

Problem Based Learning (PBL) to Build Literacy Skills in Students at SMAN 2 Palembang

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Abstrak

Keterampilan literasi berperan penting terhadap kesuksesan belajar peserta didik. Dengan keterampilan tersebut dapat mendukung kompetensi yang dimiliki sehingga dapat saling mendukung apabila peserta didik dapat menguasai keterampilan literasi. Dengan pembelajaran berbasis *Problem Based Learning* (PBL) merupakan salah satu model pembelajaran yang dapat memfasilitasi dalam membangun keterampilan literasi pada peserta didik dalam materi Indonesia masa reformasi. Penggunaan metode pada penelitian ini berupa Penelitian Tindakan Kelas (PTK) atau *Action Research* yang dilakukan di kelas XII IPA 5 SMAN 2 Palembang dengan jumlah 39 peserta didik. Kegiatan penelitian dilaksanakan dalam dua siklus yang terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Dalam teknik pengumpulan data kuantitatif dengan pendekatan kualitatif. Berdasarkan dari hasil penelitian model pembelajaran *Problem Based Learning* dapat membangun keterampilan literasi pada peserta didik. Hal tersebut dibuktikan pada siklus I keterampilan literasi hanya mendapatkan presentase 44% sedangkan pada siklus II meningkat menjadi 90%. Kesimpulan dari penelitian ini bahwa penggunaan model *Problem Based Learning* dapat membangun keterampilan literasi pada peserta didik.

Kata kunci: pembelajaran, pbl, literasi.

Abstract

Literacy skills play an important role in students' learning success. These skills can support the competencies they have so that they can support each other if students can master literacy skills. Problem Based Learning (PBL) based learning is a learning model that can facilitate building literacy skills in students in Indonesian material during the reform era. The method used in this research was Class Action Research (PTK) or Action Research which was carried out in class XII IPA 5 SMAN 2 Palembang with a total of 39 students. Research activities are carried out in two cycles consisting of planning, implementation, observation and reflection. In quantitative data collection techniques with a qualitative approach. Based on the research results, the Problem Based Learning learning model can build literacy skills in students. This was proven in cycle I that literacy skills only got a percentage of 44%, while in cycle II it increased to 90%. The conclusion from this research is that the use of the Problem Based Learning model can build literacy skills in students.

Keywords: learning, pbl, literacy.

INTRODUCTION

Learning is a process of activity between educators, students and learning resources in a learning environment so that they can learn well. As according to Chotimah & Fathurrohman (2018) which suggests that learning is an activity provided by educators to students to assist in the

process of obtaining knowledge, mastering skills and forming attitudes in a learning environment (Ubabuddin, 2019). The success of an educator can be seen if the learning objectives have been achieved. In achieving these learning objectives, a means is needed to organize the learning process. One of the means that can be

used by educators is by using learning models.

The learning model is a form of learning that is illustrated from start to finish, which is presented by educators to maintain class order and to achieve the expected learning objectives (Asyafah, 2019; Sawaludin, et al., 2022). With the learning model, educators can provide the process of the course of learning activities that have been adjusted to the expected learning objectives (Samala, 2022). The process itself is an aspect of the learning model, the process aspect refers to a learning situation that can create fun activities and encourage students to be actively involved in learning and thinking critically and creatively. One of the learning models that can refer to this situation is a problem-based learning model or Problem Based Learning (PBL).

Problem Based Learning (PBL) is a learning model that uses problems as the first step to collect which then become one so that new knowledge emerges (Rahmasari, 2016). This learning model is characterized by real problems as a context for students to learn critical thinking, problem-solving skills and acquire new knowledge. As well as according to Sofyan (2017) who explain problem based learning as follows:

Problem Based Learning (PBL) or commonly referred to as problem-based learning is a learning process whose starting point is learning based on real-life

problems then from this problem students are stimulated to study problems based on the knowledge and experience they have previously had so that new knowledge and experience will be formed (Rahmadani, 2019). According to Rahayu (2018) in Priyanti & Nurhayati (2023) the problembased learning model is an approach that can have a positive impact on the achievement and attitude of students.

Problem Based Learning (PBL) is one of the alternative model choices in helping students to understand concepts in which students are given a central role as the main actors in the active involvement of the learning process (Aggraheni, et al., 2024; Suginem, 2021). According to Warsono & Haryanto (2013) in Wijayanti, et al (2020) this learning model has the advantage that it can make students accustomed to facing problem posing in learning and not only that students can deal with problems in everyday life. This model is a learning concept that can help educators create a more real learning environment as a learning experience for students by facing important and relevant problems. So that students are more actively involved, collaborative and learner-centered and can develop problem solving skills and independent learning abilities. In this case, learners are more invited to understand, analyze, and use information effectively to form knowledge with the

guidance and facilities provided by educators. With this ability, it can build the ability of students' literacy skills.

Literacy skills themselves have an important influence on the success of students, with this ability will help students in understanding information both oral and written. According to Oktariani & Ekadiansyah (2020) Literacy skills are a person's ability to use potential and skills in processing and understanding information when doing reading and writing activities. Literacy skills play an important role in students' learning success. With these skills it can support the competencies possessed so that they can support each other if students can master literacy. Competence itself is accessing, using, interpreting and communicating useful information. According to Sutrisna (2021), the skills that students must have in 21st century education are literacy skills.

Meanwhile, the benefits of literacy skills are: 1) Can increase vocabulary, get a variety. 2) Get various insights and new information. 3) The ability to interpret information increases. 4) Improve the ability to analyze and think. 5) The ability to string words increases (Oktariani & Ekadiansyah, 2020). It can be concluded that literacy skills can increase knowledge by reading various useful information and increase understanding in drawing conclusions from the information obtained and improve critical thinking skills.

Therefore, the writing of this article aims to explain the literacy skills of students by using Problem Based Learning (PBL) or problem-based learning.

METHODS

The method in this study uses action research or action research, with action research conducted to be used to solve learning problems in the classroom (Hastuti, 2022). Action research or action research begins with a study of a problem or problem systematically (Ananda, et al., 2015). Action research is a form of research that occurs in the classroom in the form of certain actions taken to improve the teaching and learning process to improve better learning outcomes (Kalangi & Zakwandi, 2023). The end result of this PTK is problem solving and improving the quality of education and teaching (Prihantoro & Hidayat, 2019). This research uses a qualitative approach and in data collection uses quantitative data.

In this study the teacher acted as a researcher, where the teacher played a role in the class action research process. While the observation activities were carried out by other teachers. Then to find out the results, using the assessment given after the teacher explains the material. The main purpose of this classroom action research is an effort to improve learning practices in the

classroom and improve students' literacy skills.

Characteristic of this research is the participation and collaboration between researchers and members of the target group or students. Where this research refers to the Kurt Lewin model in one cycle there are four stages, namely: Planning (planning), Implementation (acting), Observation (observing), and Reflection (reflecting). This model will continue in the next cycle and will be stopped if it is in accordance with the needs.

The research site used to obtain the desired data was located at SMAN 2 Palembang which was carried out in the even semester of the 2023/2024 school year. With the research subject is students who sit in class XII IPA 5 SMAN 2 Palembang with the topic of discussion of Indonesian material during the reformation period. Where the material is one of the subject matter contained in the even semester of class XII.

The activities carried out in this study in the first step prepare everything related to the implementation of research such as literature review, preparation of research designs, field orientation and then preparation of research instruments. Then the next step is implementation activities by collecting data through distributed questionnaires and making observations, conducting discussions to solve shortcomings and advantages,

analyzing research data, then interpreting the results of data analysis. In the final step, the activities carried out were to discuss the draft research report, revise the draft research report and then compile a research report.

RESULTS AND DISCUSSION

PTK or class action research with audiovisual learning media in Indonesian history subjects on Indonesian material during the reform era (President BJ Habibie, Abdurrahman wahid and Megawati) at SMAN 2 Palembang in class XII IPA 5, which was carried out in two cycles, namely cycle I cycle II. In cycle I, data was taken by giving assessments to students through google form, which showed that only 44% of students were declared complete while the other 56% were declared incomplete with an average class score of 57.5, which showed that in cycle 1 the value of students in class 12 Ipah five SMA negeri two Palembang in the subject of history of Indonesian material during the reform era (presidents BJ Habibie, Abdurrahman Wahid and Megawati) was still low.

In cycle II, it was carried out because in cycle I there were still many students who had not completed and met the minimum standard of completeness criteria or KKM, so the teacher conducted an evaluation to improve the shortcomings in cycle I. In cycle II, researchers used video media with the PBL (problem-based

learning) learning model to help improve the literacy skills of students in class XII IPA 5. In the table it can be seen that cycle II experienced an increase in the literacy skills of students which can be seen from the students who were 90% complete while those who were not complete were only 10% with an average value of 80.76. Which shows an increase of 46% from cycle I to cycle II.

This class action research was conducted in class XII IPA 5 on the material of Indonesia during the reformation period (presidents BJ Habibie, Abdurrahman Wahid and Megawati) which aims to improve students' literacy skills carried out in two stages, namely cycle I to cycle II, this shows an increase in cycle II.

Cycle I Data Analysis

Based on the data that we have obtained in cycle I for the evaluation results of students in class XII IPA 5 SMAN 2 Palembang in the subject of history of Indonesian material during the reformation period (presidents BJ Habibie, Abdurrahman Wahid and Megawati) where literacy skills are still considered low it gets an average score of 57.5 With students who completed as many as 17 students and 22 students did not complete. That's why we made improvements in cycle II. The following is a diagram of cycle I:

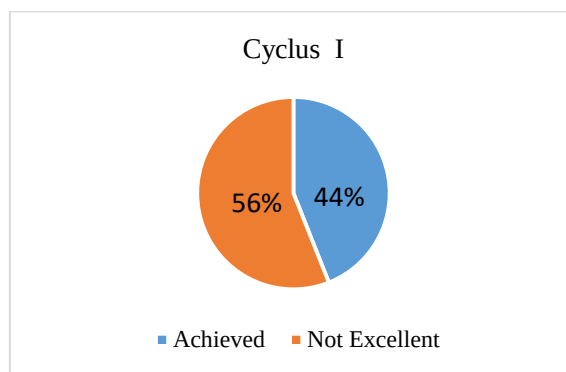


Image. 1 Diagram of cycle I

Cycle II Data Analysis

Based on the results we got in cycle II, which experienced an increase in the results of literacy skills in students with an average score of 80.76 and students who were 90% complete while those who were not complete were 10%. The following is a diagram of cycle II :

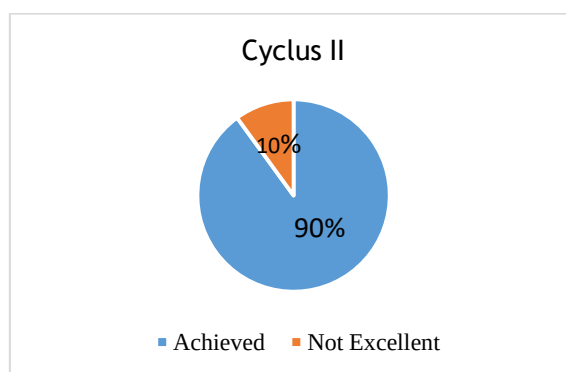


Image. 2 Diagram of Cycle II

The results of this study showed an increase in students' literacy by using the PBL (problem based learning) approach. This problem-based learning approach model is carried out with the aim that students can strive to solve problems found in a material, and students are expected to have critical thinking skills to be able to solve a problem (Nafiah &

Suyanto, 2014). According to John Dewey, explaining that the problem is a stimulus to trigger students to think critically (Assegaf & Sontani, 2016). The following is a comparison diagram between cycle I and cycle II:

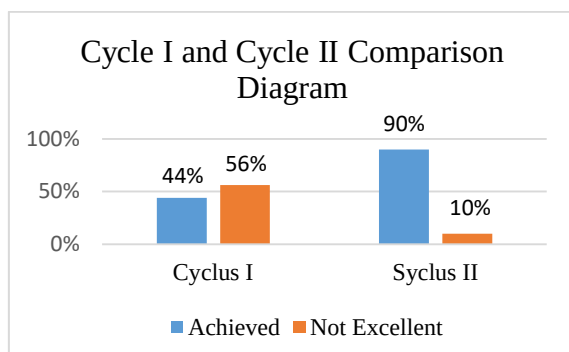


Image. 3 Comparison Diagram of Cycle I and Cycle II

Based on the diagram above, it shows that the percentage of students with complete information has increased significantly. Where the comparison in cycle I is more dominant in the statement of incomplete. So that cycle II is needed where in this cycle students with incomplete information are only 10%. So it can be said that problem-based learning can improve students' literacy in history subjects.

CONCLUSION

The results of research using Classroom Action Research show that the use of the Problem Based Learning (PBL) learning model or problem-based learning can build literacy skills in students. This can be seen from the percentage in cycle I there were 56% incomplete and 44% complete, which means that there were still a small

number of students who were able to master the material provided, totaling 17 students. Whereas in cycle II the incomplete percentage value is only 10% and 90% of students have completed with a complete number of 35 out of 39 students, which means that the number of students who are not complete in cycle II is only 4 people. From the increase in the percentage of student learning outcomes, it proves that the use of the Problem Based Learning (PBL) approach can build more literacy skills in class XII students in the Indonesian Reformation period.

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