WWW.IJRPR.COM

International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Improving the Ability to Write Argumentation Texts of Students of Class Xi (Eleven) SMA Negeri 3 Gorontalo City Through a Project Based Learning Model

Heni Hanipah

(Teacher SMAN 3 Kota Gorontalo)
Email: henihanipah17@guru.sma.belajar.id
DOI: https://doi.org/10.55248/gengpi.2022.3.11.9

ABSTRACT

The study's goal is to find out how Public School No. 3 Gorontalo's eleventh-grade history students would fare if they were taught using the Problem Based Learning Model. In this study, triangulation is employed both as a source of information and as a tool for gathering data. The analysis procedures utilized herein are both qualitative and quantitative in nature. The use of the issue based learning approach in SMAN 3 Kota Gorontalo resulted in an increase in motivation to study up to 85% by the third stage, and in achievement at every phase. There was an increase in first-step performance from 49.5% to 75.5%. Step two saw a rise, going from 53 to 81. The third increment was an increase from 60 to 83. Challenges to implementing the Problem Based Learning Model include, but are not limited to, students' initial lack of familiarity with the approach, classrooms that are too full, and students who cannot work together effectively. Students are more engaged in the learning process, students' abilities are fine-tuned, students can develop collaboration within the group, to generate a spirit of rivalry between groups, and teachers can easily see students' knowledge of the content while using a Problem Based Learning Model.

Keywords: Problem Based Learning Models, Motivation to learn, and Student Achievement.

Introduction

The idea that knowledge is only a collection of facts to be memorized continues to dominate Indonesia's educational system. There is still an emphasis on the teacher as the primary source of information; as a result, lectures and assignments are the preferred instructional methods. However, as time goes on and both teachers and students become more complacent in their understanding of the world, this approach becomes less appealing, even in higher-level courses. Lack of pedagogical variety on the part of instructors.

The Problem Based Learning Model is one of the approaches that relies heavily on real-world scenarios to facilitate learning. When using a Problem-Based Learning Model in the classroom, students do not merely read and listen to definitions of different subjects; rather, they actively engage in the process of learning by solving issues that are relevant to their everyday lives (Bellisimo, 2006: 49). The multidisciplinary nature of the Problem Based Learning model gives students the freedom to investigate their interests and make use of a wide range of teaching tools and techniques. Competencies and problem-solving abilities conducive to lifelong education are the end goals of the Problem Based Learning Model.

Using the PBL framework in the classroom shifts the focus from the teacher to the students, who are then encouraged to take an active role in their own education (Bellisimo, 2005: 317). Using the Problem-Based Learning Model requires the educator to plan and execute lessons that start with students being presented with issues to solve. The role of the teacher is that of a facilitator, mediator, and provider of the difficulties and scaffolding pupils need to build the knowledge they need to succeed.

Two key ideas are at the heart of problem-based education: 1) learning is a building process, not a reception process; and 2) learning is influenced by social interaction variables and the contextual aspect of the lesson (Suci, 2008: 77). According to this view, knowledge and learning are constructed through a social interaction between students and teachers.

What sets the problem-based learning model apart from others is that (1) it is student-driven, (2) it is conducted in small groups, (3) the teacher plays the role of facilitator and moderator, (4) the problem itself is the focal point and serves as a means to hone problem-solving abilities, and (5) students acquire knowledge through independent study (Suci, 2008: 77).

Human resources, methodologies, learning strategies, and materials are only few of the areas in which Indonesian educators confront challenges when attempting to transfer Indonesian content. These challenges must be surmounted if we are to find an answer that will lead to the success of Indonesian language instruction. As a result, we can examine this situation through the lens of different approaches to education. Successful learning is largely dependent on one's choice of pedagogical approach.

Instructors in Indonesia need to focus on their pupils' academic struggles. Attitudes toward learning, motivation, concentration, processing teaching

materials, storing the acquisition of learning outcomes, exploring learning outcomes, ability, confidence, intelligence, learning habits, and ideals of students are all internal factors that affect the learning process, as stated by Dimyati and Mudjiono in Educational Psychology (Sugihartono, et al, 2007: 156-157) Teachers, buildings, regulations, and the surrounding atmosphere and curriculum are all examples of external variables.

Findings from student observations and conversations with Indonesian teachers at Class XI, SMAN 3 in Gorontalo City indicate a decline in interest in the language amongst the student body. Since this is the case, class performance will suffer as a result. Based on the following data, it can be concluded that Class XI, 1 students in Indonesia have the lowest average value: Class XI, IPA 1 students scored an average of 80 on their daily tests, Class XI IPA 2 students scored an average of 88.33 on their tests, Class XI IPA 3 students scored an average of 84.58 on their tests, and Class XI IPA 4 students scored an average of 84.79 on their tests. Creative learning strategies are needed to engage students who are less engaged in the learning process and to alter learning paradigms that continue to rely on lectures.

Researchers' observations and conversations with teachers at Indonesian Class XI, SMAN 3 in Gorontalo City revealed that students' enthusiasm in learning Indonesian has declined. Because of this, classroom performance suffers as a whole. Class XI IPA 1 of 80, Class XI IPA 2 of 80, XI, 1 of 75, and XI, 2 of 78 are all examples of the average value for the daily test in Indonesia. The results show that Class XI, 1 students in Indonesia still have a poor average value. Learning models that still rely on lectures should be replaced with the Problem Based Learning Model in order to rekindle students' interest in education.

In light of these issues, researchers at,SMAN 3 Gorontalo City were interested in doing study in the form of classroom action research (classroom action research) in the hopes of discovering a novel learning technique to boost student motivation and achievement. The purpose of this study is to investigate how a Problem-Based Learning model can be used in Grade 11 at SMAN 1 Bungku Utara in order to (a) increase students' interest in learning Indonesian. Province of Gorontalo, Gorontalo City. (b) using the Problem Based Learning Model in Class XI, 1 at SMAN 3 in Gorontalo City, Gorontalo Province, to raise students' proficiency in Indonesian. Class XI, Section 1 of SMAN 3 in Gorontalo City, Gorontalo Province, is using the Problem Based Learning Model, and the goal is to (c) collect data showing that this has enhanced students' enthusiasm to learn Indonesian. Class XI, 1 at SMAN 3 in Gorontalo City, Gorontalo Province, Indonesia (d) collect data showing that student performance in Indonesian language classes has improved after the introduction of the Problem Based Learning Model.

One of the new types of education that can engage students actively is problem-based learning, or PBL for short. According to Boud and Felleti (1997: 19), "Problem-based learning" is a method that uses real-world challenges as a learning stimulus.

According to Dewey (Trianto, 2010: 91), the relationship between the two orientations of learning and the environment lies at the heart of problem-based learning. Students receive information from their environments in the form of both help and challenges; the brain's nerve system interprets this help so that students can examine, appraise, analyze, and seek answers to the challenges they face.

The goal of Problem Based Learning is to encourage critical thinking and problem solving by exposing students to a wide range of real-world challenges (Oon Seng Tan, 2009: 7). Students who engage in Problem-Based Learning develop the skills, knowledge, and motivation necessary to study on their own, rather than being lectured to, and they show greater agency over, and mastery of, their own learning processes. For students to fully grasp a topic, it is best to introduce them to it through Problem-Based Learning, in which they are allowed the latitude to use their own creativity and initiative in solving ill-defined or open-ended problems.

Arends (2008: 53) outlines five criteria that must be met by a problem scenario before it can be considered a good one. One need is that the scenario be genuine, with the problem having some bearing on the student's actual life. In addition, the issue is not immediately apparent, making it into a puzzle. Since complex issues cannot be resolved by a single line of reasoning, this should spark some interesting discussions. Finally, the student has to feel that the problem is relevant to his intellectual growth. When it comes to the fourth criteria, the problem space should be large enough to allow teachers to accomplish their pedagogical goals. Finally, the group's actions should help rather than hurt the problem at hand. According to Arends, when implementing the Problem Based Learning Model, these five conditions must be taken into account and met for the model to be effective.

The intellectual underpinning of PBL is constructivist theory, which stresses the need of students conducting their own research and constructing their own unique bodies of knowledge. Collaborative thought and introspection make up the investigative process (Arends, 2008: 47). This viewpoint illustrates how the PBL model places students at the center of all learning activities through their participation in those activities.

The developers of PBL learning model (Arends, 2008: 42) mendeskr,fish that PBL has the following features.

1) stimulant questions or problems

   PBL is structured around actual issues faced by students. Issues encountered by students typically have more than one possible resolution. In order to pique students' interest and inspire them to get involved, they are presented with challenges that matter to them personally and to society..

2) Indiscipline Focus

   To solve problems, students are often instructed to look into unrelated fields, even though PBL is designed to foster cross-disciplinary learning..

3) Authentic Investigation

   Students using the PBL approach to learning are tasked with coming up with genuine solutions to real-world issues. Students learn to formulate issues, hypotheses, predictions, collect data, analyze information, conduct experiments if necessary, draw conclusions, and define attitudes or eminences by investigating.

   4) fourth step: create something and present it

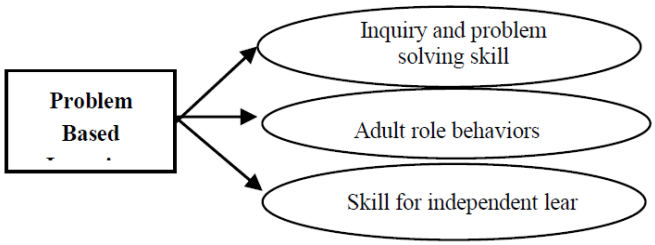
   Students in PBL situations are expected to come up with a solution to a problem and propose it to the class. Communicative abilities can be honed through student presentation activities.

5) Collaboration

   Students are expected to work together in PBL projects. Cooperative efforts boost intrinsic motivation, which in turn facilitates more challenging activities and better inquiry abilities. Students can also practice their critical thinking and communication abilities in these settings..

Students are expected to work together in PBL projects. Cooperative efforts boost intrinsic motivation, which in turn facilitates more challenging activities and better inquiry abilities. Students can also practice their critical thinking and communication abilities in these settings.

Gambar 1
Scheme Of Learning Objectives Of Problem-Based Learning



Higher-order thinking in problem-solving circumstances is encouraged through the use of the Problem-Based Learning methodology. For students to learn, instructors pose questions and dilemmas to inspire thought, inquiry, and discussion. For teachers, the single most important thing they can do to foster more inquiry is to set up scaffolding. The success of the Problem-Based Learning Model hinges on the teacher's ability to foster a safe and trusting classroom community where students feel comfortable voicing their opinions and seeking alternative perspectives.

The ideas behind PBL are the same as those behind inquiry education and collaborative study. In addition to helping kids develop the skills they'll need to become self-directed, resourceful learners, and contributing members of society, the Problem-Based Learning Model places them in the shoes of responsible adults in a variety of realistic and fictional contexts.

Experts have used a wide variety of phrases to characterize motivation, but most of them capture the same core idea. Experts agree on the following definitions of motivation: According to Hamzah B. Uno (2008; 1), a person's intrinsic urge to act is what motivates them to take any action at all. A person who acts on this desire does so because he believes that what he is doing is right. As a result, the behaviors of a person who is motivated by a certain factor will share a common theme with that factor.

A state of mind that prompts, guides, and sustains action is what motivates people, according to Anita Woolfolk (2009: 186). Activation, direction, and maintenance of behavior through time are all functions of motivation, as defined by Robert E. Slavin (2009: 105). According to Sardiman (2010: 73), the motive is the "inner force" that compels a person to act in a certain way in order to reach their objective.

The prefix "mi" suggests that motivation is an activated impulse. When the desire to accomplish the goal is strong, the motivation to do so becomes active. In order to accomplish something, a person must be motivated, as defined by Thursan Hakim (2005: 26). The presence of strong motives and the lack of drive to learn that these motives cause affect the level of perseverance in learning.

The essence of the concept of motivation can be gleaned from a few of the definitions given above: the drive to act in a way that is both efficient and effective in the pursuit of a goal. Learning motivation, or simply motivation, refers to the intrinsic drive that students have to learn more efficiently and effectively with the end goal of improving their performance in class.

If students are properly motivated, says Sardiman (2010: 75), they will achieve the best possible learning outcomes. With this in mind, it's not necessarily the students' fault when they don't pick up what they're supposed to be learning; perhaps the instructor just wasn't very good at instilling the sort of enthusiasm and drive that would have led to better results.

Examining the numerous definitions of motivation discussed, it is widely acknowledged that motivation serves multiple purposes, including the ones listed below.

1. People's actions are guided and controlled by their motivations. Many people think of motivation as a force that pushes people in a particular path once they've been inspired to take action. Such conduct is motivated by a desire to remain constant.
2. Mood and reason as determinants of action. When someone is motivated, his or her actions are guided in the direction of a goal that the person values. If one's goal is to do well on a test, for instance, one might focus intently and employ certain methods in order to do so. As such, the goal specifies the driving force..

Inspiration both propels and limits actions. Motives are what give an organism the push it needs to take some sort of activity; they provide the spark that ignites its motor systems and gives it the extra energy it needs to complete its tasks. The strength of one's motivation determines the extent to which he can tap into his psychic energy. If one's reasons for doing anything are substantial (big), then they will have more strength to exert. In contrast, if the available energy is low, then the strength of the force is also low. When there is more at stake, people tend to act in more productive ways. Furthermore, inspiration keeps people going so they can keep doing what they're interested in (longer).

The following is an excerpt from Keller's analysis of how to develop a learning environment that will inspire pupils (Rigeluth, 1983: 395).

> ”There are four basic categories of motivational conditions that are instructional designer must understand and respond... the four categories are interest, relevance, expectance, and satisfaction. Interest refers to wether the learner’s curiosity is aroused, and wether thia arousal is sustained appropriately over time. Relevance refers to the learner’s perception of personal need satisfaction in relation to the instruction, or wether highly desired goal is perceived to be related to the instruction activity. Expectancy refeers to the perceived likehood of succes, and the extent to which succes is under the learner control. Satisfaction refers to the combination of extrinxic rewards and instrinsic motivation, and wether this are compatible with the learner’s anticipations.”

A learning can menimbulakn motivation for students by meeting the 4 categories, which are as follows.

1. Interest, defined as how learning can attract students ' attention, and that attention can be maintained.
2. Relevance, defined as the existence of a congruence between students ' personal satisfaction with learning, or the suitability of learning objectives with learning activities.
3. Expentancy, defined as the feeling of the possibility of achieving success and enlarging the control of success in the

hands of students, and

4. Satisfaction, is a combination of extrinsic reward and intrinsic motivation and whether both are in line with student expectations

Students' motivation to study, then, is their own desire to do so, whether that drive originates within or elsewhere.

Achievement in learning refers to the end outcome of study. But "Achievement on the other hand might be defined as being about the progress made by learner over time," as Hawkins, Florian, and Rouse (2007: 22) put it. It's the idea that students' development constitutes the sole measure of their success. The settings in which kids learn, live, and grow are also said to have an impact on their academic performance.

Students' learning, living, and developing environments all have an impact on their academic progress. The learning environment has a significant impact on pupils' academic performance. According to Borich (2007: 61), a learner's "learning style" is "an aspect of personality that will influence your learners' achievement." Thus, learning style can be seen as the component of character that has an impact on academic performance. Classroom environments that foster learners' individual learning styles are called "learning styles."

The sum total of a person's learning performance is attained over the course of their education. The notion of achievement evolves according to three relationships, as described by Johnson and Johnson (2000: 8). These include 1) achievement in regard to conduct, 2) achievement in respect to results, and 3) achievement in reference to attitude and time. Skills associated with lak behavior include conversation, cooperation, motor skill development, and problem solving.

Related accomplishments include creating artwork, drafting project reports, and composing themes. Pride in one's work, a drive to continuously enhance one's competence, a dedication to quality, and a healthy sense of self-esteem are all examples of accomplishments that stem from one's mindset and investment of time. The effectiveness of a teacher's chosen pedagogical approach can also be inferred from student outcomes. According to Joyce, Weil, and Calhoun's (2004: 7) assessment,:

> ”We measure the effect of vorius models of teaching not only by how well they achieve the specific objectivities to ward which they are directed (for example, self esteem, social skill, information, ideas, creativity), but also by how well they increase the ability to learn, which is their fundamental purpose.”

This means that we evaluate the efficacy of various pedagogical approaches based not only on how effectively they enhance learning ability, but also on how well they fulfill the specific goals toward which they are intended (self-esteem, social skills, knowledge, original thought). The aforementioned abilities include the ability to apply concepts, solve difficulties, and so on.

Battencourt (Paul Suparno, 1997: 61) argues that students' interactions with the real world and their surroundings significantly affect how much they learn. Learner prior knowledge, influencing ideas, objectives, and motivations, as well as the subject matter being studied, all contribute to the learner's final product. The effectiveness of the class teacher's choice and implementation of teaching strategies is a factor that influences students' achievement.

Teachers are tasked with coming up with a strategy that will help their pupils become better at idea generation, exploration, and communication. Students who have the ability or high achievement to help other students understand the content are one of the initiatives to improve learning achievement.

Since low-achieving students rarely interact with anyone outside of their own demographic, according to Maeroff's (alderman, 2004: 7), "students have no basis for an alternate understanding of academic accomplishment." ". It demonstrates the potential of group learning to boost students' academic performance. Students of varying abilities can benefit from working together in a group setting through the use of group learning.

Many people count on student performance levels to rise. A learning outcome assessment is a mechanism for gauging academic progress. The learning outcomes assessment is a set of questions designed to elicit a descriptive account of what pupils have learnt. The required level of proficiency is reflected in each question.

Generally speaking, "tests provide the best information teachers and students can get about the success of their efforts to teach and learn," as stated by Ebel & Fresbie (1986: 11). This means that the test provides the most reliable data for both educators and students on the quality of instruction and student achievement. It is possible to gauge a student's degree of understanding of the course material and progress toward the desired proficiency levels by how well they perform on multiple-choice tests. This is dependent upon the proportion of accurate responses, henceforth called learning outcomes.

A student's progress in learning can be evaluated through a test in the form of a series of questions that explain the learning content, or through the results of the student's work after following the learning. Fundamental skill necessary; reflects pupils' overall proficiency and the extent to which they have mastered course material.

Cognition, emotion, and action are the three basic goals that schools aim to help their students achieve. Behavioural changes, including those in the areas of cognition, emotion, and action, are what learning is supposed to lead to. The process of learning leads to alterations in that respect. Learning outcomes are observable shifts in behavior that are directly tied to meeting instructional goals.

Changes in cognitive, affective, and psychomotic capacities might thus result from learning, albeit the specific outcomes of any one learning endeavor will vary widely. The extent to which a student has grasped the concepts presented in a class is generally evaluated by examining their level of mastery of the learning outcomes. The learning outcomes can only be realized through a systematic sequence of measurements utilizing reliable and competent evaluation instruments. In this context, the term "achievement" refers to the end product of a task or endeavor.

Evaluating an activity in order to determine its merits before making a decision is a time-consuming and intricate procedure (Aman, 2011: 79). The purpose of the assessment is to inform the improvement of teaching and research practices, as well as the accreditation of educational institutions.

Gagne (1977: 47) identifies five sorts of abilities as being under the area of learning outcomes: intellectual skills, cognitive strategy skills, motor skills, linguistic information, and behavioral skills. Distinguishing abilities and the capacity to solve problems are two examples of the intellectual abilities that can be developed further. Individuals utilize cognitive strategies to control their own internal processes, such as paying attention to new information, retaining that information, and generating new ideas.

Because a person's own knowledge is implicit in whatever statement he makes, verbal communication is crucial. Writing, tossing a ball, and so on are all motor skills that emerge from observable learning. One's "attitudinal aptitude" might be thought of as his or her "inner state" that decides what course of action to take.

The yield in the input-process yield cycle differs from the input as a result of the process. And similarly, after participating in a learning activity, pupils' actions differ from their pre-learning counterparts. Altering one's behavior as a result of learning is an acquisition. Change aspects are the Cognitive, Affective, and psychomotor domains of Bloom's taxonomy of learning objectives. "We fount that most of the objectives state by techerins in our own institution and those fount the literature could be placed rather in one of there major domains or classifications," Bloom commented (in Anderson and Krathwool, 2001: 15–17). Cognitive goals are those that center on retaining information and using it in new situations "The cognitive domain is one of the three facets of education that concentrates on the acquisition of know-how and the improvement of one's reasoning abilities. The six categories that make up Bloom's taxonomy are as follows: 1) foundational understanding, 2) practical application, 3) analytical understanding, 4) synthesis, and 5) critical evaluation.

Students' levels of mastery can be determined by the outcomes of a battery of exams designed to measure their progress in learning. The outcomes of this assessment can be used to modify classroom procedures, physical spaces, and upcoming content.

RESEARCH METHODS

Class Action Research (CAR), also known as PTK, describes the study being presented here (Classroom Action Research). Research on classroom actions, or "class action," refers to the systematic study of instructional events that are initiated by the entire class (Suharsimi Arikunto et al, 2007: 3). It is possible to define class action research as studies undertaken in the course of instruction with the goal of determining what goes wrong in the classroom and how those problems can be remedied in a single iteration of the study to yield better results for students.

After reading Milles and Huberman, which Suharsimi Arikunto cites, the researchers embraced action research's central notion (2007: 16) includes four steps: preparing for something, doing it, observing its effects, and thinking about what you learned. Interviews, field notes, and standardized exams all contributed to the information used in this analysis. Teachers of Indonesian courses in Class XI, 1 at SMAN 3 in Gorontalo City were interviewed, as were student representatives from the same school. It is within the process of doing something that observations are made. The test is administered in two parts: a pre- and post-test that seek to gauge interest in and success on the part of the students. This research utilized observation, interviews, and standardized testing to gather its data. Construct Validity of the Data Used in This Study.

Observation, interviews, and standardized exams were utilized as triangulation approaches to ensure the accuracy of the data collected from Indonesian instructors and students at Class XI, 1, SMAN 3 in the city of Gorontalo. Using both qualitative and quantitative methods, Tenik analyzed their findings.

Discussion

The study took place at SMAN 3 in Gorontalo City, Gorontalo province. Class XI, first semester, 2021–2022, is the primary subject of this study. This study was carried out during the second semester of the 2021–22 school year. Class XI, Section 1 pupils at SMAN Section 3 in the city of Gorontalo in the 2021–2022 school year were the focus of this research because they had performed poorly relative to other sections. Class Action Research employing a Problem Based Learning Model, this study intends to improve students' interest in and performance in learning Indonesian during the first semester of the 2021–2022. The study also seeks to answer the questions of what difficulties arise during implementation of The Problem Based Learning Model and what benefits result from using this model as opposed to others, particularly those used in the past by educators.

This research is based on the analysis of data collected from observations conducted over the course of three cycles. Researchers collected data through a combination of pre- and post-tests in each cycle, as well as through direct observation and interviews. In most cases, using the Problem-Based Learning Model successfully boosts student enthusiasm and performance. Students who use this approach are more likely to be engaged in their education, and its adoption increases students' motivation and academic success after three iterations of the cycle. While there are challenges, they are not insurmountable and some are even overcome with each cycle.

The goal of each cycle is to increase the learner's intrinsic motivation to learn by strengthening their ability to acquire new knowledge and demonstrate it by their performance on tests, discussions, and assignments. When it comes to delivering accurate information, nothing beats the power of collaborative study. Students in a classroom using the Problem-Based Learning model have access to supplementary reading materials and online resources to bolster the validity of their claims as they work in groups to find solutions to the teacher-posed issues.

A positive attitude toward the lesson is fostered, and students are more likely to participate in class discussions and actively engage with the Indonesian learning materials being presented. This helps dispel the stereotype that learning Indonesian is a chore that requires a lot of rote memorization and is therefore dull.

The ability to participate effectively in a group discussion, as evidenced by students' ability to discuss the problems at hand and to provide answers or responses to the buffer group after the presenting group has presented its findings. In this case, they can be encouraged to respond to questions in a logical manner since the teacher is taking an active stance by providing extra value to those students who are actively engaged in the learning process and a caution to those students who are not.

Training and practice in defending one's position in group settings and public speeches is a useful skill. This can be done once the learner has accumulated a large body of knowledge from a variety of sources. Problem-based learning and the regular application of learned skills help students develop an eager disposition toward solving common challenges, making it clear to them that mastering An Indonesian event will serve them well in the here-and-now as well as in the long run.

Students gain competence in completing assignments through teacher-led discussions of assigned problems. Student handbooks, reference books, and the internet are all resources that are utilized to get these answers, with the ultimate goal of producing the best possible outcomes, of which the students can be justifiably proud.

Students can learn something new from one another as they collaborate on discussion reports in the form of powerpoint slides and give oral presentations. As you'll see below, pupils' motivation rises with each passing cycle.

a. Aspects of the ability to provide rational questions, this can be done by students when the presenting team delivered the results of the discussion in front of the class. They start to feel happy in Indonesian lessons that apply the discussion method and feel that Indonesian lessons are not difficult and not boring because they are discussed through fun discussions

b. Aspects of problem solving skills obtained from the recognition of students to learn first if tomorrow adapelajaran Indonesian

c. Aspects of having curiosity appears in the search for answers that become the task of the group and when answering questions from the refutation group

d. Aspects of the ability to convey ideas or opinions of students can be shown both when working together to solve the problems discussed and when making presentations

e. Aspects in conveying suggestions and constructive criticism observed from learners expressing responses or conclusions with own language. Meanwhile, based on observations and interviews with students, increased student motivation can be described as berkut.

1) students claim to be more happy and interested in learning Indonesian because during each meeting the way of learning is different and they feel challenged to be able to complete the task well in accordance with the target set by the teacher

2) aspects of the ability to conduct discussions, students feel happy to do the discussion at the time of discussion because communication with friends and teachers can be done intensively and not boring. Thus the understanding of the material can be better Indonesian

3) aspects of the ability to defend opinions, this can be shown when they argue or argue both during discussions or solving problems and when answering questions when they make presentations

4) aspects of the ability to complete the task proved learners when completing to answer the question of discussion by trying to finish it on time but still prioritizing the quality of the content of the task given by the teacher.

5) aspects of the ability to acquire new knowledge this is evidenced by students when they work together with a group of friends to complete the task to answer the question of discussion by trying to take the potential ability of knowledge that is already owned or when looking for it from the student handbook or from the internet.

For more details, increasing student motivation from each cycle can be observed in the following table:

Table 1: Increasing Student Motivation

No	Indicators	Cycle 1	Cycle 2	Cycle 3
1	Able to make a statement	12	12	23
2	Able to work under pressure	20	21	34
3	Have curiosity	23	28	38
4	Able to communicate in English	12	15	29
5	Able to communicate in English	7	9	16
Jumlah		74	85	140

The above-described picture helps to explain why kids' interest in learning grows stronger with each successive cycle. Weakest construction sekornya 7 suggestion and criticism conveyal abilities appear in Cycle 1. This occurs because this strategy is not typically used in educational settings. The following diagram demonstrates this.

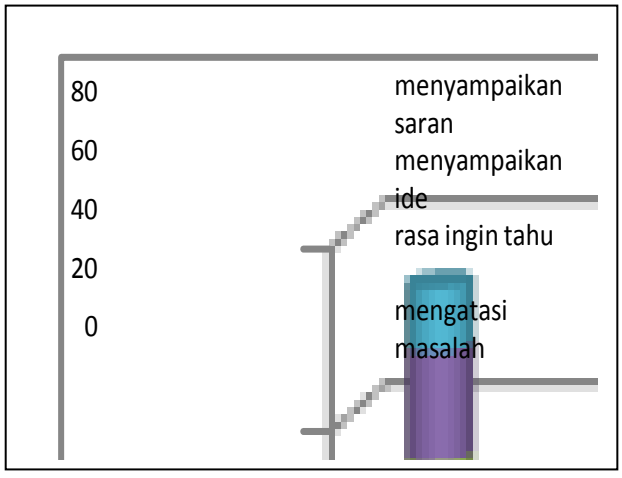


Figure 2: Diagram Of Increasing Student Motivation Cycle 1

Curiosity is proportional to the number 23, with a sum of 74 facets. Because students' interest in learning in Cycle 1 did not meet a threshold value, the investigation into the phenomenon continued in Cycle 2.

The amount of tinngi increases in Cycle 2 ranges from 28 for the curiosity factor to 9 for the ability to communicate constructive comments about building design. The following diagram demonstrates this..

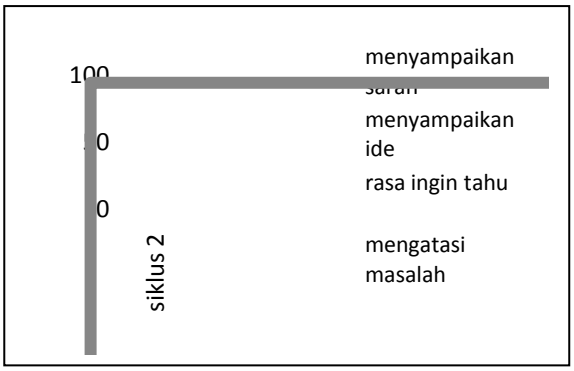


Figure 3: Diagram Of Increasing Student Motivation Cycle 2

Research continues into kesiklus 3 because indicators of completeness of classical learning daily test values and the value of the task have not reached the expected results of 75%, despite the fact that in Cycle 2 learning motivation of students has reached the indicators that have been set that are 80. The curiosity subcategory of students' levels of motivation to learn in Cycle 3 remained at its highest score of 38 points, while the ability to transmit suggestions/critical construction subcategory scored the lowest at 16 points. Overall, there are 140 of them. The following diagram demonstrates this..

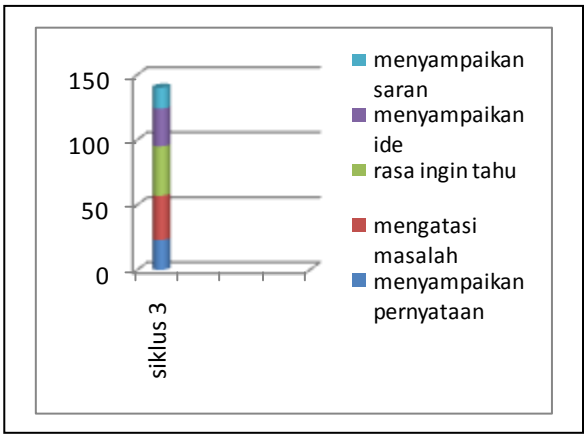


Figure 4: Diagram Of Increasing Student Motivation Cycle 3

Due to the fact that the third-cycle students' learning motivation has exceeded all predetermined benchmarks, the research has come to a close. In Cycle 1 of the PBL application, we learned about Islam's origins in Arabia, the rise of the Arab caliphate, the beginnings of Islam's presence in Indonesia, the reasons the religion was so quickly adopted there, and the mechanisms behind Islam's rapid spread throughout the country. Even after one cycle of The Problem Based Learning Model's implementation, many students still aren't getting how it works and end up being disengaged, passive, and unsure of when it's their moment to ask questions. Researcher participation is increased to pave the way for Problem-Based Learning Models and create a more positive environment. In Cycle 1, when using the Problem Based Learning Model, student performance improved by 25.5%. The median value was 49.5 before the intervention and 75 afterward. Cycle 1 of implementing The Problem Based Learning Model has not been successful so far because students as a whole have not achieved a KKM value of 77. What follows is a table displaying the first-cycle performance of the students..

Table. 2 achievement of Indonesian students in Class XI, 1 SMAN 3 Gorontalo City

Cycle	Before	Action After	Action Enhancement
I	25,5	75	49,5

Model Problem Based Learning in Cycle 2 collaborated with group presentations and varied the composition of the group. The content provided was about the Kingdom of Samudera Pasai, the Kingdom of Malacca, the Kingdom of Aceh, and the Kingdom of Demak. Implementation in Cycle 2, there are many barriers, mainly challenges during group division, and there are still individuals who are not focused on the lesson. Researcher

participation is increased to pave the way for Problem-Based Learning Models and create a more positive environment. The implementation of Problem Based Learning Model in Cycle 2 raised student success by 27.5. This rise can be seen from the average value at pre action of 53.5 and at the time of post action to 81. The adoption of Problem Based Learning Model in Cycle 2 has shown success because the average value of students has reached 77 KKM. Student achievement in Cycle 2 can be seen in the table below.

The use of Problem Based Learning Model in Cycle 2 is combined with group presentation and incentive providing. The content presented is about the Kingdom of Banten, Mataram Kingdom, Kingdom of Gowa and Tallo. Various problems in Cycle 1 and 2 can be solved in Cycle 3. Application of Problem Based Learning approach in the cycle of enhancing student accomplishment by 23. This rise can be seen from the average value at before action of 60 and at the time of post action to 83. The adoption of Problem Based Learning Model in Cycle 3 has demonstrated success because the average value of students has reached 77 KKM. Student accomplishment in Cycle 2 can be observed in the table below.

Table. 3 achievement of Indonesian students in Class XI, 1 SMAN 3 Gorontalo City

Cycle	Before Action	After Action	Enhancement
III	60	83	23

Achievement of Indonesian students from each cycle (cycle 1, 2, 3) can be seen in the following table.

Cycle	Before Action	After Action	Enhancement
1	25,5	75	49,5
2	53,5	81	27,5
3	60	83	23

Research Cycles 1, 2, and 3 show that using Problem-Based Learning Models, holding group presentations, and offering incentives all lead to higher levels of student success. Students will be encouraged to take a more active role in their education through the introduction of group presentations in Cycles 2 and 3. To further encourage students' vivacity, researchers in Cycle 3 extended the giving of rewards to students who can answer questions. In each iteration, researchers search for signs of learning in response to challenges. The planning of the previous cycle will reflect the limits of the current cycle so that they can be overcome in the next cycle. As a result of the progress made in the third cycle, the problems with the previous two cycles have been effectively eliminated (cycle 3). Success in the classroom has risen steadily throughout the years. Success in Cycle 2 of research led to a continuation of that work during Cycle 3, which served as a period of stabilization. The researchers of the Problem-Based Acquisition Model for enhancing Indonesian language learning terminated their study at the end of Cycle 3.

Challenges encountered by researchers while implementing the Problem-Based Learning Model in Grade XI at SMAN 3 in Gorontalo City:

a. Adanya siswa yang kurang fokus dalam studying, when pupils are more likely to be preoccupied with non-academic pursuits like socializing or paying attention to their electronic devices.
b. Some students are more reserved than others, and may remain silent during group discussions on possible questions and answers.
c. Initially, when introducing The Problem Based Learning Model, teachers and students may struggle to grasp the nuances of the learning trajectory it entails.
d. It's more time-consuming because they still need to separate into smaller groups, coordinate with one another, and give presentations in three distinct phases.
e. There are some drawbacks to using the Problem Based Learning Model in Class XI at SMAN 3 in Gorontalo City, but there are also some benefits.
f. Student participation increases in the Problem-Based Learning paradigm because students generate their own questions and respond to those generated by other groups.
g. b. The method through which students deliberate about potential questions and replies provides clearer visibility for educators into student engagement.
h. Encourage fierce competition amongst groups, with each trying to pose the most challenging questions and provide the most flawless answers possible, so that studying Indonesian becomes a genuine passion.
i. The Problem-Based Learning Model is well-liked by students since it encourages active participation in the learning process rather than relying solely on memorization and note-taking.
j. The Problem Based Learning methodology promotes teamwork and helps students learn to work together effectively.
k. The Problem Based Learning Model enlivens presentations, increasing students' attention spans and facilitating their retention of the material..

Conclusion

Improvements in students' proficiency in Indonesian can be expected if the Problem Based Learning Model is implemented in Indonesian language instruction during the first semester of the 2021–2022 school year at Sman 3 in Gorontalo City. The Problem-Based Learning Model was used

in the first cycle. As a new component of Cycle 2, group presentations based on the Problem Based Learning Model are implemented. In Cycle 3, the Problem Based Learning Model is implemented through the use of reinforcement. The study found that after the first cycle, the average level of success rose from 49.5 to 75. Average performance improved from Cycle 1's 53.5 to Cycle 2's 81. In Cycle 3, the study found that average achievement rose from 60 to 83. When combined with group presentations and incentives, The Problem Based Learning Model has been shown to greatly raise student achievement.

There are issues with using the Problem Based Learning framework in this research. These limitations, among others, will impair the technique when students do not comprehend the procedures of the Problem-Based Learning Model. When groups are highly competitive with one another, they may impede the approach by asking one another difficult questions. For this reason, The Problem Based Learning paradigm sometimes necessitates a considerable amount of time, as many of its stages call for careful planning and coordination. Distracted students are another problem with this approach. Crowded classrooms are a distraction for both the instructors and the students in the Problem-Based Learning Model. Another problem is that not all students can effectively collaborate with one another in groups, therefore this strategy is not always used.

Students are able to identify the issue and work together to find a solution when the Problem-Based Learning Model is implemented, which is just one of its many benefits. In this way, the instructor may easily gauge the level of participation from each student. Students enjoy this approach more than the traditional model, in which they primarily observe and take notes, because they are given more opportunities to actively participate. Students are less likely to lose interest in learning Indonesian when they have more opportunities to role play and compete with their peers. The PBL process of question generation and problem solving results in skill sharpening for the students. Groups' levels of rivalry can be ratcheted up with the use of the Problem Based Learning Model, which in turn motivates students to study hard. Because group cooperation is at the heart of the Problem Based Learning Model, students have the opportunity to develop these skills in class.

Suggestions

Researchers have found that implementing the Problem Based Learning Model leads to significant gains in students' ability to understand and use written Indonesian, and they have recommended that SMAN 3 in Gorontalo City make full use of its resources in order to better prepare its students for the future. Teachers have been given strict instructions to encourage more imaginative approaches to education and to get their students more physically involved. Hedaknya, a school celebration, can help pupils become more focused and disciplined, especially in the classroom.

It is important that classrooms make use of the resources already available to them. Method of Instruction There needs to be more of a focus on using a problem-based learning model in education. Teachers stress the importance of self-control in the classroom to foster an environment favorable to learning. Teachers should monitor student engagement in class to help students become self-directed learners with a growth mindset.

Students need to exercise greater self-control in all areas of school life, but especially in the classroom. Students that put in the necessary work ahead of time will be rewarded with greater participation and critical thinking throughout class. In order to make meaningful improvements, students also need the constructive support of their peers. This could take the form of students briefing their less active classmates..

BIBLIOGRAPHY

Alderman, M.K. (2004). *Motivation for achievement possibilities for teacing and learning*. Mahwah: Lawrence Erlbaum Associates.

Aman. (2011). *Model evaluasi pembelajaran Bahasa Indonesia*. Yogyakarta: Ombak.

Anderson, O. W. & Krathwool, D. R. (2001). *A taxonomy for learning, teaching and assessing. A revision of Bloom's taxonomy of educational objectives.* New York: David Mckay Company Inc

Anita Woolfolk. (2009). *Educational psychology active learning edition* (Terjemahan Helly Prajitno dan Sri Mulyantini) Yogyakarata : Pustaka Pelajar (buku asli diterbitkan tahun 2008)

Arends, R.I. (1997). *Classroom instructional management*, New York: The Mc. Graw-Hill Company.

Arends, R.I. (2008). *Learning to teach* (Terjemahan Helly Prajitno Soecipto & Sri Mulyantini Soecipto). Yogyakarta: Pustaka Pelajar. (buku asli diterbitkan tahun 2007)

Borich, G.D. (2007), *Effective teaching methods: research-based practice*. Upper saddler River: Prentice Hill.

Boud, D & Felleti, G.I. (1997). *The challenge of problem based learning*. London: Kogapage

Ebel, R.I & Frisbie, D.A. (1986). *Essencial of education measurement (4th ed)*. Englewood Cliffts: Prentice-Hell, Inc

Gagne, R.M. (1977). *The condition of learning*. New York: holt Rinehart and Winston.

Hamzah B. Uno. (2008). *Teori motivasi dan pengukurannya*. Jakarta : Bumi Aksara

Hawkins, K.B, Florian, L., & Rouse, M. (2007). *Achievement and inclusion in school*. New York: Routledge.

Johnson D.W, & Johnson R.G. (2000). *Meaningful assessment*. Boston: Allyn & Bacon.

Joyce, B., Weil, M. & Calhoun, E. (2004). *Models of teaching (7th ed)*. Thousand Oaks: Pearson Education.

Kirschner, P. A, Sweller, J. & Clark, R. E. (2006). *Why minimal guidance during instruction does not work: an analysis of the failure of constructivist, discovery, problem-based experimental, and inquiry-based teaching (elektronic vertion) educational psychologist*

Mergendoller, J.R, Maxwell, N.L & Bellisimo, Y. (2006). *The effectiveness of problem-based instruction : a comparative study of instructional methods and student characteristics*.

Ni Made Suci. (2008). Penerapan model problem based learning untuk meningkatkan partisipasi belajar dan hasil belajar teori akuntansi mahasiswa jurusan ekonomi Undiksha. *Jurnal Penelitian dan Pengembangan Pendidikan 2 (1), pp. 74-86.*

Oon Seng Tan. (2009), *Problem based learning and creatifity*. Singapore: cenghage learning Asia pte ltd

Paul Suparno. (1997). *Filsafat kontruktivisme dalam pendidikan*. Bandung: Pustaka Filsafat.

Reigeluth, C.M (ed). (1983). *Instructinal design theories and models: an overview of their current status*. Lawrence Erlbaum Associates: N.J. USA.

Sardiman. (2010). *Interaksi dan motivasi belajar mengajar*. Jakarta : Rajawali Press.

Sugihartono, dkk.(2007). *Psikologi Pendidikan*. Yogyakarta: UNY Press.

Suharsimi arikunto. (2007). *Manajemen Penelitian*. Jakarta: Rineka Cipta.

Sunggur S & Tekkaya, C. (2006). Effect of probems based learning and traditional instruction on self-regulated learning. *The journal of education research. Vol. 99. No. 55 pp. 307*

Thursan Hakim. (2005). *Belajar secara efektif*. Jakarta Puspa Swara.

Trianto. (2010). *Model pembelajaran terpadu, konsep, strategi, dan implementasinya dalam KTSP*. Jakarta: Bumi Aksara.