The Teacher's Understanding about Problem Based Learning and It's Implementation

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Abstract

The existence of the curriculum is one of the components that has a strategic role in the education system. Without the right curriculum, students will not get learning targets that are appropriate and tailored to the needs of students in their respective eras. The study is aimed at to describe teachers' understanding of the Problem Based Learning model in English teaching and to analyze the implementation of the Problem Based Learning model in English teaching at SMP Muhammadiyah 1 Surakarta. The type of research that used in this study was a qualitative approach. From the results of interviews and observational data that researchers conducted, the teacher has implemented the steps of the Problem Based Learning procedure coherently, it's just that due to lack of time management so that the fourth step cannot be done, and researchers cannot conclude its suitability

Keywords: problem based learning, english teaching, curriculum

INTRODUCTION

The existence of the curriculum is one of the components that has a strategic role in the education system. Without the right curriculum, students will not get learning targets that are appropriate and tailored to the needs of students in their respective eras. In the first chapter of his work on Education, (Mulenga, 1993) asserted that in the determination of the curriculum, the first step must obviously be to classify the philosophical thinking behind a proposed curriculum since such a background will help to determine leading kinds of activities which constitute human education. To this principle there can be no objection. Each curriculum that is in existence has a philosophical underpinning which determines the way such a curriculum is organised and implemented. It is for this reason that in a paper such as this one it is inevitable that a discussion on the influence of Philosophy on how a curriculum is defined must be done.

According to the opinion of the Indonesian Law. No. 20 of 2003, the curriculum is a set of plans and arrangements regarding the objectives, content, and teaching materials and the methods used as a guide in the implementation of learning activities to achieve national education goals. Indonesia is one of the countries with quite a lot of curriculum changes and developments. Curriculum development is a must and applies throughout life. The principles in curriculum development must be able to be evaluated and applied as an effort to improve in order to realize the expected educational goals. Starting in the new school year 2022/2023, Indonesia will implement the Merdeka Curriculum in schools that have registered and are ready to implement the Merdeka Curriculum. The direction of curriculum change contained in Merdeka is a more flexible curriculum structure, focusing on essential material, providing flexibility for teachers to use various teaching tools according to the needs and characteristics of students, and applications that provide various references for teachers to continue to develop teaching practices independently and share good practices.

Merdeka curriculum is a learning method that refers to the talent and interest approach. Students can choose what subjects they want to learn according to their passions. In general, the independent curriculum is a diverse intracurricular learning curriculum. Where the content will be optimized so that learners have enough time to explore concepts and strengthen competencies. Later, teachers have the power to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. The goal of an independent curriculum is to create an enjoyable education for learners and teachers, and to develop learners' potential.

With the passage of time, the evaluation of the teaching process is also growing, there are many things that must be improved, and it is even possible to eliminate them. With the help of technology and learning science that is inc-

reasingly advanced and developing, it also helps the progress of the existing education system. All changes and applications of the system will always be improved in order to improve the quality of education. There will always be more innovations, new strategies and more effective and innovative teaching techniques, one of the things that need to be considered is learning methods. Learning method is a systematic and organized process carried out by teachers or educators in delivering material to their students. It can be said that learning methods are strategies used in carrying out teaching and learning activities in the classroom that are applied by educators so that the learning objectives that have been set can be achieved properly. Through this method, it is hoped that the teaching and learning process can run well. Thus it is very important for an educator to recognize methods in learning so that students feel more excited when participating in learning in the classroom. In addition, the selection of the right method makes students not quickly feel bored or bored when participating in teaching and learning activities in the classroom.

Along with the development of education, the application of old learning is no longer effective to be practiced in learning. Learning that must be applied is learning that is no longer centered on the teacher alone, because if it is centered on the teacher, students will not be active in learning, students will be bored more easily and students cannot channel their creativity when learning takes place because students will only be given orders to remember things without knowing how the process that occurs in the information they can take place in reality. Therefore, teachers must be able to find innovative and effective teaching strategies for students. To improve the quality of learning and produce good learning, learning methods are needed that are not only teacher-centered, but student-centered so that students are active in learning. We need a method that can be used to improve the quality and results of learning, one approach that is effectively used is the Problem Based Learning Approach. This approach model proposes the teacher as a facilitator only, the teacher only prepares teaching materials, determines the goals to be achieved and directs the learning outcomes to be maximized. The teacher must also monitor the progress of student learning and ensure that each student is active in learning. This approach model refers to students (Student Center). Students are encouraged to be active, think critically and be able to find information/ideas independently, so that students' abilities will develop optimally. The Problem Based Learning Approach focuses on activities together in a small group where all students can discuss, analyze, solve a problem and conclude something together so that social interaction arises between them, not only academically but also socialization will be more optimal. In the PBL method, problems are used as a tool to develop problem solving. First, the teacher provides a real-life problem to students as a trigger. Then, students form small groups. In learning, the teacher only acts as a facilitator who presents and guides the entire problem-solving process. Therefore, students learn on their own to solve problems, they generate ideas, identify information, share tasks, collect, find solutions and present them in front of the class.

English is one of the important things that is used to develop the skills that students have, especially at SMP Muhammadiyah 1 Surakarta. This study describes the teacher's understanding and the implementation of Problem Based Learning model in a qualitative form. This study aims to determine the teacher's understanding of the concept of the Problem Based Learning model and the implementation of the Problem Based Learning procedure in English language teaching at SMP Muhammadiyah 1 Surakarta. In this study we examined the English language teaching applied by the teacher in teaching Animal Description in grade 7.

From the background that has been described, the researcher is interested in researching and describing about teacher's understanding and the implementation of Problem Based Learning and this research was conducted to determine how the implementation of the use of Problem Based Learning Methods in English teaching with research limitations in the step of implementing Problem Based Learning at SMP Muhammadiyah 1 Surakarta. Therefore, researchers examined this study entitled "Teacher's Understanding About Problem Based Learning And It's Implementation In An Indonesian Secondary School"

METHODS

The type of research that used in this study was a qualitative approach. The object of this research is the understanding of Problem Based Learning in teaching and the implementation of Problem Based Learning in English teaching at SMP Muhammadiyah 1 Surakarta. Researchers used interviews and observation to obtain data. The subjects of this study was 1 English teacher from SMP Muhammadiyah 1 Surakarta. In-

terviews were conducted by asking planned and unplanned questions to the informants. The data used by researchers comes from the results of interview collection in the form of interview transcripts about the application of PBL, and observation in the form of data from the learning process in the classroom.

RESULT AND DISCUSSION

Result

The findings of this study are the answer to the problem statement that has been formulated earlier. The data presented is based on the results of classroom observations and interviews with informants. In this section, the researcher will present how the teacher's understanding of the Problem Based Learning and the suitability of the implementation of the Problem Based Learning learning model process applied by teacher in teaching English

Teacher's Understanding of the implementation of Problem Based Learning

The use of the Problem Based Learning model encourages learners to be active in various areas, including problem solving, critical thinking, understanding, and independent learning. In the application of Problem Based Learning, the teacher plays an important role although only as a facilitator. Teachers must design learning concepts by providing contextual types of problems, organize, guide and supervise the learning process so that learning objectives are achieved.

Concept of Problem Based Learning

Problem Based Learning is a learning model that uses real-world problems for students to learn, so that they can build critical thinking and problem-solving skills and understand essential learning concepts, learning can be effective and achieved if learning activities are centered on tasks or problems that are authentic, relevant and presented in a context. In the Problem Based Learning model minimizes the teacher to provide as much information as possible to students. Learners must be active in processing information, understanding, reflecting on their experiences and finding the concept of the material being studied. The teacher's role in Problem Based Learning is to present the problem, facilitate the learning process from the beginning of the activity until students solve the problem through investigation and evaluate student performance.

Based on the interview, the teacher said that she understood the Problem Based Learning model, the teacher had applied Problem Based Learning several times in her classroom teaching and applied it quite well, the teacher was able to explain Problem Based Learning well.

"Yes, I have implemented it because there are many teaching models, yesterday I implemented it twice, because I was also undergoing a teacher mobilizer"

"So I used to think that Problem Based was in the form of a problem, but it turns out that Problem Based is hopefully something that relates to everyday situations, departing from the existing reality"

"Problem Based is not a problem, so the problem is made into a problem, but it's not, it turns out that Problem Based Learning is observing a phenomenon that exists, then examining what is wrong with the phenomenon" (Interview on 21 June 2023)

Observation was conducted to 1 English teacher on June 21. The observation was conducted in class 7PK 2 in teaching Animal Description material. In this observation, the researcher found that the teacher was very familiar with the order of the syntax procedures of the Problem Based Learning model. The teacher implemented the learning well, the implementation steps were carried out coherently as stated in the interview. The teacher is also able to connect learning with learning materials so that students can examine concepts quite easily because they are implemented with the reality in the scope of students. However, the procedure step, namely the presentation of student discussion results, was not carried out by the teacher to students due to time constraints during implementation, so that the existing procedure steps were incomplete due to poor time management from the teacher.

The implementation of the Problem Based Learning Approach in English teaching

Learning models are guidelines that teachers use in planning and implementing appropriate and effective learning to achieve learning objectives. The learning model refers to the learning approach that will be used. The learning model includes teaching objectives, stages in learning activities, learning environment, and classroom management that need to be considered by the teacher. One of the learning models is Problem Based Learning which is a problem-centered approach that is able to arouse students' potential and can solve the problem with all their knowledge and skills from various sources that can be obtained.

In this study, the writer focuses on the

implementation of Problem Based Learning model which focuses on the suitability of the process applied by the teacher in teaching English at SMP Muhammdiyah 1 Surakarta. In this study, the writer also interviewed an English teacher and recorded and observed the class taught by the English teacher. Based on the interview and observation, the researcher found several stages that the teacher did in applying the Problem Based Learning model.

The type of interview conducted was semi-structured interview. The purpose of the interview was to collect appropriate and detailed data from the research directly from reliable sources. In this session, the teacher was questioned using several questions. Based on interviews that researchers conducted with 1 English teacher, the interviewee revealed that he knew the steps of the implementation procedure of Problem Based Learning.

Orientation

Based on the interview, the interviewer stated that in the first step the teacher provides an overview of the problems that arise in reality.

"At that time, I applied the example in the description of the lost animal, with a short text, incomplete physical characteristics and only included a photo of the head of the animal without the body and tail." (Interview on 21 June 2023)

Forming a group

Based on the interview, the second step is organizing students to form small groups to conduct discussions and work together to solve problems.

"So after observing the orientation of the problem, then I make groups depending on the number of students in the class, each group contains 3 or 4 students" (Interview on 21 June 2023)

Guiding discussions

Based on the interview, in the next stage, the teacher helps and guides students in the discussion process together with their group members in solving the problems given by the teacher.

"After that, I do guidance per group, for example, I give stimulating questions 'are there any mistakes from the text?' 'what do you think is missing from the text?' so that students can find the mistakes, students will complete what is missing or if something is not clear, then be guided to make their own descriptions in complete and clear order". (Interview on 21 June 2023)

Presentation of works

Based on the interview, the next step is for the teacher to ask students to present the group's work in front of the class so that all groups can assess each group's work.

"At the next stage is the presentation of the work, after being guided to complete and make descriptions, then the next step is to present the work of the group" (Interview on 21 June 2023)

Evaluation

Based on the interview, the last step taken by the teacher is evaluation and summarizing the results of the learning discussion with students.

"At the end of the mentoring and presentation of the work, there will be an evaluation of the discussion results" (Interview on 21 June 2023)

Based on the observation that was conducted to 1 English teacher on June 21, 2023. Observation was made in class 7PK 2 in teaching Animal Description material. In this observation, the researcher found that the steps of Problem Based Learning implemented by the teacher were as follows:

The teacher starts the learning by presenting a slide presentation in the form of an example of an animal picture with incomplete limb pictures while discussing with students related to the example of the problem shown in the slide presentation.

The teacher explains a little explanation about animal description, describing the characteristics of animals.

The teacher directs students to form small groups

The teacher gives several worksheets to each group containing crosswords and animal descriptions. The teacher guides and supervises the students' work, answering questions if the students have difficulties.

After the group discussion is finished. The teacher and students discuss together the group work that each group has done. After that, the teacher explains the material in more detail, covering all aspects, structure, grammar, characteristics, size, and others.

The closing part of the teacher gives an evaluation of the results of the group work that has been done with the material that has been explained.

From the observations that the researchers have made, there is one step of the Problem Based Learning procedure that is not implemented by the teacher because of poor time management so that during the learning process there is limited time to make student presentations to the class.

That way the teacher only evaluates the student discussion process and summarizes the material learning briefly.

Discussion

The main objective of this study is to describe teachers' understanding of Problem Based Learning and its implementation in English language teaching. The results of the research data will be reviewed with existing theories.

Teacher's Understanding of the implementation of Problem Based Learning

Problem Based Learning was developed based on concepts proposed by Jerome Bruner. The concept is discovery learning. The concept provides theoretical support for the development of the Problem Based Learning model which is oriented towards the scope of processing information. In its application during learning, students learn and investigate the problems given by the teacher according to the stimulus given by the teacher through fishing questions, so that students can more easily digest the existing problems and solve the problems given. Problem Based Learning provides contextual problems for students to solve so that students can be provoked to learn. As stated by (Nurhadi, 2004) , Problem based learning is the interaction between stimulus and response, is the relationship between the two directions of learning and the environment. The concept of discovery provides theoretical support for the development of Problem Based Learning models that are oriented towards the scope of information processing. In its application during learning, students study and investigate the problems given by the teacher according to the stimulus provided by the teacher through questioning, so that students can more easily digest the existing problems and solve the problems given. Problem Based Learning provides contextual problems for students to solve so that students can be provoked to learn. As stated by (Nurhadi, 2004), Problem based learning is an interaction between stimulus and response, a relationship between two directions of learning and the environment. Based on the results of interviews and observations, teachers already understand the Problem Based Learning model, teachers have several times applied Problem Based Learning in classroom learning and applied it quite well, teachers are able to explain the stages of Problem Based Learning coherently. In the Problem Based Learning model minimizes the teacher to provide as much information as possible to students, in the observation the teacher does not provide too much material exposure to students. The teacher explains a little material at the beginning and at the end when the discussion time is over. The selection of problems used by the teacher to raise real problems that often occur in the student's environment, it can be seen that students are easy to digest and are eager to learn about it. The teacher also understands his role during learning activities, the teacher directs and supervises students during the discussion process.

The implementation of the Problem Based Learning Approach in English teaching

Appropriateness in the application of the syntax of Problem Based Learning

Orientating students to problems

Based on the observation, the teacher did not explain the learning objectives. The teacher describes the activities that will be carried out in the meeting. The teacher presents the problem to be solved by the students. In the presentation, the teacher chooses real problem cases that are relevant to the scope of students, so that students easily understand and are interested in investigating them.

Coordinating students to learn

Based on the results of observations on the step of organizing students to learn, it shows that the teacher provides clear work instructions, describes specific sub-topics, tasks that must be done, describes the results of what reports each group must complete, and describes the time in the process firmly. The teacher also motivates students to want to take part in group investigations. Guiding individual and group investigation

Not only honing students' ability to think critically in problem solving, but students must also develop collaborative and communicative cooperation in their groups. In the observation, the teacher has succeeded in providing stimuli in the form of triggering questions, so it can be seen that students get a good picture after being given the stimulus. As stated by (Nurhadi, 2004) , Problem based learning is the interaction between stimulus and response, is the relationship between the two directions of learning and the environment. However, the teacher has not guided students to convey the information that has been obtained individually to their group members, because there are some students who talk so that in some groups only a few people are involved in filling in the work results.

Developing and presenting result

Due to lack of time management, the presentation of the results of the work could not be done so that this step could not be applied.

Analyzing and evaluating processes

In this step, the observation results are that the teacher has reflected and the teacher evaluates the learning process and results that have been carried out, after which the teacher summarizes the learning together with the students.

Differences in the application of the problem-based learning model syntax

Table 1. Different Model PBL

No	Syntax of Barrett's Problem Based Learning	Problem-based learning syntax according to the teacher	Syntax of observation results
1	Orienting students to problems	Orientation, problem presentation	Presenting the problem to be studied and explaining a little material
2	Coordinating students to learn	Grouping the students	Coordinating students to form several groups
3	Guiding individual and group investigations	Guiding students' work	Guide the group discussion process
4	Developing and presenting results	Presentation of group work	No presentation of student work, due to lack of time.
5	Analyzing and evaluating processes	Evaluation of student learning	Explaining the material in detail, summarizing the material together and evaluating student work.

From the table 1, it can be seen that the teacher has sufficiently understood the syntax of the Problem Based Learning procedure. The teacher presents the problem at the beginning of learning to make students understand and be motivated to learn. Then describe the tasks that must be carried out by students, assist and guide the discussion process, direct the experimentation process. But unfortunately due to the lack of good time management by the teacher, and the implementation of the discussion process which takes a lot of time so that in the fourth stage there is no implementation of the presentation of student work. The teacher replaces it with a description of the discovery of material by students in more detail, then evaluates the process of running group discussions, what is missing and what is correct, so that students can evaluate their actions.

CONCLUSION

The conclusion of this research is in accordance with the data that has been analyzed in the previous chapter, namely the description of the research results aims to answer the problems and results of the research that has been done, then interpret the findings in the research into know-

ledge. From the research results it can be concluded that:

First, the teacher understands well the concept of Problem Based Learning that he has applied, the teacher is able to provide relevant case studies and understands the steps of the Problem Based Learning procedure well. Many problems actually arise from students.

Second, from the results of interviews and observational data that researchers conducted, the teacher has implemented the steps of the Problem Based Learning procedure coherently, it's just that due to lack of time management so that the fourth step cannot be done, and researchers cannot conclude its suitability. The application of the step procedure (syntax) was in accordance with the syntax proposed by Barrett.

So it can be concluded that the understanding and application of Problem Based Learning by English teachers at SMP Muhammadiyah 1 Surakarta is in accordance with Barrett's syntax.

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