

Problem-Based Learning Model Assisted by Graphic Media in Poetry Text Learning for Fourth Grade Elementary School Students

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Abstract

This research aims to explain the problem-based learning model assisted by graphic media in learning poetry texts for fourth-grade elementary school students, as well as the process of implementing it in learning. The research was conducted in the 2022/2023 Academic Year, Even Semester, at Madrasah Ibtidaiyah Al-Zaytun, Sandrem Village, Gantar District, Indramayu Regency, with fourth-grade students in West Java Province. This research uses the Research and Development (R&D) method. The research design used is research and development (Research and Development) with the ADDIE model. The steps/phases of development include: Analysis, Design, Development or Production, Implementation or Delivery, and Evaluation. Data collection methods include interviews, questionnaires, observations, written tests, and performance assessments. The results of the research show that the design of a problem-based learning model assisted by graphic media in learning poetry texts for fourth-grade elementary school students is a new learning model developed from a problem-based learning model associated with graphic media, making learning more meaningful. The assessment results of the learning model design and media use were 70.5%, categorized as suitable for use. The learning media expert assessment results of 80% indicate that the learning media is suitable for use. Meanwhile, based on the results of the implementation of the problem-based learning model assisted by graphic media in learning poetry texts, the assessment results were 38 out of 44, or 86.4%, indicating that the implementation of the learning model was very suitable for use. Based on the data above, it is evident that a problem-based learning model assisted by graphic media in learning poetry texts for fourth-grade elementary school students is highly needed.

Keywords: Problem-based learning model, graphic media, poetry text

I. INTRODUCTION

Quality human resources depend on various factors, one of which is education. Education is a conscious effort that has a definite goal in learning. As a conscious effort, the essence of education refers to efforts to improve human resources better. By looking at the importance of education, it can be said that education is a need for every person throughout his life without knowing boundaries or time. Without education, humans cannot develop and cannot compete, in the end it is not impossible that they will become backward.

Viewed from the philosophical aspect of the function of schools as an arena or forum for preparing students to live in society, innovative learning strategies need to be practiced and developed. This is because in reality every human being will always be faced with new and dynamic problems. From simple problems to complex problems: from personal problems to family problems, social problems, state problems to world problems. It is hoped that this innovative learning strategy can provide training and the ability for each individual to solve the problems they face.

Therefore, to achieve these goals, teachers are expected to be able to formulate good learning programs. A good learning program is usually called a learning model. Good learning model It is hoped that it can change students' behavior which includes the way they think, work and behave towards themselves and their environment.

According to Minister of Education and Culture Regulation Number 22 of 2016 concerning Process Standards for implementing the 2023 Curriculum using 3 (three) learning models, namely: *Discovery/Inquiry Learning Model, Problem Base Learning Model, and Project Base Learning Model*).

According to Komalasari (2010) recommends types of learning models that can be used in implementing Curriculum 2023, including: Problem Based Learning Model, *Cooperative Learning Model, Project-based Learning Model, Contextual Learning Model (Contextual Teaching), Inquiry Learning Model and Concept Achievement Learning Model (Concept Learning)*.

Delivered by Arends (in Abbas, 2000:13) that the Problem Based Learning model is a learning model with a student learning approach to authentic problems so that students can construct their own knowledge, develop higher skills and inquiry, make students independent and increase their own self-confidence.

Based on an interview with one of the Indonesian language teachers, information was obtained that students' limitations in studying poetry texts require media to support students in the process of learning poetry texts. According to Moreira et al., (2018) learning media are instruments used to show facts, concepts, principles and procedures to make them more real or concrete. According to Mashuri (2019), learning media is something that distributes learning material, stimulates students' thoughts, feelings, interests and attention.

Based on the description above, it is necessary Research was conducted that focused on creating and utilizing a problem-based learning model with the help of graphic media in learning poetry texts for fourth grade elementary school students.

II. RESEARCH METHODS

This research uses the *Research and Development (R&D)* method. Research and development methods are methods that try to combine qualitative and quantitative methods or vice versa. The research design used is research and development (*Research and Development*) with the ADDIE model. Model stages with five steps/development phases include: *Analysis, Design, Development or Production, Implementation or Delivery and Evaluations*). The data sources in this research are students and a team of experts. The expert team consisting of material experts, media experts and language experts act as validators to assess the feasibility of a problem-based learning model assisted by graphic media in the form of images in learning poetry texts. The research location was carried out at Madrasah Ibtidaiyah Al-Zaytun, Sandrem Village, Gantar District, Indramayu Regency, on class IV (four) students in West Java Province. Research was carried out in the 2022/2023 Academic Year Even Semester.



Figure 1. ADDIE Model

Data collection techniques in this research were interviews, observation, questionnaires, written tests and performance. The instruments used are expert assessment sheets, observation sheets, questionnaires, test sheets.

The data obtained were analyzed according to the Likert scale calculation:

Table 1. Expert validation score instrument

Criteria	Score/Value
SS (Strongly Agree)	4
S (Agree)	3
TS (Disagree)	2
STS (Strongly Disagree)	1

Next, it is analyzed quantitatively using percentages with the following formula:

$$\text{Percentage (\%)} = \frac{\text{Total score}}{\text{Maximum Score}} \times 100 \%$$

After calculating the eligibility percentage, it will be interpreted using the criteria according to Ridwan (2015: 13).

Table 2. Expert validation score instrument

Percentage (%)	Criteria
0% - 20%	Not really worth it
21% - 40%	Not feasible
41% - 60%	Decent enough
61% - 80%	Worthy
81% - 100%	Very worthy

III. RESEARCH RESULTS AND DISCUSSION

Results

The initial activity is a learning needs analysis carried out by analyzing the real conditions of the learning process at school. Based on the results of direct observations, learning obstacles were found, namely students' self-confidence levels tended to be low, and students were less active in learning and even tended to be silent when the teacher asked questions. Another thing that was found was that learning tended to be monotonous and less innovative so that students were not able to understand the material provided.

In this analysis stage, the researcher directly observed both during the learning process of the poetry text and the achievement of basic competencies when assessing student learning outcomes. From the results of the learning assessment of 25 students, it shows that 16 students (64%) are still below the Minimum Completeness Criteria (KKM), which means that the students have not been able to achieve basic competency in poetry material with the theme of ideals. In the second stage the researcher designed the concept of developing a problem-based learning model with the help of graphic media.

The next stage is that the learning model design is validated by experts. The validated design is then refined by the researcher. The design draft of the problem-based learning model assisted by graphic media was validated by two validators. As validator I is a learning model design expert, Mrs. Dr. Riskha Arfiyanti, M.Pd. (Language and literature lecturer at Unswaganti University, Cirebon and validator II Dr. Irvan Iswandi, M.Pd as a media expert (IAI Al Azis Gantar Indramayu Lecturer). The validator suggested improvements to the design of the problem-based learning model.

Table 3. Expert Team Assessment Results

Validator	Aspect	Score
Learning Model Design Expert	Learning	23
	Media Use	8
	Amount	31
	Percentage	70.5%
Category		Worthy
Media Expert	Suitability to the level of development of students	20
	Communicative	12
	Amount	32
	Percentage	80 %
	Category	Worthy

Based on the scores obtained using a formula and grouped into categories, the model design is included in the "Decent" category with an interval of 61% to 80%.

The next stage is a limited trial on class IV students at MI Ma'had Al-Zaytun. A limited trial was carried out in class 4-B01 of Madrasah Ibtida'iyah Ma'had Al-Zaytun by the researcher himself and observations by 2 teachers with research subjects totaling 25 students.

Table 4. Teacher observation results

Aspect	Average Score
Contents	6
Learning Activities	18
Language	6
Time	8
Amount	38
Percentage	86.4%
Category	Very Worth It

Based on the scores obtained using a formula and grouped into categories, learning is included in the "Very feasible" category.

Then, evaluation and revisions are carried out from the results of the trials to produce learning design products. The description of the percentage of student learning outcomes in the trial class is summarized in table d below.

Table 5. Learning outcomes of trial class students

No	Interval Class	Experimental Class Scores	
		Frequency	Percentage
1	68-72	2	8%
2	73-77	2	8%
3	78-82	3	12%
4	83-87	6	24%
5	88-92	6	24%
6	≥ 93	6	24%
Amount		25	100%

The learning outcomes of students who were able to reach the KKM were 21 students or 84%, while students who were still less than the KKM were 4 students or 16%.

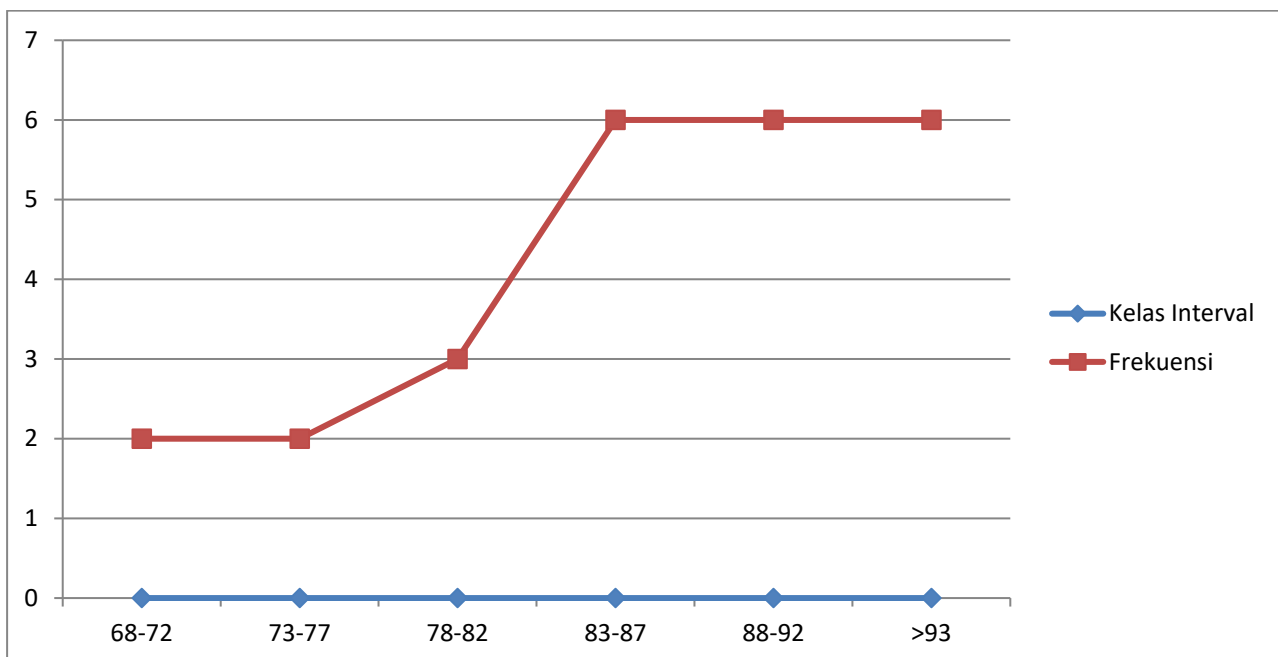


Figure 1. Test class score diagram

From the picture above it can be seen that the majority of students got a score above 83. This shows that the majority of students have received more meaningful learning by using a problem-based learning model assisted by graphic media in learning poetry texts.

Discussion

Based on the validity aspects and assessment results of each component, the learning model design achieved good assessment qualifications. Thus, the design of the learning model has been developed in the form of a problem-based learning model design assisted by graphic media that meets valid criteria.

Based on the results of the assessment of learning model design and media use, it was 31 or 70.5%. This shows that the graphic media-assisted learning model design developed is suitable for use. Meanwhile, based on the results of the learning media expert assessment of 32 or 80%, it shows that learning media is suitable for use.

The results of the implementation of the problem-based learning model assisted by graphic media in learning poetry texts show that the results of the teacher's observation assessment were 38 or 86.4%, indicating that the implementation of the learning was very suitable for use. Based on the results of student assessments regarding the use of problem-based learning models assisted by graphic media in learning poetry texts shows an average score of 46 with a score percentage of 95.8 % means that the category is very suitable for use. Meanwhile, judging from the learning results, there were only 3 students whose scores were below the KKM, meaning that the implementation of the learning model assisted by graphic media was suitable for use.

IV. CONCLUSION

The design of a problem-based learning model assisted by graphic media in learning poetry texts for fourth grade elementary school students was developed from a problem-based learning model linked to graphic media in the form of images so that it becomes a new learning syntax, so that

learning objectives can be achieved well. The problem-based learning model assisted by graphic media developed is suitable for teachers to use in learning poetry texts for fourth grade elementary school students. The results of implementing the problem-based learning model assisted by graphic media in learning poetry texts for fourth grade elementary school students are able to make learning more meaningful, where learning is linked to the students' immediate environment or real situations that students usually face in everyday life using graphic media. So the connection between learning poetry texts using PBM is very appropriate to develop.

Suggestion

Based on the research conclusions, it is recommended that the results of this research can be used as an alternative to improve the quality of learning. For policy makers, in this case madrasa heads and staff, should be able to provide facilities in the form of training to develop learning designs. For teachers to always be creative and innovative in achieving learning goals by utilizing facilities and supports to develop learning designs. For students to always be able to take advantage of the learning developed by the teacher for personal progress. The results of this research should be able to be continued by future researchers, namely developing not only the poetry text but also other aspects.

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