only literacy abilities but also digital literacy skills.

Therefore, the results obtained from the evaluation of learning fantasy story text with problem-based learning after and before the treatment whereas the pretest scores of students who did not get therapy (traditional class) did not achieve the expected results, which were still below the KKM. Many students continue to receive grades that do not reach the passing standards in fantasy story text content because the methods taught in class are still traditional and there is no remedy. The graph below displays value data.



Graph1. Graph of Pretest Values

Furthermore, students who received problem-based learning to improve their knowledge of fantasy story texts achieved a significant value on the posttest. Students received an average score of 90.79% on the requirements for finishing KKM 88. The acquired data is depicted in the graph below.



Graph2. Graph of Posttest Values

Previous research found that teachers who switched from conventional to problem-based learning methods succeeded in increasing student achievement. In this study, students were more active and participatory after using problem-based methods in classroom learning. Students are also more responsible in carrying out the responsibilities assigned through the division of tasks and group discussions, so as to form an independent personality.

It could be concluded that the learning process to improve understanding of problem-based learning-oriented fantasy story texts was successfully applied to students in class because they achieved the expected results, particularly students who used their intelligence to think and reason according to the material taught by the teacher in class.

5. Conclusion

Based on the findings and discussions, it is possible to conclude that learning fantasy story texts using the problem-based learning model is a good HOTS-oriented learning practice concerning improving students' ability to transfer knowledge, think critically, and solve problems. Furthermore, by systemically and meticulously constructing lesson plans (RPP), the learning of fantasy narrative texts utilizing the problem-based learning approach is not only HOTS-oriented but also includes building character education, literacy, and 21st-century abilities. Students also achieve considerable results, with scores above the KKM during treatment with the problem-based learning methodology.

As a result, for the learning process run smoothly and student learning outcomes improve significantly, the authors offer some suggestions for improvement based on the findings of this study: the teachers should not only teach by referring to the student and teacher books that have been provided, but should also dare to innovate contextual Indonesian learning in accordance with the students' backgrounds and the situation and conditions. Learning will become more meaningful as a result of this. Then, instead of memorizing theory, students are required to use higher level thinking skills in their learning. The ability to learn in this manner will help students understand the topic more deeply and for a longer period of time (not easily forgotten). Furthermore, the school, particularly the principal, could encourage all teachers to participate in HOTS-oriented learning implementation. Positive school support, such as providing adequate facilities and infrastructure in the learning process, could provide an opportunity for each teacher to spread good practices and enhance the teacher's understanding of HOTS learning.

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