

## The Impact of Problem-Based Learning Model on Narrative Text Writing Skills of Grade IV Students at State Elementary School 4 Amurang

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**ABSTRACT:** This study aiming for increase skills write text narrative student Class IV of Amurang 4th State Elementary School through application of learning models based on problem (Problem-Based Learning/PBL). Background behind study This based on the low ability student in write narrative that includes lack of development of ideas, flow story, and use rules proper language. The underlying theory study This covers draft write as skills complex as well as effectiveness of PBL in increase ability think critical, collaborative, and creative students. Research This use approach descriptive qualitative with technique data collection in the form of observation, interviews, and documentation. Research results show that PBL implementation provides impact positive on three aspects main: (1) aspect cognitive, namely increasing understanding structure text narrative and ability analysis students; (2) aspects affective, in the form of improvement motivation, confidence self, and participation active students; and (3) aspects psychomotor, which is visible from increasing skills technical in compile text narrative in a way coherent and creative. With Thus, the learning model based on problem proven effective in develop skills write text narrative in a way comprehensive to student school base.

**KEYWORDS:** learning based on problem, skills writing, text narrative, students school base.

### INTRODUCTION

Indonesian is Subjects that have role central in formation ability think, communicate, and grow appreciation to culture nation. Rohman (Karinda et al, 2004) wrote that Key to resource development Power Indonesian people through policy organization education quality. There are many challenges in field education, one of them is increase quality and relevance including reduce gap quality education. One of the competence the basics needed developed since early is skills speaking, especially skills write. Write No just activity take notes information, but rather a complex process involving ability process ideas, compile sentences, and organizing idea in a way coherent and unified. Skills write text narrative, as one of the type of frequently used text found in learning at the Elementary School Level, has significance important in practice imagination, creativity, and ability student in Retelling a story Events. Skills write is one of aspect important in mastery of Indonesian language, especially at the level Elementary School. Writing not only functioning as tool communication, but also as means for express thoughts and feelings. According to Tarigan (2008) wrote is a skills language used for communicate in a way No direct and indirect look at advance with other people. Among various written form, text narrative become type very important text taught at the level Elementary School. Through narrative, students Study convey idea in a way coherent, developing imagination, and building channel a logical and coherent story or solid between part a (coherent) piece of writing.

Tarigan (2013) text narrative is type text that tells the story an incident or events that have structure clear story. So, ability write narrative become indicator important in grow creativity and understanding Language structure. Narrative text is also one of the texts that requires ability student for to reveal their ideas and thoughts in a way written in form story. Narrative text not only teach student about writing, but also stimulating imagination and creativity student in work. The reality that researchers find at the time be in the field show that learning write text narrative at school base Still face various constraints. Researchers do observation early in Elementary School 4 Amurang and found indication that student class IV still have trouble in develop story ideas, compose a coherent flow, using varied vocabulary, and apply rules lack of language right. Learning outcomes student in write text narrative tend low, which is likely big influenced by the method learning that has not been done effective and less interesting attention student.

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Liando (2020) in learning student must directed to be able to increase ability in communicate with good and right in a way oral and write. This is in line with opinion from Rahman (2018) who wrote that Lots students at the elementary level have trouble in express ideas and thoughts they in written form. This is due to Because learning tends nature one direction and not yet involving student in the process of thinking critically. Because of that that, is needed innovation in capable learning overcome problem and holistically develop potential student in write text narrative that includes aspect cognitive (knowledge and understanding), affective (attitude and motivation), and psychomotor (skills) practical). So that study This have the right solution in increase skills write text narrative, then researcher using a learning model based on problem solving (PBL).

PBL emphasizes meaningful learning, where knowledge built through experience direct in solve problem. Suyanto (2013) PBL can increase ability think critical and creative students. Besides that, OBL can also help student develop ability they in solve problems and improve skills wrote them. Assa, et al (2024) wrote that PBL is an interesting learning model Because push student for active in the learning process, stimulating thinking critical, collaboration, and ability breakdown problem. More carry-on Haryati and Wangid (2020) explain that PBL is effective in increase skills 21st century, such as collaboration, communication, creativity, and ability the technology requireddFor face challenges of the modern world. Not only that only, Rorimpandey, et al (2023) also emphasized that the PBL model utilizes problem in a way contextual so that capable give chance to student for sharpen, develop and improve ability For solve problem as well as face problem in life daily.

Based on background behind problems that have been researcher as stated above, then researchers must also look for study previous or relevant research with moment this, so that No cause plagiarism. Research This have several relevance with study previously, first study from Wardhani (2020) about PBL which can increase skills write text narrative elementary school students. Research results show that PBL can increase ability student in develop ideas and structures story. The second research from Wijaya, Dermawan, and Ulfa (2023). The research results obtained show existence significant improvement in aspects cognitive, affective, and psychomotor student has implementing the PBL model. Research final from Suyanto (2013), where the results study with using PBL can increase ability student in solve problems and develop ideas.

## METHOD

Study This use approach descriptive qualitative, namely the method used for describing and interpret phenomena that occur in the field naturalistically and in depth. Moleong (2012) approach qualitative is procedure research that produces descriptive data in the form of words from people or observed behavior. Research location is in State Elementary School 4 Amurang, subject study consists of from teachers and student's class IV. Data sources used in study This namely primary data and secondary data. The data collection techniques used in study This consists of from observation, interviews, and documentation. After that, researcher do data analysis with step data reduction, data presentation, and drawing conclusions.

## RESULTS AND DISCUSSION

Based on results the findings of the researchers do at the time in the field. Researchers conclude that there is three aspects that must be enhanced by students class IV, namely aspect cognitive, affective, and psychomotor. These things make researcher Finally to summarize Problems Found and Solutions Provided through table below this.

Table 1. Findings

| Aspect    | Findings Before Implementation of PBL                                                                                                                                                                                                                                                                                                                                                | Findings After Implementation of PBL                                                                                                                                                                                                                                                                                                                                                                        | Information                                                                                                                                                         |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cognitive | <ul style="list-style-type: none"><li>- Students show limited understanding to structure and elements text narrative.</li><li>- Difficulty identify and implement element story like characters, setting, plot, and moral message.</li><li>- Work write tend No structured and minimal elements development story.</li><li>- Ability analysis to text narrative Still low.</li></ul> | <ul style="list-style-type: none"><li>- Understanding student to structure and elements text narrative increase in a way significant.</li><li>- Student capable identify and apply element story in a way complete and accurate.</li><li>- Work write show a coherent, complete and appropriate structure rule.</li><li>- Ability analysis and revision to text increase, produce more text Good.</li></ul> | Improvement aspect cognitive show success of the learning process based on problem in strengthen competence analytical and understanding student to text narrative. |

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|                    |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                           |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Affective</b>   | <ul style="list-style-type: none"> <li>- Motivation and interest student to activity write low.</li> <li>- Feeling lacking believe self and shame moment convey results work Enough tall.</li> <li>- Lack of enthusiasm and passion in follow the learning process write.</li> <li>- Attitude passive and less cooperation in activity group.</li> </ul>                                              | <ul style="list-style-type: none"> <li>- Motivation and interest student to write increase in a way significant.</li> <li>- Sense of trust self and courage convey work the taller.</li> <li>- Student show enthusiasm and passion in the process of writing and discussing.</li> <li>- Attitude cooperation and participation active increase, create atmosphere positive learning.</li> </ul>                              | Transformation aspect affective support creation environment conducive and improving learning trust self as well as motivation student in activity write. |
| <b>Psychomotor</b> | <ul style="list-style-type: none"> <li>- Ability write text narrative Still limited, often poorly written neat and less systematic.</li> <li>- Difficulty organize ideas in a logical and structured text with proper technique</li> <li>- Use tool help and techniques writing still minimal.</li> </ul> <p>Completion time task relatively slow and the writing quality is still need improved.</p> | <ul style="list-style-type: none"> <li>- Ability write text narrative increased, with more writing neat, structured and systematic.</li> <li>- Student capable organize ideas in a logical and developing story in a way creative.</li> <li>- Use tool help like map thoughts, pictures and notes small the more effective.</li> </ul> <p>Completion time task more efficient and writing quality increases significant.</p> | Improvement skills psychomotor show the success of the PBL model in develop ability practical and skills write in a way independent and creative.         |

The table show that the implementation of the PBL model contributes in a way significant to upgrade aspect cognitive, affective, and psychomotor student in write text narrative. Improvements in the field of cognitive reflect better understanding in-depth in the field affective show improvement motivation and confidence yourself, and in the field psychomotor reflected from increase it skills technical write in a way practical.

Based on the findings of the researchers as stated above, then researcher do discussion from results findings obtained in the three aspects namely, in the form of:

### Aspect Cognitive

Implementation of PBL Model in increase skills write text narrative to students Class IV of Amurang 4th State Elementary School has shown positive impact. Implementation of PBL has an impact positive in aspects cognitive student in increase skills write text narrative. The fourth-grade teacher started with serve problems interesting and relevant contextual with life student as trigger activity write.

The implementation of the PBL model has impact positive to improvement skills write text narrative to student class IV of SD Negeri 4 Amurang. Impact This also seen in the increase involvement, independence, and collaboration student in the writing process, as well as improvement quality text the resulting narrative in matter completeness structure, wealth vocabulary, effectiveness sentence, cohesion paragraphs, and cohesion. Also, the teacher facilitates discussion and collaboration between student during the writing process. And students can develop more understanding and knowledge Good about the topics discussed, as well as can analyze and synthesize information with better. That is in accordance with Sanjaya's opinion (2008: 45) states that PBL can increase ability think critical and analytical students. In line with Arends' opinion (2008: 123), PBL can increase ability student in develop more ideas good and more effective in write text narrative.

### Aspect Psychomotor

Aspect psychomotor related with skills physique student in do activity learning. In learning write text narrative, aspect psychomotor covers ability student in write with hand or use digital devices. The implementation of PBL can increase skills psychomotor student through activity writing that is done in context breakdown problem. In aspect psychomotor, the application of PBL has an effect to skills write more Good from aspect organization of ideas, accuracy, and use technique writing. Where students become more skilled in use tool help like pictures and maps thought for facilitate the writing process. They are also able to write with correct grammar, paying attention spelling, and correcting work write in a way independent through the revision process repetitive.

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In accordance with opinion Hamalik (2009), aspects psychomotor covering skills motor smooth and capable practical required in activity writing. PBL facilitates student for to practice skills This in a way active through the process of writing, editing, and presentation work. Observation results show that student the more skilled organize ideas in a systematic and capable compile text a coherent and engaging narrative. In addition, that, activity groups and presentations work also trains skills communication students ' verbal and non-verbal, which are No direct increase trust self and ability communicate in a way effective (Yuliana, 2015). Implementation of the PBL model significant give impact positive to improvement skills write text narrative student class IV of SD Negeri 4 Amurang. Impact the includes: (1) improvement aspect cognitive through mastery elements text and capabilities analysis critical; (2) increase aspect affective through motivation, interest, and attitude positive towards the learning process; and (3) improvement aspect psychomotor through skills write more skilled and confident self in convey results work. This result show that PBL is not only effective in increase competence academic, but also capable to form attitudes and skills social student in a way comprehensive.

## CONCLUSION

Based on results discussion that has been conducted by researchers, then study This can concluded that the process of implementing the PBL model can oriented to student so that stages This can increase ability in development understanding and knowledge students. The implementation obtained through PBL has positive impact on aspects cognitive and psychomotor student in increase skills write text narrative. Students can develop more understanding and knowledge Good about topics discussed, improve motivation and trust self in write text narrative, as well as increase skills write text narrative in a way practical and effective.

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