

## **IMPROVING STUDENTS' LITERACY USING THE PROBLEM BASED LEARNING (PBL) MODEL AT SEI BANITAN AIR JOMAN BARU PRIMARY SCHOOL**

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### **ABSTRACT**

*The results of scientific literacy surveys conducted periodically every 3 years from 2000 to 2015 can illustrate that the reading literacy abilities of Indonesian students are still very low. Based on the various problems encountered at the Sei Banitan Air Joman Baru Private Elementary School, it is necessary to make improvements in this research using the Problem Based Learning (PBL) model. Researchers used the concept of action according to Matthew B. Miles and A. Michael Hubberman as quoted by Arikunto (2008:16) which consists of four stages that are commonly passed, namely planning, implementation, observation and reflection. The data obtained from the results of this research are qualitative data where the data is obtained through the results of observation sheets related to teacher and student activities and quantitative data obtained through scientific literacy tests in each cycle. The application of the problem-based learning (PBL) model has an effect and can improve students' scientific literacy skills. This influence was proven from the results of the hypothesis test which obtained an average value that increased from cycle I to cycle II. From cycle I it was 69.1 and increased in cycle II by 10.05 to 79.15. Learning using the problem based learning (PBL) model will be maximized if at stage 2 it is better to allocate sufficient time to analyze and find solutions to solve the problems given in stage 1, so that at the next stage students already understand the activities that must be carried out.*

**Keywords:** *problem based learning, literacy, reading*

### **I. Introduction**

Based on PISA (Program for International Student Assessment) data, Indonesian students' reading literacy skills, especially science reading, are still below average when compared with the international average score and in general are at the lowest stage of PISA measurement (Darma, 2020:2).

Muhammadi et al (2018:17) state that the definition of literacy must take into account the nature of a concept that examines contextual, consequential, relative and culture-bound existence. Literacy is categorized into three forms of text that students most often encounter at school and in everyday life, namely: literacy examines three main things, namely: (1) narrative prose, text in which the author tells a story, whether fact or fiction ; (2) expository prose, text in which the author describes, explains, or conveys factual information or opinions; and (3) documents, displaying information such as diagrams, maps, tables, graphs, lists, or sets of instructions (Muhammadi et al, 2018:17).

Based on the results of initial observations at the Sei Banitan Air Joman Baru Private Elementary School from 01 to 03 November 2023, several problems were found. First, the teaching materials used do not properly describe the process of learning

reading literacy, so that learning is rarely carried out in accordance with the reading process, namely pre-reading, while reading, and post-reading. Learning to read rarely begins with a process of predicting reading content due to the lack of availability of teaching materials used by students. Second, the reading comprehension teaching materials used at Sei Banitan Air Joman Baru Private Elementary School still do not provide understanding to students. Apart from that, there is a lack of teacher encouragement for students' reading literacy to recognize various information related to the material and also various other knowledge. Third, it was still found that Sei Banitan Private Elementary School students did not like reading because the learning model was less interesting. Fourth, most of the students at Sei Banitan Private Elementary School read by voicing the text they read, so that their lips move or mumble. Another movement found was that students moved their heads following the reading line when reading comprehension, and pointed at the reading line with their fingers. This means that students rarely apply reading comprehension techniques, which causes students' reading literacy levels to be low.

Based on the various problems encountered at the Sei Banitan Air Joman Baru Private Elementary School, it is necessary to make improvements in this research using the Problem Based Learning (PBL) model. The PBL model can make students think hard during learning so that students' reading literacy skills can increase.

PBL model learning provides opportunities for students to discuss. The teacher only plays a role in organizing students to learn and guiding investigations so that students have more freedom to share their understanding with friends in the group without feeling awkward (Tabun et al, 2020: 6).

## **II. RESEARCH METHODOLOGY**

This research is a type of classroom action research (CAR). Classroom action research is an examination of teaching and learning activities in the form of actions that are deliberately created and occur in a class together (Suharsimi Arikunto, 2008: 3). Classroom action research can aim to improve the quality of learning processes and outcomes, overcome learning problems, and foster academic culture (Suharsimi Arikunto, 2008: 61).

This research procedure includes four stages, namely: planning, implementation/action, observation, and reflection. The stages of this research procedure will take place in each cycle and continue to be repeated until the problem can be solved.

This research was conducted at Sei Banitan Private Elementary School, Air Joman sub-district. The research was conducted on 07 November 2023 in the odd semester of the 2023/2024 academic year.

The observation activity began by observing the learning process in class V. The class V teacher gave the researcher the opportunity to observe the learning process in class V. At the first meeting the researcher began observing the Indonesian language learning process in that class.

In this observation activity, the researcher saw the lack of learning preparation carried out by students when learning Indonesian was about to begin.

The instrument was made by the researcher himself, consisting of student observation sheets, teacher observation sheets, and test questions. Other tools that need to be prepared are learning media and appropriate methods to use in learning. The method is problem-based learning.

The final test question sheets for cycles I and II were created to determine the development of students' scanning reading abilities. Observation sheets are used to record aspects of activities that occur in class, both researcher activities and student group activities. The aim is to see the level of effectiveness of the reading learning process by scanning inspirational discourse through a game.

### III. RESULTS AND DISCUSSION

The pre-cycle activity carried out by researchers before carrying out the learning process using problem-based learning was to distribute questionnaires to all students with the aim of finding out the extent of students' interest in reading. The questionnaire was distributed to class V students at Sei Banitan Air Joman Baru Private Elementary School.

After the researcher distributed the first questionnaire to the fifth grade students of Sei Banitan Air Joman Baru Private Elementary School, the questionnaire was calculated and a Validity Test was carried out to find out which statement items were considered valid using the SPSS program.

Tables 1, 2, 3, and 4 explain respectively the lack of interest in reading literacy among class v students. Table 1 states a recapitulation of students' reading interest, table 2 results of the PBL test in cycle 1, table 3 results of the PBL test in cycle 2, and table 4 final recapitulation of results from activities in cycle 1 and cycle 2

#### RECAPITULATION OF STUDENTS' READING INTEREST QUESTIONNAIRE RESULTS

Table 1. results of student reading questionnaires

No. Questionnaire Statement	Number of Answer Options				Percentage ( % )			
	SS	S	K.S	T.S	SS	S	K.S	T.S
1	23	11	5	1	57.5	27.5	12.5	2.5
2	20	14	2	3	50	35	5	7.5
3	11	16	9	4	27.5	40	22.5	10
4	8	18	10	4	20	45	25	10
5	22	12	3	3	55	30	7.5	7.5
6	5	7	13	15	12.5	17.5	32.5	37.5
7	5	16	10	9	12.5	40	25	22.5
8	13	15	8	4	37.5	20	10	10
9	19	13	4	4	47.5	32.5	10	10
10	22	9	4	4	55	22.5	10	10
11	6	10	13	11	15	25	32.5	27.5

12	11	16	8	5	27.5	40	20	12.5
13	23	10	5	2	57.5	25	12.5	5
14	23	10	4	3	57.5	25	10	7.5
15	15	14	9	2	37.5	35	22.5	5
16	21	14	4	1	52.5	35	2.5	2.5
17	22	11	4	3	55	27.5	7.5	7.5
18	18	11	7	4	45	27.5	17.5	10
19	15	12	8	5	37.5	30	20	12.5
20	20	10	7	3	50	25	17.5	7.5
21	14	16	7	3	35	40	17.5	7.5
22	21	13	3	3	52.5	32.5	7.5	7.5
23	12	12	10	6	30	30	25	15
24	21	11	6	2	52.5	27.5	15	5
25	13	17	5	5	32.5	42.5	12.5	12.5
26	19	11	7	3	47.5	27.5	17.5	7.5
27	17	11	11	1	42.5	27.5	27.5	25
28	8	17	9	6	20	42.5	22.5	15
29	9	10	10	10	22.5	25	25	25
<b>AMOUNT</b>	<b>456</b>	<b>367</b>	<b>205</b>	<b>129</b>	<b>1140</b>	<b>917.5</b>	<b>502.5</b>	<b>322.5</b>

Information :

SS : strongly agree

S : agree

K.S : disagree

T.S : don't agree

Of the 29 valid items, the researcher distributed a second questionnaire to class V students of Sei Banitan Air Joman Baru Private Elementary School with the following calculation results.

From the data above, it can be concluded that interest in reading among Class V students of Sei Banitan Air Joman Baru Private Elementary School is still lacking. As many as 57.5 percent of students think that reading is more fun than going on holiday, 55 percent of students feel happy when they finish reading a book, 55 percent of students like to save money to buy reading books, 55 percent of students prefer to spend time reading books rather than sleeping.

Table 2. results of student work in cycle 1

No	Name	KKM (Minimum Graduation Criteria)	Number of Values
1.	Lufi Akbar	65	65
2.	Selvia Tampubolon	65	65
3.	Muhammad Ilham	65	64
4.	Muhammad Hafis	65	64
5.	M. Raja Ulya	65	62
6.	Nabil Salsabila	65	64
7.	Mutia Ramadhani	65	82
8.	Vika Ramadhani Manurung	65	62
9.	Effan Afandie	65	68
10.	Diky Syahputra	65	64
11.	Andika	65	68
12.	Sandi Apriliansyah	65	72
13.	Nia Ramadhani	65	80
14.	Andriany Pratiwi	65	64
15.	Meyliza	65	68
16.	Liontin Evelin Selina	65	64
17.	Nurjannah	65	67
18.	Rafa Erdiansyah	65	64
19.	Abdul Rahman	65	68
20.	Ria Ramadhani	65	63
21.	Putri Cahaya	65	63
22.	Suriyadi	65	64
23.	Dhika Pratama	65	80
24.	Bintang Rio Sadewa	65	68
25.	Muhammad Fadilla	65	74
26.	Andin Meyline	65	76
27.	Putri Tanjung	65	64
28.	Rizky Aditya	65	80
29.	Amanda Syahila	65	78
30.	Tika Tiffani	65	68
31.	Ahmad Zacky Ramadhan	65	64
32.	Eliza Sinta	65	70
33.	Dwi Eka Safitri	65	70
34.	Hardiansyah Arif	65	70
35.	Nazwa Manissa	65	72
36.	Fandy Oktavian	65	78
37.	Aisyah Mutiara Putri	65	70

The results of observing the teacher's activities in cycle 1 were quite good, but in the activity of conveying the learning objectives the teacher did not explain in more

detail or detail, so that the teacher's activities in conveying the learning objectives could only be said to be sufficient.

The results of implementing PBL in cycle I can be seen from the scores of students' work at the first meeting, as follows.

**Table and Graph of Recapitulation of PBL Values for Cycle I**

No	Mark	The number of students	Percent (%)
1	62 – 66	16	40
2	67 – 71	12	30
3	72 – 76	5	12.5
4	77 – 81	6	15
5	82 – 86	1	2.5
	<b>Amount</b>	<b>40</b>	<b>100</b>

The average test result was 69.1 with the lowest score being 62 and the highest score being 82. There were 14 students who got a score below the KKM, 2 students who got a standard KKM score, and 24 students who got a score above the KKM. person.

**Table 3. Results of Cycle II Student Work Tests**

No	Name	KKM	Number of Values
1.	Lufi Akbar	65	75
2.	Selvia Tampubolon	65	75
3.	Muhammad Ilham	65	75
4.	Muhammad Hafis	65	75
5.	M. Raja Ulya	65	80
6.	Nabil Salsabila	65	80
7.	Mutia Ramadhani	65	82
8.	Vika Ramadhani Manurung	65	80
9.	Effan Afandie	65	80
10.	Diky Syahputra	65	80
11.	Andika	65	85
12.	Sandi Apriliansyah	65	82
13.	Nia Ramadhani	65	80
14.	Andriany Pratiwi	65	80
15.	Meyliza	65	75
16.	Liontin Evelin Selina	65	80
17.	Nurjannah	65	75
18.	Rafa Erdiansyah	65	75
19.	Abdul Rahman	65	80
20.	Ria Ramadhani	65	82
21.	Putri Cahaya	65	82
22.	Suriyadi	65	82
23.	Dhika Pratama	65	80
24.	Bintang Rio Sadewa	65	80
25.	Muhammad Fadilla	65	75
26.	Andin Meyline	65	75

27.	Putri Tanjung	65	75
28.	Rizky Aditya	65	80
29.	Amanda Syahila	65	80
30.	Tika Tiffani	65	80
31.	Ahmad Zacky Ramadhan	65	82
32.	Eliza Sinta	65	80
33.	Dwi Eka Safitri	65	80
34.	Hardiansyah Arif	65	82
35.	Nazwa Manissa	65	82
36.	Fandy Octavian	65	80
37.	Aisyah Mutiara Putri	65	85
38.	Kevin Andrea Utama	65	80
39.	Juan Gian Ammar	65	75
40.	Zafira Davina Ahmad	65	75
	<b>AMOUNT</b>		<b>= 3166</b>
	<b>Average</b>	<b>3166 : 40</b>	<b>= 79.15</b>

The learning activities on the teacher activity observation sheet in cycle II are good, there is a lot of improvement in each learning activity carried out by the teacher or researcher. Research activities can be said to be very good.

The results of implementing PBL in cycle II can be seen from the test scores on students' work, as follows.

**PBL Cycle 2 Value Recapitulation Table**

No	Mark	The number of students	Percent (%)
1	71-75	12	30
2	76-80	18	45
3	81-86	10	25
	<b>AMOUNT</b>	<b>40</b>	<b>100</b>

The average test result was 79.15 with the lowest score being 75 and the highest score being 85. All students' scores were above the KKM determined by the researchers, namely 65. There were 12 students who got a score of 75, 18 students who got a score of 80. , there were 8 students who got a score of 82, and 2 students who got a score of 85. From the score table for cycle II, we can see that there has been a lot of improvement compared to cycle I. In cycle II, no students got scores below the KKM determined by the researchers.

**Table 4. Recapitulation of Student Reading Using Problem Based Learning**

Reading Learning A Discourse	Reading Learning Test Results Using Problem Based Learning	
	Cycle I	Cycle II
Highest level	82	85
Lowest level	62	75
Average level	69.1	79.15

From the data above, it can be concluded that there has been an increase in interest in reading among fifth grade students at Sei Banitan Air Joman Baru Private

Elementary School. As many as 85 percent of students think that reading is more fun than going on holiday (an increase of 27.5 percent from 57.5 percent in the pre-cycle questionnaire), 80 percent of students feel happy when they finish reading a book (an increase of 25 percent from 55 percent in the pre-cycle questionnaire), 80 percent of students like to save to buy reading books (an increase of 25 percent from 55 percent in the pre-cycle questionnaire), 80 percent of students prefer to spend time reading books rather than sleeping (an increase of 25 percent from 55 percent in the pre-cycle questionnaire).

#### IV. CONCLUSION

Analysis of data at Sei Banitan Air Joman Private Elementary School shows that Class V elementary school students lack interest in reading literacy activities. Every child has an interest in reading in themselves, it's just that they don't develop their interest in reading so they become lazy about reading. To develop an interest in reading in students then The researcher implemented problem-based learning or PBL. This influence was proven from the results of hypothesis testing which obtained an average value that increased from cycle I to cycle II. From cycle I it was 69.1 and increased in cycle II by 10.05 to 79.15

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