Problem-Based Learning Model with Video Media to Improve Writing Skills

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Abstrak

Siswa kurang tertarik menulis karena guru cenderung menggunakan buku teks sebagai satu-satunya media dalam pembelajaran. Hal ini berdampak pada kemampuan menulis siswa yang rendah. Tujuan penelitian ini yaitu untuk menganalisis model pembelajaran berbasis masalah berbantuan video pembelajaran. untuk meningkatkan keterampilan menulis teks tanggapan kritis. Jenis penelitian ini yaitu penelitian tindakan kelas. Penelitian ini mengikuti tahap-tahap penelitian tindakan kelas yang masing-masing siklus terdiri atas empat tahap yaitu perencanaan, tindakan, observasi, serta refleksi. Subjek penelitian ini adalah siswa kelas IX sejumlah 28 siswa. Metode yang Metode yang digunakan untuk mengumpulkan data yaitu observasi, wawancara, dan tes. Instrumen yang digunakan untuk mengumpulkan data yaitu kuesioner dan lembar tes. Analisis data yang digunakan dalam penelitian ini adalah analisis deskriptif kualitatif dan deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran berbasis masalah dibantu media video dapat meningkatkan keterampilan menulis teks tanggapan kritis siswa. Peningkatan skor rata-rata keterampilan menulis teks tanggapan kritis adalah sebesar 11, yaitu dari rata-rata 80 menjadi 91. Jadi, pembelajaran dapat dikatakan berhasil karena secara keseluruhan siswa tuntas. Siswa juga memberikan respons yang sangat positif dalam mengikuti pembelajaran menulis teks tanggapan kritis melalui penerapan model pembelajaran berbasis masalah dibantu media video yakni dengan skor 22,89.

Kata kunci: PBM, Video, menulis

Abstract

Students are less interested in writing because teachers tend to use textbooks as the only medium in learning. This has an impact on students' low writing skills. The purpose of this study is to analyze the problem-based learning model assisted by video learning. to improve critical response text writing skills. This type of research is classroom action research. This study follows the stages of classroom action research, each cycle consisting of four stages, namely planning, action, observation, and reflection. The subjects of this research were 28 students of class IX. Methods The methods used to collect data are observation, interviews, and tests. The instruments used to collect data are questionnaires and test sheets. The data analysis used in this research is descriptive qualitative and quantitative descriptive analysis. The results showed that the application of the problem-based learning model assisted by video media could improve students' critical response text writing skills. The increase in the average score of critical response text writing skills is 11, from an average of 80 to 91. So, learning can be said to be successful because overall, students are complete. Students also gave a very positive response in participating in learning to write critical response texts by applying a problem-based learning model assisted by video media with a score of 22.89.

Keywords: PBM, Video, writing

Introduction

The 2013 curriculum for learning Indonesian wants students to be more productive, creative, innovative, and active (Dwiasih & Agung, 2021; Mulyadin, 2016). Indonesian language learning in the 2013 curriculum uses a text-based approach. This text-based learning trains students to solve the problems they face critically by expressing thoughts or ideas outlined in the form of writing/products in the form of text (Febriyanti, 2013; Mustikaningrum et al., 2020). Of the four language skills, one aspect of language skills related to expressing thoughts, ideas, opinions, and feelings is writing skills menulis (Azmussya'ni & Wangid, 2014; Salfera, 2017). Writing is a person's peak language skill,

which includes choosing vocabulary, using sentence structures, applying spelling and punctuation, organizing ideas coherently, using a variety of effective sentences, and producing writing (Masrur et al., 2020; Staples et al., 2013). Writing is one of the language skills to express ideas in written form (Hill et al., 2020; Su et al., 2021).

Today's problem is that many students lack writing skills (Pen et al., 2020; Vassilaki, 2017). The observations made at SMP Negeri 1 Singaraja class IX showed that the average score obtained by students for learning materials for writing critical response texts was 78, while the KKM score was 80. In addition, 40% of students scored below the KKM. This is an indisputable fact about the low ability of students to write critical response texts. Furthermore, interviews with teachers in the field of Indonesian studies found that the following things influenced the low ability of students in writing critical response texts. First, the students' lack of knowledge about critical response texts. Second, students have difficulty in expressing their responses to the topics discussed. Third, students find it challenging to translate their ideas into sentences. Fourth, students have difficulty writing the contents of the critical response text according to the structure and linguistic elements.

The interviews conducted with several students obtained data that students were less interested in writing because teachers tend to use textbooks as the only medium in learning. The lack of learning media will make it difficult for students to learn (Mayer, 2020; Nonthamand, 2020). In addition, the work instructions given by the teacher are not clear. Writing critical response texts is classified as severe material and quite tricky for junior high school students in learning Indonesian. This statement was made because of several things. First, this material is a new material for students, given that this kind of material does not exist in the previous curriculum. Therefore, students are not used to writing texts (Kormasela et al., 2020; Owon, 2017). Second, the material for writing critical response texts is non-fiction writing material that is very tied to writing rules, so students must be careful in writing (Azmussya'ni & Wangid, 2014; Salfera, 2017). Third, critical response texts must pay attention to the structure and features of the language. This third point is the most critical because the structure and linguistic features distinguish critical response texts from other texts (Nuryamah et al., 2016; Widyaningrum & Hasanudin, 2019).

Writing as a form of language proficiency has excellent benefits for human life, especially for students (Darmawan et al., 2017; Szanto, 2020). At the time of writing, students are required to think in writing ideas based on their knowledge and experience (Abrams & Byrd, 2016; Karaca & Uysal, 2021). These activities require seriousness to process, organize, and consider critically the ideas that will be put into writing (Fu et al., 2019; Wong & Russak, 2020). One of the competencies to be achieved in learning Indonesian for grade IX junior high school students in the 2013 curriculum is to compose or produce critical response texts. *Critical response text* is a text that contains a response, in the form of support or rejection, to a thing or event that is supported by data supporting the response. The critical response text contains responses of approval or rejection regarding an event or a problem that occurs accompanied by evidence. Students study critical response texts to train students to think critically and be sensitive to the problems around them (Oya & Budiningsih, 2014; Sari, 2019).

The seriousness and difficulty of the material in writing critical response texts require teachers to package learning excitingly and appropriately so that students can compose critical response texts according to their provisions. About the difficulties experienced by students, one way that can be done to motivate and improve students' skills in writing critical response texts is to apply appropriate learning models with the help of exciting media (Blaschke & Hase, 2019; Jain et al., 2021; Puspitarini & Hanif, 2019). The learning model referred to here is a problem-based learning model. With the problem-based learning model, students will face real problems (Awaludin et al., 2020; Mutakinati et al., 2018).

This will require students to think critically and actively and have extensive knowledge in solving problems (Balan et al., 2019; Marzuki & Basariah, 2017). The problem-based learning model is used to stimulate students' higher-order thinking in real-world problem-oriented situations, including learning how to learn (Bosica et al., 2021; Duncan et al., 2013). To support this, students must dig up information from various sources. The problem-based learning model creates a vibrant, independent, and meaningful learning atmosphere (Aufa et al., 2021; Gholami et al., 2021).

The application of this problem-based learning model will be better if learning media assists it, one of which is by using video media (Andriyani & Suniasih, 2021; Puspitarini & Hanif, 2019). Video is one learning medium that can display audio and visual elements to make it easier for students to learn (Colasante & Douglas, 2016; Nonthamand, 2020).Video media is used to bring up authentic problems to students (Rubini et al., 2018; Van Alten et al., 2019). Video media will make it easier for students to analyze problems and more effortless to express ideas and ideas in written form in a coherent manner so that students will be more enthusiastic in participating in learning activities (Kamelia, 2019; Teng, 2019).

The findings of previous studies also stated that learning videos would help students learn (Priantini, 2020; Yildiz & Ersan, 2011). Other research findings also state that the problem-based learning model will increase students' enthusiasm for learning to improve student understanding (Koh et al., 2010; Phungsuk et al., 2017; Silwana et al., 2020). The absence of an in-depth study of the problem-based learning model assisted by video learning can improve writing critical response texts. The purpose of this study is to analyze the problem-based learning model assisted by video learning. It is hoped that the problem-based learning model with the help of learning videos can help students learn so that they can improve their critical response text writing skills.

Methods

This type of research is classroom action research. This study follows the stages of classroom action research, each cycle consisting of four stages, namely planning, action, observation, and reflection. This research was conducted at SMP Negeri 1 Singaraja. Subjects in this study were 28 students. The methods used to collect data are observation, interviews, and tests. The instruments used to collect data are questionnaires and test sheets.

The data analysis used in this research is descriptive qualitative and quantitative descriptive analysis. Data on critical response text writing skills were analyzed descriptively quantitatively. Data regarding the learning steps were analyzed descriptively qualitatively. Data on student responses were analyzed quantitatively. The success criteria used as a benchmark in ending this research are as follows. First, the criteria for the success of learning critical response text writing skills. In determining the value of this critical response text writing skill, a conversion guide with a scale of one hundred is used as described in table 1, which is as follows.

Table 1. Conversion Guidelines

Value	Rating
Very good	90<AB≤100
Well	80<B≤90
Enough	70<C≤80
Not enough	≤70

(*Arikunto, 2008:19*)

Based on the formulation and conversion guidelines above, students are said to understand the subject matter if the minimum score obtained by students is 80 (good). Classically, this research is complete if 100% of the students scored 80 and above or were in a suitable category. If 100% of the total number of students score 80 and above or are in the good category, the research can be said to be complete, and the research can be stopped.

The criteria for student responses are indicated by acquiring a percentage of 80% of the total number of students responding positively or happy with the learning action. For more details, the following explanation. Analysis of the data obtained through the questionnaire was based on the average score of student responses (X), the ideal mean (Mi), and the ideal standard deviation (SDi). Research on student responses is considered successful if 80% of students give a positive response. With the achievement of the above success criteria, the study was discontinued. The cycle of actions that can achieve these success criteria are at the same time considered the best actions.

Results and Discussion
Result

This research has been conducted in two cycles. In cycles, I and II, learning to write critical response texts was carried out according to the steps of the problem-based learning model assisted by video media. The results of the first cycle research showed that the score of students in writing critical response texts on good criteria was 19 people (67.9%), five people (17.8%) enough, and four people less (14.3%). The average value of students' critical response text writing skills learning outcomes in the classical cycle I is 80, is at 71-80 with Enough criteria or C predicate but does not meet the Classical Minimum Completeness Criteria (KKM), which is 100%. It can be concluded, the research in the first cycle has not been successful because of the 28 students. There are still nine students who have not met the KKM 80 according to the one applicable at SMP Negeri 1 Singaraja. In addition to the value of writing skills, data on student responses were also obtained, namely: 7 students with a percentage of 25% had a very positive response, 21 students with a percentage of 75% had a positive response, and no students had a positive enough, less favorable or very poor response. Positive.

Furthermore, reflection is carried out by paying attention to student learning outcomes in cycle I. The problems encountered can be seen from the following explanations: (1) the student worksheets given by the teacher are less able to represent the contents of the ideas that students will convey; (2) students have not been able to use the linguistic elements of critical response texts well; (3) students still make spelling and punctuation errors when writing critical response texts; and (4) the explanation from the teacher is still not optimal. Based on these problems, the corrective actions taken were: (1) researchers improved student worksheets, (2) provided guidance to students who were still having difficulties and incorrectly using linguistic and spelling elements in the text they made, and (3) the teacher gave an explanation—more detail to students.

These improvements were made in the second cycle so that in the second cycle learning to write critical response texts showed that the score in writing critical response texts of students on the criteria was very good 11 people (39.3%), good 13 people 46.4%, and entirely 4 people (14,3%). Based on the data above, it can be concluded that the average score of students' critical response text writing skills learning outcomes in cycle II classically increased by 11 points from 80 to 91 and was at 91-100 with criteria Very Good or predicate A and already met the criteria. Minimum completeness (KKM) classically is 100%.

In cycle II, data on student responses were also obtained as follows: 19 students with a percentage of 67.9% had a very positive response, 9 students with a percentage of 32.1% had a positive response, and no students had a moderately positive response, less positive or

significantly less optimistic. Based on the learning outcomes data, it can be seen that all students are complete, and it can be stated that the critical response text writing skills of students in grades IX-A8 SMP Negeri 1 Singaraja from cycle I to cycle II have increased and are thriving.

Discussion

When learning using a problem-based learning model makes students very enthusiastic about participating in learning. In addition, this learning model trains and develops the ability to solve problems oriented to authentic problems from students' actual lives to stimulate higher-order thinking skills (Mutakinati et al., 2018; Rozhana & Harnanik, 2019). This problem-based learning model becomes a learning approach that seeks to apply problems that occur in the real world so that students are enthusiastic about participating in learning (Balan et al., 2019; Marzuki & Basariah, 2017). Teaching and learning activities with the Problem Based Learning model begin by giving a problem (Aufa et al., 2021; Silwana et al., 2020). Students can also practice thinking critically and gain problem-solving skills, and it is unforgettable to gain knowledge and essential concepts from the teaching material discussed (Bosica et al., 2021; Huang et al., 2020).

In addition, learning models combined with appropriate learning media will improve the student learning atmosphere (Arianti et al., 2019; Dames et al., 2019; Lestari et al., 2017). Learning media can facilitate students ' learning (Kamelia, 2019; Lai & Tai, 2021). In applying problem-based learning models, also use learning videos so that students feel happy in learning. Without the help of the media, the learning materials are difficult for students to understand and understand, incredibly complex and complex learning (Jogezai et al., 2021; Saripudin et al., 2018). The video media used can help students learn because it contains audio and visual elements to facilitate students who have different learning styles (Gabriele et al., 2016; Layona et al., 2017). This media can increase students' interest in learning because students can listen and see pictures simultaneously. The ability of video to depict live images and sound gives it its charm (Ayu et al., 2020; Tseng, 2021; Valle et al., 2019). It makes students motivated to learn to improve students' writing skills.

The findings of previous studies also stated that learning videos could improve student learning outcomes (Hanif, 2020; Nurrohmah et al., 2018; Ompi et al., 2020). In addition, other studies also state that learning videos increase students' enthusiasm for learning (Pamungkas et al., 2018; Rose et al., 2016). Other research also states that problem-based learning models can improve critical thinking skills and student learning outcomes(Priani et al., 2019; Rahayu & Fahmi, 2018). So it can be concluded that the problem-based learning model assisted by learning videos can help students learn. This research implies that teachers can apply a problem-based learning model assisted by learning videos to improve their critical response text writing skills.

Conclusion

Student responses were very positive towards the application of the problem-based learning model assisted by video media. The application of the problem-based learning model assisted by video media can improve writing critical response texts in class IX-A8 students of SMP Negeri 1 Singaraja.

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