

# IMPROVE INDONESIAN LANGUAGE LEARNING OUTCOMES THROUGH THE PROBLEM BASED LEARNING MODEL IN FIFTH GRADES SDN 1 PALEMBANG

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## ABSTRACT

Study This aiming for increase results Study participant educates on the eyes Indonesian language lessons for Fifth grades with using the *Problem Based Learning (PBL)* model. Research This is study action classes held in two cycles. Subject study is student The Fifth grades consist of 28 people, 13 men and 15 women. Data collection techniques use observation, testing, and documentation. Research results show that the application of the PBL model can increase results studying Indonesian Language subjects. The average results obtained Study students in the eye Indonesian language lessons cycle I was 63.39 with category low, so that study to be continued to cycle II. In cycle II the average results Study student Indonesian language lessons are 79.64, with category high. Based on results research, can concluded that *the Problem Based Learning* model effective in increase results Study students in Indonesian language lessons in Fifth grades SDN 1 Palembang.

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## 1. INTRODUCTION

Education plays a crucial role in shaping the character and skills of students, equipping them with the necessary competencies to face future challenges (Ratnasari et al., 2022). One of the main objectives of education is to enhance the quality of learning, ensuring that students can think critically, creatively, and able to solve problems independently. In the context of Indonesian language education, these skills are particularly essential. Students are not only expected to understand the material being taught but also to apply that knowledge in real-life situations, making language learning meaningful and relevant to their daily experiences (Susetyo & Noermanzah, 2020). As one of the core subjects in elementary school, the Indonesian language is designed to help students communicate effectively and efficiently. It is expected that through this subject, students will develop proficiency in reading, writing, listening, and speaking. However, many students still struggle to grasp the material, which affects their overall academic performance. This highlights the need for more effective teaching strategies that can enhance learning outcomes, especially in the context of language acquisition (Magdalena et al., 2020).

The teacher's role as an educator is vital in delivering knowledge in a way that fosters understanding and mastery. However, in many cases, the teaching methods used are still heavily teacher centered (Dewantara, 2017). In Indonesian language classes, especially in fifth grade at SDN 1 Palembang, the dominant instructional approach relies on traditional lectures. This method often results in passive learning, where students become mere recipients of information without actively engaging with the content. Such an approach not only limits student participation but also contributes to low academic achievement, particularly in subjects that require active thinking and communication skills like the Indonesian language (Lubis et al., 2019; Oktadiana, 2019).

Observations at SDN 1 Palembang indicate that the Indonesian language learning process still lacks innovation. Teachers primarily use the lecture method and rarely adopt interactive or student-centered learning models. As a result, students are less motivated and less involved in classroom activities. The monotonous nature of traditional teaching makes it difficult for students to maintain interest and enthusiasm, which in turn negatively impacts their academic progress (Mina Syanti Lubis et al., 2019).

To address these challenges, the implementation of a more interactive and student-centered learning model is necessary. One effective approach is the Problem-Based Learning (PBL) model (Davidson & Major, 2014). This model begins with presenting students with real-life problems that are relevant to the lesson material. By working through these problems, students are encouraged to engage actively in the learning process, thereby improving their motivation, critical thinking, and problem-solving abilities (Zhang et al., 2024). The PBL model focuses on the development of thinking skills by involving students in identifying, analyzing, and solving problems (Dewi et al., 2022; Hartono, 2022). Rather than merely receiving information from the teacher, students become active participants in the construction of their own knowledge. This model provides opportunities for students to explore issues that are meaningful to them and apply their learning in a practical context. In the context of Indonesian language learning, PBL can be particularly effective in helping students understand and use the language in ways that are both functional and authentic.

In fifth grade, students are at a developmental stage where they are capable of reasoning, questioning, and expressing their thoughts more independently (Barrett, 2016). Introducing them to a learning model like PBL allows them to exercise these abilities while deepening their understanding of the subject matter. For instance, students may be asked to work in groups to solve a linguistic or communication problem, such as creating a dialogue based on a real-life scenario, analyzing the structure of a narrative, or interpreting a piece of text and connecting it to their daily experiences. By engaging with real-world problems, students become more invested in their learning (Filipenko & Naslund, 2015; Hmelo-Silver & Eberbach, 2012). They develop communication and collaboration skills as they work with peers to find solutions. Additionally, the learning process becomes more dynamic and enjoyable, which can lead to higher retention of knowledge and better academic outcomes. The PBL model also encourages self-directed learning, as students are required to gather information, evaluate different perspectives, and present their findings in a coherent and logical manner.

The implementation of PBL in the Indonesian language classroom can be done through several stages. First, the teacher presents a problem related to the lesson content (Okubo et al., 2012). This problem must be open-ended and relevant to the students' lives to stimulate interest and engagement. Next, students work in groups to discuss the problem, identify what they need to know, and develop strategies to find a solution (Dolmans et al., 2016). The teacher acts as a facilitator, guiding students through the process and providing support as needed. After conducting their investigations, students present their solutions, reflect on the learning process, and receive feedback from their peers and the teacher. The shift from a teacher-centered approach to a student-centered one requires careful planning and preparation. Teachers must be willing to adapt their instructional strategies and provide the necessary scaffolding to support student learning (Yomaki et al., 2023). They must also create a classroom environment that encourages inquiry, collaboration, and open communication. Although this may be challenging at first, the long-term benefits of using the PBL model outweigh the initial difficulties.

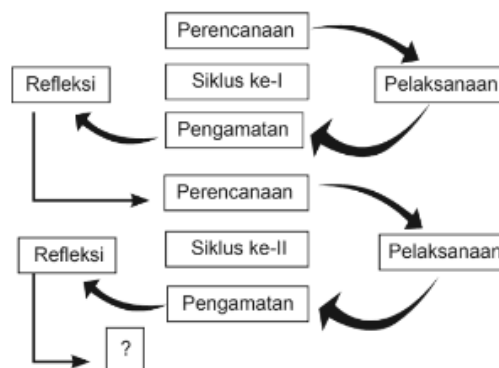
In addition to improving academic performance, the PBL model also contributes to the development of 21st-century skills such as creativity, critical thinking, collaboration, and communication (Eglitis et al., 2016; Nisa' et al., 2020). These skills are essential for students to succeed in a rapidly changing world. By fostering these competencies from an early age, schools can better prepare students to become active, responsible, and informed citizens. Based on the existing challenges in Indonesian language learning and the potential of the PBL model to address these issues, this study aims to explore the extent to which the Problem-Based Learning model can improve learning outcomes in fifth grade at SDN 1 Palembang. The goal is to provide evidence that supports the use of innovative teaching methods in language education and to promote more effective and engaging learning experiences for students. Through this research, it is hoped that teachers will be encouraged to adopt more interactive and student-centered approaches in their classrooms. By doing so, they can help students achieve better academic outcomes while also nurturing essential life skills. Ultimately, the success of the Indonesian language learning process depends not only on the curriculum but also on the ability of educators to implement teaching strategies that are responsive to students' needs and interests.

## 2. RESEARCH METHODS

Study This use method Classroom Action Research (PTK). (Sutrisnowati et al., 2024) explains that Classroom Action Research (CAR) is business a group of teachers in arrange condition learning them and learn from experience they themselves. Teachers can implement ideas to repair practice learning and observing impact real from effort the. Study This focus on the whole student Fifth grades at SDN 1 Palembang which consists of 28 children consists of of 13 men and 15 women. For collect data, researcher observe in a way

direct activity Study teach students and document it in form photos and videos. Research process This shared into two stages main (cycle).

At the stage First, researchers prepare plan learning, implementing in accordance plan, and observe especially aspect feelings and attitudes student during study. After that, researcher do evaluation for repair plan at stage second. Stage second done with the same way, namely make plan, implement, observe, and evaluate.



**Figure 1.** Classroom Action Research Flow (Bell & Aldridge, 2014)

For know students' Indonesian language skills Fifth grades SDN 1 Palembang, researcher give test choice double. Test This consists of out of 10 questions with four choice Answer. Every answer Correct given value 10, while wrong answer no given value. The questions given in accordance with material that has been taught. Test results Then analyzed use method calculate average value and percentage students who achieve mark certain. Average value and percentage This Then compared to with standard the value that has been determined for know level achievement student.

**Table 1.** Learning Outcome Levels Based on PAP Scale 5

No.	Percentage	Learning Outcome Criteria Student
1.	90-100%	Very high
2.	80-89%	Tall
3.	65-79 %	Currently
4.	40-64 %	Low
5.	0-39 %	Very low

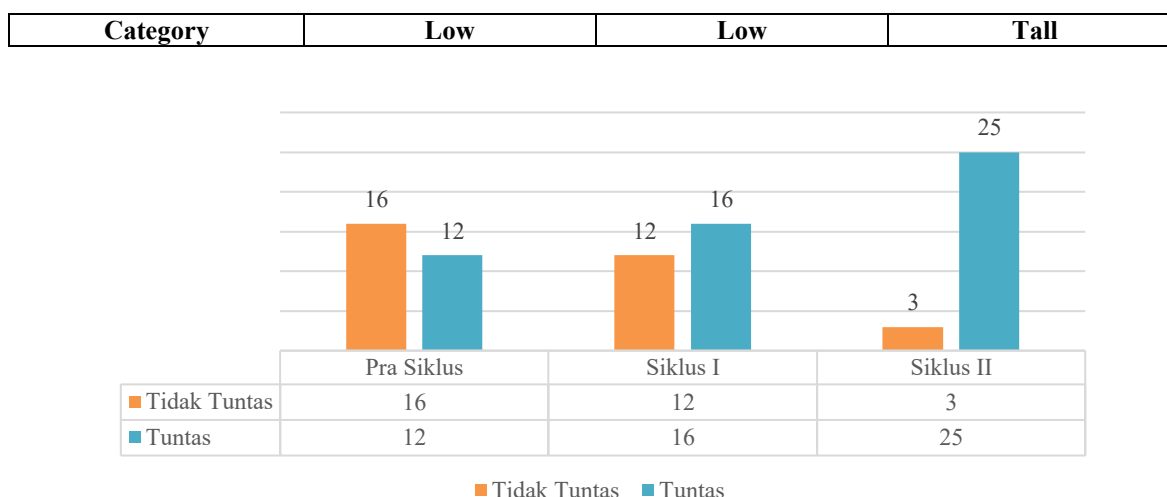
If completeness Study student has met the set targets namely 80%, then study This discontinued. However, the PBL (*Problem Based Learning*) learning model will Keep going applied to the field Indonesian language study for increase results Study student.

### 3. RESULTS AND DISCUSSION

Research using learning models based on problem (*Problem Based Learning*) has walk in accordance with the plan that has been made. Research results show improvement students' Indonesian language skills from before study until after study done in two stages (cycles I and II). Upgrade data ability student This will displayed in form table 2 below This.

**Table 2.** Recapitulation of Learning Outcomes Pre Cycle, Cycle I, and Cycle II

Aspect	Pre Cycle	Cycle I	Cycle II
Amount Student	28	28	28
Total Value	1660	1775	2230
KKM	70	70	70
Average value	59.28	63.39	79.64
highest score	80	80	100
Lowest Value	20	20	40
Amount Student Completed	12	16	25
Amount Students Not Yet Completed	16	12	3
Average Percentage	59.28%	63.39%	79.64%



**Figure 2.** Chart Improving Learning Outcomes

Based on Table 2, it shows the average results study in Indonesian Language Lesson Chapter 1, in the material The affix Pe- and synonyms / antonyms, namely 59.28 with average percentage obtained result 59.28% including category low. Then done action with application of the *Problem Based Learning* model in cycle I.

After done activity learning in cycle I was obtained improvement mark with average results Study that is, 63.39 with percentage 63.39% converted to in table PAP guidelines scale five counts as category low. With Thus, success research on cycles This Not yet achieved, and research will continue in cycle II.

When doing research at the stage first (cycle I), researcher find several difficulties faced. One of them difficulty main is a learning process Not yet walk as smooth as expected. This is due to Because student Still used to with method old and unlearned learning used to with method learning new problem -centered learning (PBL). Many students are still hesitant to convey opinion and feeling shy, so it's a learning process teach not optimal.

Research results achieved after implementation action cycle II, namely results Study Indonesian Language Subject with same material experience improvement. Through analysis results Study average results obtained Study students, namely 79.64 with average percentage of 79.64%. In terms of This results obtained included in the category tall.

Before study done, researcher observe Indonesian language learning in Fifth grades SDN 1 Palembang. It turns out that the Indonesian language skills of students in class This Still low. This is due to because the teacher is still using method conventional teaching, namely with lecture. Teachers are more Lots speaking and students only listening (Ratnasari et al., 2022). As a result, students not enough interested with lessons and not motivated for learning. In addition, teachers also rarely use tool help Study like picture or object real. In fact, with use tool help study, students will more easily understand material lessons. So, students only memorize material without truly understand the concept (Susetyo & Noermanzah, 2020).

Based on actions that have been done with acquisition results the value that has been explained above, students ' Indonesian language skills increase Because method learning used, namely Learning Based on Problem (PBL), creating student more active in learning (Oktaviani et al., 2017). With PBL, students feel challenged for look for solution from the given problem. This is making student more enthusiastic and motivated for study. Students invited for observe picture, object or text reading which the teacher then brings up questions on mind student about matter then student pushed for look for know the answer through various source and do practice experiment for answer questions and curiosity know them. With Thus, motivation Study student increase so that impact positive on results Study they (Santoso et al., 2020).

Based on results research, can concluded that application of learning models based on problem (PBL) success increase results learn Indonesian students Fifth grades SDN 1 Palembang. This is proven with increasing amount students who achieve value above KKM after done action class in two cycles.

#### 4. CONCLUSION

Based on results research, can concluded that Application of *Problem Based Learning* model effective in increase results Study participant educate Fifth grades SDN 1 Palembang on the subject Indonesian language lessons. PBL also helps participant educate in develop ability think critical, creative, and working same. The obstacles faced during implementation of PBL can overcome with more guidance intensive from teachers and improvement skills facilitation learning.

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