
THE IMPLEMENTATION OF PROBLEM BASED LEARNING IN TEACHING DIRECTION

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a b s t r a c t

The research focus in this research is, The implementation of Problem Based Learning In Teaching Direction At Junior State 1 Sumber, Students' perceptions of Problem Based Learning in Teaching Direction At Junior State 1 Sumber. The purpose of this research: To investigate the implementation of problem based learning in teaching direction at Junior State 1 Sumber, To investigate student's perception at the implementation of problem based learning at Junior State 1 Sumber. This research approach is a qualitative approach. This type of research is field research in the form of case study. Data collection techniques using observation, interviews, lesson plan and questionnaire for student's perception. While the data analysis uses the Miles and Huberman Models. The validity of the data used is source triangulation and technique triangulation. Research results from the Implementation Problem Based Learning in Teaching Direction At Junior State 1 Sumber Planning includes preparing learning tools and selecting learning materials, Implementation includes, conveying learning objectives, dividing groups, guiding discussions, presenting the results of discussions. And evaluate the results of the discussion, students of the learning by using a questionnaire.

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INTRODUCTIONS

The learning model can be said as a procedure or pattern systematically used as a guide to achieving goals learning in which there are strategies, techniques, methods, materials, media, and learning assessment tools. Learning Model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, learning environment, and classroom management. That means here, the learning model is a frame in which there are learning approaches, learning strategies, learning methods, learning techniques and tactics. Because the learning model is the frame of all of them. Therefore, an educator must be really good at choosing a suitable learning model so as to create effective and efficient learning for his students.

According to Joyce & Weil (in Rusman, 2012) 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 Junior State 1 Sumber school 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 (Affeldt & Fernandez, 2018). 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.

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. PBL is a learning strategy that empowers student the conduct research, integrate theory and practice. And apply knowledge and skills to develop a pratical solution to a particular problem. According to Suci, Muhaimin (2021) vocational journal of vocational education innovation this problem based learning model can increase motivation to learn English and can achieve the desired learning goals.

Based on the information the writer will get from Ms. evi, the school contains the author's research material, namely the direction that will be taught in class VII Junior State 1 Sumber. According to (Lulu 2022) Direction is a noun which has a literal meaning of directions. In studying this material, you need to know the various expressions and language elements of prepositions of direction to facilitate the learning process.

The reason the researcher chose to research implementation of problem based learning (PBL) or Problem-Based Learning models in English education learning for direction material in seventh grade because researchers want to know how teachers implement classroom learning using problem based learning models and researchers also want to know about students' perceptions of learning using learning model problem based learning in class. For initial observations to support the topic, the authors conducted interviews with teachers and student's perception, document (lesson plan), observed in class and made questionnaires for students' perceptions of the material being taught (Dewi, 2020).

The writer about problem-based learning. Because problem based learning can improve English learning achievement in seventh grade Junior State 1 Sumber. This research is classroom action research which consists of two cycles namely planning, implementation and evaluation. After the action is taken the learning process uses a problem based learning model

and ends with a questionnaire. Questionnaires related to the material being taught using the problem based learning method. The results show that classes that use this method are better than classes that do not use this method (Sugesti, 2020). Students' ability to learn English is very important in the learning process of English education at Junior State 1 Sumber. Problem based learning is innovative in its potential to develop various areas of student ability, including English learning content, cognitive and social development. While beneficial, one of the main causes of classroom implementation failure is the difficulty teachers find in coming up with things that make sense in the context of the question. Research is very important to do, because it is to further examine and deepen existing knowledge, and so that we can develop it further.

The gap that the author found during the first observation at school was that students' perceptions in learning direction were still not well understood regarding writing spelling, punctuation, effective sentences, choosing the right words and vocabulary. The teacher applies problem-based learning to the direction material in accordance with the lesson plan he has made. Students experience difficulties when the teacher gives the task of writing down ideas to be used as directions.

Preliminary observations conducted in eighth grade Junior State 1 Sumber, it was found that students looked passive, lacked motivation, lacked creativity and lacked confidence.

Junior State 1 Sumber teachers show that students' ability in English lessons is still low. Qualitative methods are used in this study. What is commonly used in the problem based learning method does not have to be a special product but in the form of a presentation or writing.

The researcher believes that this learning model is very suitable to be applied in seventh grade because seventh grade students are certainly bored with learning English education that only uses the lecture method learning model, especially since seventh grade is an early grade whose thinking is still beginner, so they need to be taught how to overcome a problem. They will also be more interested in learning that is more challenging and requires critical thinking.

The solution to overcome this problem, the English teacher applies the problem based learning (PBL) learning model because the learning includes the ability to ask questions, express opinions, cooperate, discipline, work hard, be active, and students' creativity in learning (Suardana 2019). Thus it is clear that problem-based learning can improve student competence as a whole which includes aspects of students' knowledge, attitudes, and skills in the learning process.

Several studies discuss research on how problem based learning is (PBL) in improving students abilities, in improving students skills is carried out by several researchers. A brief description of the research is. There are several relevant previous studies used to support research, they are Hamilton ,Canada. Since then many, universities and schools around the world have used this learning methods until now. In the problem based learning strategy (2020), problem based learning is defined as a learning method that direct students to again new knowledge from the analysis of various knowledge and learning experiences they have, as well as connecting them with larning problem given by the teacher.

Rozy and all (2019), conducted a research entitled The Effect of Problem posing Learning Model and Problem-Based Learning Model on Skills Writing Text Reviews Cilacap City middle School Students Reviewed from Critical thinking using a true experimental design. Theresults showed that: (1) The results of writing text reviews students who were taught using the Problem Posing Learning model were better than students who were taught using the 2 Problem-Based Learning learning model. (2) The results of writing text review students who have high critical thinking skills are better than students who have low critical thinking skills. (3) There is no interaction between the learning model and the ability to think critically about the ability to write review texts.

Jumariati and Sulisty (2017) conducted research entitled Problem-Based Writing Instruction: Its Effect on Students' Skills in argumentative writing using a quasi-experimental design. The results confirm that Problem-Based writing instruction can be recommended as an alternative teaching strategy particularly in teaching argumentative essay writing. The study also suggests that further research involves larger samples and the skills in listening, speaking, and reading to establish more conclusive findings on the roles of PBL in English Language Teaching contexts.

From the previous studies with this study the difference is from the focus of his research, previous research focused more on the steps of the Problem Based Learning (PBL) learning model and learning outcomes using the Problem Based Learning (PBL) learning model. While this research focuses on implementation, implementation, and evaluation. In addition, the difference between this research and several previous studies is the type of research that used, the research location and also the subject matter.

Based on the explanation of the background that has been submitted, the research objectives are to investigate the implementation of problem-based learning in teaching direction at Junior State 1 Sumber and to investigate students' perception at the implementation of problem based learning at Junior State 1 Sumber. This research is expected that this direction material is one of the English lessons that contains information in the form of facts, incidents, incidents, or information that is considered important. Like asking for directions. In this material can also increase student understanding, such as students know the grammar used, the grammar and vocabulary used in this material.

METHOD

In this study researchers used a qualitative approach with the type of research case study research (case study) and is descriptive. Research Location is a place that will serve as field of research or the place where the research is intended done. The research area usually contains location (village, Organizations, Events, texts and so on). This study, took the location at Junior State 1 Sumber, which is located in Sumber District, Cirebon Regency. The participant one teacher, who taught at seventh grade of the academic year 2023-2024. The teacher is gender female, 30 years old, the teacher has taught at school for 9 years and the seventh-grade teacher has been teaching for 4 years.

In this study there is a data source, namely primary data sources. Based on this description, the primary data sources in this study one teacher and ten students' perceptions. The object is Implementation of problem-based learning in teaching direction and Students' perception of problem based learning in teaching direction. Data collection techniques can be seen in terms of methods or techniques data collection can be done by Interview, Observation (observation) and documentation. The data that has been extracted from this interview, among others as follows: (1) preparation for planning the Problem Based Learning (PBL) learning model; (2) the steps for implementing the Problem Based learning model; (3) evaluation form of the Problem Based Learning (PBL) in learning direction material. The data that has been explored during the observation include the following the process of planning, implementing or implementing and evaluating the Problem Based Learning learning model. Learning Implementation Plan (Lesson Plan) in English for direction material with the Problem Based Learning (PBL) learning model to find out the planning, implementation, and evaluation of the Problem Based Learning (PBL) learning model.

This research decided to use a triangulation technique where existing data sources are combined with various other data collection techniques Data triangulation will be used to confirm the validity and reliability based on the results of interviews with interview, observations, questionnaires and documentation. Miles and Huberman that activities in

analyzing qualitative data are carried out interactively and continuously, data analysis activities namely: data reduction, data presentation, verification.

RESULT AND DISCUSSIONS

Research Findings

This research began in early May 2023 to be precise May 3, 2023. Starting with a preliminary observation on May 2023. After carrying out the pre-observation, the researcher submitted an application letter for permission to conduct the research to the head of Junior State 1 Sumber to interview and observe at the english teacher and interview the student's.

After carrying out the research process and obtaining data in the field, using the data collection techniques used, ranging from general data to specific data according to the data desired by the researcher. Furthermore, the data obtained were analyzed in detail, with the hope that researchers would obtain accurate data. In succession, the data obtained is presented in accordance with the research focus. Based on the results of research conducted by researchers in the field, then researchers found several findings regarding the data that researchers need. In the research that researchers did on the application of teachers to learning using problem based learning models in the classroom. For more details below.

This researcher will describe one by one the findings that researchers found in the field. Based on the problems and research objectives that have been stated in chapter I, namely to investigate the implementation of problem based learning in teaching school buildings at Junior State 1 Sumber and to investigate student's perception at the implementation of problem based learning at Junior State 1 Sumber. So data from informants is needed. For this reason, guidelines for obtaining research data have been prepared which can be used as guidelines for interviews, observations and questionnaires for students.

To interpret the data obtained from the interview results, the following will describe the research data from the research interviews with the researcher and the teacher as follows. The data obtained according to the research focus can be presented as follows:

The implementation of problem based learning in teaching direction at Junior State 1 Sumber

Before carrying out learning observations, researchers must prepare the interview instrument with the teacher so that the interview runs smoothly. The result of the interview is that the teacher applies problem based learning the same as the results of observations and lesson plans.

Planning

The first step in the implementation of problem based learning in teaching direction at junior state 1 sumber was planning. Based on the result of interview, planning stage of the Problem Based Learning in SMP 1 Sumber is a little different to that of other schools. This finding is shown in the following excerpt: Interview preparation the researcher prepared two interviews before learning in class. As stated by the teacher Junior State 1 Sumber in interviews conducted before learning by researchers, namely:

"In planning the problem based learning learning model, the first step that educators must take is to choose learning materials that can and are suitable if using models learning Problem Based Learning, because of the study material which is suitable for using the problem based learning model learning is material in which there are many problems, and these problems occur in life everyday life or in the environment around the students themselves. Because not all English education materials in class VII can be used by Ana, Problem Based Learning model. Second, because not all English language education materials for class VII can use the Problem Based Learning learning model, so in choosing learning

materials you have to look at the syllabus, to see KD (Basic Competency). Then, the lesson material is also in accordance with the basic competencies that students must have, and according to the interests of students. After that, make an lesson plan. So, before making a lesson plan, educators must also look at the time allocation, of course this is a must adjust to the annual program and program semester."

This data is strengthened by the existence of device documents learning, namely the syllabus and lesson plan. In the syllabus it is evident that, not all material or KD (Basic Competence) in the syllabus uses the problem based learning learning model. In the even semester VII grade English education syllabus, the material that uses the Problem Based Learning learning model is the material "Asking and Giving Direction". Then, this material is also detailed in the lesson plan. Both the time allocation, the mapping of the material, as well as the learning steps with the problem based learning learning model.

Next, the teacher gave an explanation of the reasons why she uses the problem based learning learning model on this material. Following are the results of the interview:

"Yes, if there are a lot of problems and problems these problems occur in the student environment. When students experience it, they have can solve it because they already got the knowledge. So, what they get while in school can beneficial to himself and those around him. Besides, this thing help students to always be responsive and think critically in solving any problem in life everyday. For example, the direction material in class VII that Mrs. made Problem Based Learning, about the chapter on asking and giving direction. Why did I apply Problem Based Learning in this material because it is very suitable with the daily lives of students here. Because in every Every day students will socialize, meet various people different kinds of human character both in school and in society, facing problems, different problems."

Previously explained about the planning before the lesson plan was made, then the teacher also explained about the correct lesson plan using the Problem Based Learning model. Following are the results of the interview:

"For the next step is in making thi lesson plan. Matter what an educator needs to pay attention to is the learning steps. Learning steps must according to the learning model or method used. Yes, for example like me who uses the learning model problem based learning, yes the steps are presented in lesson plan must be steps from the problem learning model based learning, and that can be seen in the existing theory".

This data is strengthened by the existence of the lesson plan document. In lesson plan with tolerance material really uses a learning model problem based learning, and learning steps on core activities consisting of literacy activities, critical thinking, collaboration, communication, and creativity in accordance with existing problem based learning models.

The Implementation Stage (Learning Activities)

The second step in the implementation of problem based learning in teaching direction at junior state 1 sumber was implementation. In the implementation of the Problem Based Learning Learning model there are several steps which must be listed in the lesson plans made by educators. Although the lesson plan has its own format. However, in the learning steps starting from preliminary activities to closing activities, more specific steps must be used.

Before entering the core activities in the learning steps, there is a very important opening activity to motivate students before starting learning.

The teacher as a class VII English Education teacher at Junior State 1 Sumber explained that before executing learning by using the Problem Based Learning Learning Model, there are several things that must be prepared besides those contained in the planning. Following are the results of the interview:

"Specifically using the problem based learning model learning. First, convey the learning objectives. Then the second divides the group. Third, students are guided for discussion. Fourth, presenting the results of the discussion. Final, evaluate the results of the discussion. However, before that the first step have to do is set up a problem for solved by students. Here the problem will be solved it, as the mother said at the beginning. That problem it can be from the mother as a teacher and of course mrs have to provide it previously. Then, there is also the problem of obtaining from students, yes, by giving stimulus first, so that students respond by presenting the problem happen. If for example students mrs ordered directly to make or look for a problem surely they will confusion. For that, with me given a stimulus, participant Students will definitely think and respond. Oh this mrs, oh that mrs, oh yes mrs, the writer have been like this. Next, the teacher must convey the learning objectives to be achieved before deliver material. Usually when the writer use the model learning this Problem Based Learning, my children told me form a group. Then, the teacher asked to discuss the problem which has been served. Then, the result will be the teacher children ask to present to the front, and another group respond by asking or rebutting. Final, later mrs will give straightening."

This data is in accordance with the results of researchers' observations on Wednesday, May 17, 2023. Where, after the opening activity, the teacher began enter into the core learning activities. Here, after learners divided into several groups. The teacher accompanies students to discuss in each group. Students write the results of the discussion on sheet paper. Then, representatives from each group one by one alternately came forward to convey the results of their discussions, and students from other groups asked questions, helped answer, and argued.

The teacher explained starting from the initial stages of implementation Problem Based Learning that conveys learning objectives:

"Initially, the teacher entered the class by saying hello. Then, The most important thing before carrying out learning is pray first. Especially if the writer go to hour class first, it is mandatory for all students to read Asmaul Husna together first. Then pray before studying. Usually, while I'm taking roll call, the writer also check readiness students to start learning, of course yes while interspersed with humor, in order to raise the spirits of the children. Because the writer prefer learning to be relaxed but stay serious. Furthermore, while motivating students, the writer convey basic competencies and learning objectives in that day, and don't forget the writer mentioned the material at the meeting beforehand to review and link to the material to be discussed."

This data is in accordance with the results of observations of researchers on Monday, 22 May 2023. The teacher entered the class by greeting, students answered greetings enthusiastically and cheerfully, because the teacher was a patient person, and had her own sense of humor. Then, do not forget that the teacher asked one of the students to lead a prayer before studying. After that, the teacher checked the readiness of the students while taking roll call one by one. Before starting the lesson, the teacher asked the students again regarding the previous

material, and relating it to the material that will be discussed today, of course by being given a stimulus, so that students respond. Furthermore, the teacher gave motivation and conveyed the basic competencies and learning objectives to be achieved in today's lesson.

Based on the picture 1 below is the documentation of the early stages of learning begins:



Picture 1. Delivering Learning Objectives

Next, the teacher explained the second stage of Implementation Problem Based Learning Learning Model in improving the activeness of students in English Education subjects, namely dividing students into several groups. Here are the results the interview:

"Before students discuss, first the writer divide students into several groups. The writer usually share into 7 groups. Only then will the writer explain about the problem to be discussed through pictures or impressions conflicting videos. Well, after that the writer give it time Discuss for approximately 30 minutes. Then, the results later my children will be asked to present in the future, and other groups respond by asking or refute. Lastly, later the mother will straighten it out".

The data is in accordance with the results of the researcher's observation that the stage these two learning activities carried out by the teacher are divide the discussion group into seven groups. Students sit together with their respective groups that have been divided. Then they were asked to watch a video. The video contains a problem that must be solved. The problems presented by the teacher are about intolerance issues in everyday life, such as newcomers who don't know the names of places and roads and then get lost. After that, students were instructed to find a solution on how to overcome the problem.

Based on the picture 2 below is the documentation when the teacher divided the students into several groups:



Picture 2

Divide students in to several groups

The problems discussed by students, namely problems that must be provided by educators, and can also be from learners. Because this is useful for training students to active, critical thinking, also skilled in expressing his opinion. If, the problem is purely from educators, then it will make students passive. However, if all submitted to students, they will be confused.

Therefore, Educators need to provide a stimulus to provoke a response from participants students, with the aim of helping them in their thinking process.

Thus is the second stage of the implementation of the learning model Problem Based Learning in direction material.

The teacher explained the third stage of model implementation learning problem based learning in increasing activity students in the subject of English Language Education for direction, namely guiding students in discussion activities. Following are the results of the interview:

"In the discussion here I am only a facilitator, where in here the writer only guiding in the sense of giving directions in solving problems. Because without me point, students will be confused about what to start with where. But usually the problems they discuss it can be searched from various sources, whether from books, the internet, or other sources".

This data is in accordance with the observations of researchers, where steps next is group discussion. Originally the teacher instruct students to gather with their groups each. Then, the teacher conveyed the rules in group discussions. After that, students were asked to looking for a solution to the problem, "What is our attitude as humans if there are newcomers and get lost on the road." Learners are instructed to search the various sources that exist for used as a basis for thinking and looking for answers.

The teacher as an educator becomes a facilitator with giving directions by visiting one group at a time, maybe from each group there is a find difficulty. Then, the teacher guided and explained how to solve the problem properly and correctly. Besides that, the teacher also directs students to divide the task on each member of the group, so that all work.

Thus, the third stage of the implementation of the learning model problem based learning in learning English material for direction. The teacher explained the fourth stage of implementing the problem based learning learning model in direction material, namely, presenting the results of group discussions in front of the class. Following are the results of the interview:

"When all the groups finished discussing, and have write down the results of the discussion on a sheet of paper. Next, each group appoints one friend to become a representative to convey the results of their discussions at front of class. Then the other groups listened. If when one group that was presenting had delivered the results of the discussion, other groups may ask, respond, or support. And so, on alternately."

This data is in accordance with the results of the researchers' observations that after the discussion process is complete and has been recorded on a sheet of paper and sound recording. Then the teacher ordered representatives from each group to present the results of their discussion in front of the class in turn. The teacher also invites other groups to listen, ask if something is not understood, provide feedback or objections as well as criticism and suggestions. Do not forget that the teacher always gives appreciation to each group that has advanced with thunderous applause. So that if there is an answer from the group there is something wrong with a question from their friends, they will remain enthusiastic. Thus the fourth stage of implementing the problem based learning learning model in direction material.

Based on the picture 3 below is the documentation when students present the results of the discussion in front of the class:



Picture 3. Presenting the Results of the Discussion



Picture 4. Question and Answer Process

The teacher described the fifth stage of implementation the learning model of problem based learning in direction material is evaluating the results of student discussions. Based on the results of the interview:

"After all the groups have submitted their results he discussion. Then, usually I straighten out of what is presented by each group. There is a way separately, so that students do not feel blamed, if we want to improve their answers. My way say like this, for example the name of the previous presentation is person A, "actually the answer from person A was correct, it's just that there is something even more true that is, new to me provide enlightenment. It aims so that no make them disappointed, actually raise the spirit them to be even better. Then before me closing the usual lessons, I give rewards to the group the best, then also a reward for those who can conclude the day's learning from beginning to end. Only after that, closed with greetings and prayers."

This is in accordance with the results of the researcher's observation that after students present the results of their discussions. The teacher provide alignment, but not with blame. So that students will be more enthusiastic to be better. Moreover, the teacher also gives a lot of rewards, makes more enthusiastic students. Then the last activity is giving students the opportunity to conclude learning from start to finish, only after that, the teacher closed class by saying greetings and praying then leaving the class.

Thus, the fifth stage of implementation the learning model of Problem Based Learning in the material of direction in english education subjects. Based on the picture 4.6 is the documentation when the teacher gave the alignment on what students presented:



Picture 5. Evaluating Learning Outcomes

There are several ways that the teacher did it direction materials for students with learning models problem based learning. Following are the results of the interview:

"Usually to get the children to be active all of that, during the presentations, the mrs tell everyone to come forward. Usually, if you ask your child to solve a problem, you have to provide the basics, so when, for example, a group contains 3-4 children or 4-5 children, they will take turns delivering it later. So that not only one or two children are active in the group, but all groups are involved. Apart from that, there are also other ways, for example in the discussion mrs direct, some write, some seek from various sources, some present, the point is to divide the tasks, that's all. It's not only the children. The teacher ,usually encourages the children to ask, answer, and argue. The teacher gives rewards with additional points or also sometimes I bring small gifts, so that the students are more enthusiastic, yes, although not every meeting."

The data is in accordance with the results of the researcher's observations where, the teacher guides the course of the presentation, so that the distribution equal to each member of the group. Each student Group representatives present the results of their discussions in front. So, after that the teacher asked the other groups, were there any questions for groups that are advancing in front of the class. The teacher offers a reward with additional value, if there is one ask from another group, then these students, will got additional value of activeness from the teacher then, these questions must be answered by the group presenting, not only those presenting in front. But, it can be helped group of friends. Then if from the group that is presenting there are those who answer questions from other groups, then will get additional value from the teacher. However, if the group who was asked a question, could not answer. Can be thrown to participants other students from other groups as well, and automatically the additional value will be obtained by students who answered. If, from the answer there are other students who have different opinions then may object, and will get additional value as well.

Evaluation Stage of PBL

Evaluation of learning is very important to do, because for determine the achievement of learning that has been implemented. Evaluation of learning here is in the form of an assessment of each student. Assessment is not only the end result, but also during the learning process. This was done in order to understand the development of each student. The several aspects that must be assessed include attitude assessment, knowledge assessment, and skills assessment. However, to find out the development of these three aspects in students, an evaluation is needed which will produce value later. As stated by the teacher, in interviews with researchers, starting from attitude assessment to skills assessment as follows:

"So like this, to find out an achievement whether learning reaches students' understanding or not, it needs an evaluation, from the evaluation later we as teachers can make an assessment. In general evaluation there are two techniques, test and non-test. However, for the Problem Based Learning learning model, it is not enough just to test it. Rather, it places more emphasis on the process of learning, such as the process of solving problems, discussing, and presenting."

Because from there we can assess each student. If it's just a test, maybe the answer might not come from his own mind"

This data is reinforced by the results of observations of researchers when learning where the teacher while observing each group and taking scores starting from when students responded to the stimulus given by the teacher. Then when students discuss looking for solutions to problems, when students present the results of their discussions in front of the class and when students are active in learning, such as asking questions, answering questions, and arguing.

In this section the researcher wants to explain the conclusions from the implementation results of implementing problem based learning in the classroom regarding student responses to what learning is like.

Based on the results of an interview with the teacher, regarding student responses to the application of learning using problem based learning in class. Following are the results of the interview:

"The student response was quite good by using the problem-based learning model. This can also be developed, especially if it is combined with additional facilities or methods such as applications on cellphones such as Canva and making videos on YouTube. Compared to reading. Problems that are sought or obtained can be from YouTube or audio visua"

Based on the results of an interview with the teacher, about how mrs conveys material in class. Following are the results of the interview:

"First of all, a starting question or current material about direction or it can also be called the theme of school building. Like what do you do when you get lost and find out how to solve it. Then if we already know the solution that we have to look for or ask people to show directions. Students are also asked to apply it to the vocabulary they get when asking someone".

Based on the results of interviews with the teacher, about how student learning outcomes are in teaching english education material in class direction. Following are the results of the interview:

"So far, the students' learning outcomes in class have sufficiently mastered the material or vocabulary, such as the introduction of the names of buildings around them. They can export directly, already know what areas are in the school".

Students' Perceptions of PBL

The results of the student questionnaire on learning were 100% students liked the learning because it was very interesting. 100% of students prefer to discuss when learning takes place and can express their own opinions. 10% of students who have difficulty working on questions in using this method. 90% of students prefer studying in groups and 10% prefer studying alone. And finally 90% of students are more active in oasking 10% of students are embarrassed to ask. The reason the researcher chose three students to conduct the interview was because of the ten students' perceptions in working on the questionnaire there were similarities from each student. Therefore, the researcher looked for students whose answers in filling out the questionnaire were different from the others, and the answers to the interviews were conducted by the initials of students F and J.

After filling out the questionnaire, it was followed by an interview with student f, about the initial steps taken by the teacher when entering class. Following are the results of the interview:

"The first is opening greetings, asking how are you doing, introducing material, delivering material, initial motivation.

Based on the researcher, student f said that before starting to study the material the teacher started with an opening such as greeting, asking for news and initial motivation before learning. Then continued with the interview with student J, about what kind of initial steps did the teacher take when she entered class. Following are the results of the interview:

"The teacher greets and then asks how the students are doing, continues by praying before the lesson starts and usually discusses the previous material before entering the subject."

Based on the researcher, student J said that before starting learning the material the teacher started with an opening such as greeting, asking for news, class attendance and discussing previous material. Then proceed with an interview with student J, regarding the initial steps taken by the teacher

"Opening (greetings, introduction of material, delivery of material, initial motivation) and then explaining the direction material and then giving the task of noting all the buildings in the school (Junior State 1 Sumber 1)".

Based on the researcher, student J answered that before starting learning the material the teacher started with an opening such as greeting, asking news, class attendance and discussing previous material then gave the task of writing down all the names of the buildings in the school.

Discussion

Based on the results of interviews, observations, and documentation in above, there are several research findings in junior state 1 sumber. In this section, research findings regarding the implementation of problem based learning in teaching direction at junior state 1 sumber will be discussed, which include several things, including: To investigate the implementation of problem based learning in teaching direction at Junior State 1 sumber, and to investigate student's perception at the implementation of problem based learning at Junior State 1 Sumber. The three discussions are based on the focus of the research, which will be discussed as follows: In this section the researcher explain the discussion of the research results. Data taken from interviews, observations, and questionnaires for student perception. The discussion is divided into 4 sections consisting of planning, implementation, evaluation and results of student perception through a questionnaire instrument.

Based on the findings of research conducted it can be seen that before carrying out learning with the problem based learning, it is necessary to have planning beforehand, including that there is a lesson plan. But before that, the most important planning is the selection of learning materials. Lesson materials that use the problem based learning model must contain problems, and these problems must occur around the students themselves. This data is in accordance with the findings of the theory by Sofyan "2017:

"PBL learning planning is done by compiling implementation lesson plan and preparation of supporting materials or learning tools. In implementation of the 2013 Curriculum, the preparation of lesson plans can be referred to on the guidelines for preparing the lesson plan contained in permendikbud number 103 of 2014 concerning process standards learning. As for the preparation of assessment tools, can refer to Permendikbud No. 104 of 2014 concerning assessment of learning outcomes".

Based on these findings, planning in the model learning problem based learning in addition to preparing the device learning like learning in general, also has to do the selection of learning materials. The learning tools for all subjects are the same and are proven to be in accordance with the existing theory, where there must be an annual program, semester program, syllabus, lesson plan, and others. The selection of learning materials in the problem-based learning model at Junior State 1 Sumber is also proven to have similarities with theory.

The first, the selected learning material must contain problems. Then, the solution to this problem is sought by looking at various sources of English Education subjects. Second, the learning materials are selected in nature familiar. That means here, the selected study material must problems that they know, of course, that occur in the environment around them. Because if students understand the problem, they will easily think of a solution. Thus, the learning objectives will be conveyed optimally. Third, the study material is material related to the interests of the people. So that it can be useful not only for yourself but also for others. Fourth, the selected learning materials must support the basic competencies that students must possess. Because in selecting learning materials one has to adjust to the basic competencies in the syllabus, and not all basic competencies in the syllabus can use the problem-based learning model, for that educators must really pay attention so that all the basic competencies in the syllabus that students have to achieve can be achieved. Properly conveyed to students. Fifth, the selected learning materials must also be in accordance with the interests of students. However, to arouse students to be more interested in learning, there needs to be a good stimulus from educators. So, with this stimulus it can provoke a response from students and students will be more active. The next stage, after discussing the research findings, it can be concluded that there are many similarities with Sofyan's theory. That means, planning in selecting lesson materials implementing the problem-based learning model is in accordance with existing theory, although there are still slight differences.

Based on the findings of research conducted can it is known that the implementation of the problem based learning model learning has several steps, namely first, explaining the purpose of learning. Second, divide the group. Third, guiding students in group activities. Fourth, present the results of group discussions. And finally, evaluating the results of student discussions.

These findings are in accordance with Sofyan's theory in the model syntax learning Problem Based Learning namely:

“The steps for implementing the learning model problem based learning, among others, a) orientation students to the problem, namely the teacher explains the learning objectives, explaining the logistics (materials) needed, motivating students to be actively involved in problem solving chosen. b) Organizing students to learn, in at this stage the teacher helps students define and organize learning related tasks the problem. c) Guiding individual investigations or groups, the teacher encourages students together appropriate information, carry out experiments to get an explanation and problem solving. d) develop and present the work, the teacher helps students in planning and preparing their work suit like model reports and share tasks with friends. e) analyze and evaluate the problem solving process, on at this stage the teacher evaluates the learning outcomes about the material have studied / asked the group to present the results of the work”.

Problem Based Learning implemented in Junior State 1 Sumber has much in common with theory. Before starting the material the new teacher discussed last week's lesson a bit, with asking students, with the aim of knowing the memory of students. After that, the teacher continued the activity the next step is conveying the basic competencies and objectives lesson that will be discussed on that day. Before the teacher delivers the material to be taught, first the teacher provides a stimulus in the form of a question about how much knowledge students have about the material to be taught.

The next findings later, after the process of opening activities finished, the next step is, the teacher divides students into seven groups. After students are divided into seven groups, students are asked to observe pictures in the video that contain problems. The problems can come from the students themselves, the teacher can prepare, or the teacher provides a stimulus first.

The next finding, then from the problems presented the teacher conditioned students for discussion. Do not forget previously, the teacher had to convey the rules when discussing. Here students are required to be active in discussions with groups that have been formed. However, the teacher does not just stay silent, but must monitor the course of the discussion.

The next findings, after the discussion is over and the solutions from the problem solved has been found, then students present or present the results of the discussion which has been written on sheets of paper to be presented in front of the class. Then, representatives of group members present the results of their discussions in front, and for other groups to listen, at the same time other groups are given the opportunity to ask questions, provide suggestions, criticisms, and input.

The next findings, after the presentation is over. Teacher straightens from the results of student presentations. Then, together with the students conclude the lesson that day.

The next stage, after the findings in this study discussed, it can be concluded that many have in common with theory. The difference is only in the use of words and sentences. However, the point remains the same. Although, in practice still many are not maximized because not all of them are active in learning. However, the implementation of this study made students not passive, because they had to be all involved in the discussion.

Based on the exposure to the data that has been analyzed it can be it is known that there are several aspects observed by educators towards students in seeing their activeness. Among other things, namely, first, from the way students read, observe pictures, observe other people's work, present in front of them and so on. Second, activeness in conveying the main points of their thoughts or when they have opinions. Third, when students write about thoughts, feelings, and ideas by using or noting important things. Fourth, actively provide comments, express opinions, pay attention to others, be open. Fifth, remember, solve problems, and analyze (Pratiwi 2020).

Based on the findings of research conducted can it is known that, evaluation or assessment in the learning model problem based learning is divided into three assessments namely, assessment attitudes, knowledge, and skills. In addition there is also a self-assessment as well as peer ratings.

Based on the findings of research conducted can it is known that, evaluation or assessment in the learning model problem based learning is divided into three assessments namely, assessment of attitudes, knowledge, and skills. In addition, there is also a self-assessment and peer assessment.

These findings are in accordance with the theory of Sofyan (2018), namely as follows: *“Evaluation or assessment in PBL is done by way of evaluation self-assessment and peer-assessment. a) Self-assessment, assessment made by the learner himself against his efforts and the results of his work with reference to the goals to be achieved (standards) by the learner himself in study. b) Peer-assessment, an assessment of where the learner is discuss to provide an assessment of efforts and results completion of tasks that have been carried out alone or by friends in the group”*.

Based on these findings, evaluate the implementation of the model there are several types of problem based learning, namely attitude assessment, there are spiritual attitudes and social attitudes, there are knowledge assessments, skills assessments, self-assessments, and peer assessments. The first finding, self-assessment assessment carried out by the students themselves according to existing competencies. Here what is included in the self-assessment assessment is self-assessment, in which students assess themselves honestly. Usually the teacher distributes questionnaires that must be filled in by students. Similar to the findings of the two peer-assessments can also be through questionnaires, but here peer assessment is an assessment where students discuss to give their assessment of their own efforts and also that of

their friends. The group, here, what includes peer assessment is peer assessment. Where this assessment assesses their peers in one class that they know during activities at school or if in a group, namely assessing their group mates during group activities.

Based on the findings of the researchers that of the three assessment in the Problem Based Learning learning model, namely attitudes, knowledge, and skills (Indriani 2022). Of the three assessing different aspects. The attitude assessment that is assessed is the attitude when learning both inside and outside the classroom. Knowledge assessment is from assignments, quizzes, daily tests, homework, exams. In the process, when the student answers questions, or from his work, his writing. Assessment of skills, more to the creativity, skills, and mastery of learners.

Based on data that researchers obtained during research in schools about the result students' perceptions in classroom learning by using a problem based learning model, in the form of a questionnaire almost 100% of students like this problem-based learning, besides being able to make students think critically, this learning model is very interesting and the way of learning this can make it easier for students to ask questions to the teacher and this learning can also make it easier for students to solve problems.

The results of the student questionnaire on learning were 100% students liked the learning because it was very interesting. 100% of students prefer to discuss when learning takes place and can express their own opinions. 10% of students who have difficulty working on questions in using this method. 90% of students prefer studying in groups and 10% prefer studying alone. And finally 90% of students are more active in asking 10% of students are embarrassed to ask.

This finding is similar to the research conducted by Suyanto(2015) with the results of interview student learning value acquisition learning that acquisition student learning on material money the lowest score is 91.60 while the highest score is 98 with a completeness percentage of 100%. Whereas in material financial institutions the lowest score is 88.33 while the highest score is 98 with a completeness percentage of 100%. (KKM social studies IPS subject 80). While in the observation of the discussion which includes cooperation, responsibility, discipline, speaking ethics the results based on the group score are very good. With the acquisition of the lowest score of 81.25 while the highest value is 93.75.

CONCLUSIONS (12pt)

Based on the research focus, the presentation of data analysis data, as well discussion of the findings can be put forward the following conclusions the implementation of problem based learning in teaching direction at Junior State 1 Sumber, namely in addition to preparing learning tools such Annual Program, Semester Program, Syllabus, Lesson Plan, and others. But also have to do the selection of learning materials. The criteria for the subject matter include, lesson material that contains a lot of problems, these problems occur around students, meaning they are familiar, lesson material that is in the interests of many people, lesson material is also in accordance with the basic competencies that students must have, and which finally according to the interests of students. Implementation of the problem based learning, learning model in english language education subjects in junior state 1, the first source is conveying basic competencies and learning objectives. Second, dividing students into several groups. Third, condition students to discuss the problems presented. Fourth, present the results of the discussion in front of the class. and for other groups to listen, at the same time other groups are given the opportunity to ask questions, provide suggestions, criticisms, and input. After the presentation is over. Fifth, the teacher evaluates the results of the discussion. Then together with the students conclude the lesson that day. The results of students' perceptions in class 7-h ten for questionnaire and three for interview on direction learning using the problem based learning model based on the data that researchers got during research in schools on student

perceptions in class learning using the problem based learning model, almost all students like this problem based learning, besides being able to make students think critically, this learning model is very interesting and makes students easily solve a problem.

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