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Implementation of the problem based learning (PBL) model using ict-assisted reading text media to increase reading interest in class II students of SDN 3 Gunungsari

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ABSTRACT

The aim of this research is to determine the level of reading interest of class II students after implementing learning using the Problem Based Learning model in Indonesian language subjects at SDN 3 Gunungsari. The background of this research is based on the low reading interest of class II students in Indonesian language subjects with capital letters. In reality, at school, it is still difficult for students to be invited to read, let alone understand the content of the reading. The method that the author uses in this research is the Classroom Action Research (PTK) method. The results of the research can be seen from the level of students' interest in reading through the Problem Based Learning learning model which has increased further. This can be seen through the learning practices that have been carried out. In cycle I, the results of the learning test using the Problem Based Learning model obtained the highest result of 100 and the lowest result of 60 with an average of 84. There were 3 students with scores below the KKM, there were 3 students who managed to get the standard KKM score, then the students who 5 people managed to get a score above the KKM. Meanwhile, in cycle II, the results of student knowledge in learning using PBL were with the highest score of 100 and the lowest score of 60 with an average of 92.7%, thus experiencing an increase of 23.6%. Even though there was 1 student who still got a score below the KKM. There were 8 students who got a score of 100, 2 students who got a score of 80, 1 student who got a score of 60.

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1. INTRODUCTION

Reading is an activity that involves voicing or spelling out what is written. This understanding is contained in the KBBI (Big Indonesian Dictionary) that reading means spelling or reciting what is written. There are several benefits from reading that we can feel, for example, by reading we can increase our knowledge. By reading, we can look for things we didn't know before. The new knowledge we gain by reading books can be a guide or guide in living our lives.

The process of learning activities at school always involves students with reading activities. The benefits of reading for elementary school students are enormous: helping students learn knowledge, adding a lot of information, and enriching students' vocabulary. Somadoya (2011) believes that reading is one of the language skills that students must have. Reading is not only done during lessons, it can also be done in the school library in your free time. Reading activities can also be done at home with the help of parents.

According to Citra Pratama Sari (2018), the factors that cause students' low interest in reading consist of internal and external factors. Internal factors that cause students' low interest in reading are students' reading abilities and lack of reading habits. Students' reading abilities include students' fluency in reading and difficulty understanding the meaning contained in the reading. Then, students' lack of reading habits include not having free time to read, having to read at the direction of someone else, rarely visiting the library, and not having the initiative to look for the necessary reading materials. External factors that cause students' low interest in reading are the school environment, school library, reading books, family, including the influence of television and technology.

School environmental factors include the reading culture in schools is still low, the literacy program has not been running effectively, there is a lack of reading slogans in schools, school magazines are rarely used, and schools do not have a special place for reading. Library factors consist of the condition of the library, less effective library services, the collection of reading books in the library is incomplete, the spatial arrangement in the library is not neat, and students do not have a library membership card. The book/reading material factor which consists of the availability of books/reading material needed by students is still lacking, limitations in access and means of obtaining reading books, students' ability to buy reading books is still lacking and students do not have a collection of reading books. The teacher factor is that learning is applied more often to work on questions and less use of the library for studying. Family factors consist of a culture of reading in the family environment that is still lacking and the power to purchase books from parents is still lacking. The influence of technology consists of the level of students watching television and using gadgets to play games.

Juliawan (Silvi, et al, 2020) stated that Problem Based Learning (PBL) is a teaching model with the characteristics of real problems as a context for students to learn critical thinking and problem solving skills as well as gaining knowledge. Problem Based Learning (PBL) is a learning model in which students are faced with authentic problems and are expected to be able to construct their own knowledge, develop high-level inquiry and skills, and make students more independent and confident. The Problem Based Learning (PBL) model is a learning process based on a problem with the aim of making students able to understand a concept through a problem (Martiasari, A., & Kelana, J. B., 2022).

Barrett (2011) suggests that the Problem Based Learning (PBL) model is learning that is produced based on solving problems presented at the beginning of the learning process.

Students learn starting from real problems in everyday life, organizing, planning and deciding what to learn in small groups

Based on the opinions of the experts above, it can be concluded that the Problem Based Learning (PBL) model has several advantages such as concrete problems, understanding concepts, student-centered learning, learning steps that are expected to improve abilities, critical thinking, skills in solving problems. , and can increase students' reading interest.

Apart from the advantages of the PBL model, it also has several disadvantages, including when students do not believe that the problem to be studied is difficult to solve, they will feel reluctant to try and put it into practice.

Guided by statements regarding the low reading interest of class II students in Indonesian language subjects with capital letters and regarding the Problem Based Learning (PBL) model, this research will be studied more widely through the use of PBL to increase interest in reading for class II students at SDN 3 Gunungsari.

According to Benedict (2017), several efforts to increase students' interest in reading include: (1) encouraging children to tell stories about what they have heard or read, (2) buying books that interest them in reading, (3) exchanging reading books. with friends, (4) giving gifts in the form of books, and (5) Providing free time for reading. Apart from that, the class teacher's efforts must increase students' interest in reading outside of class hours by providing work at home to read books, both subject books and story books such as the story of the ant and the elephant, comics, bobo magazines, stories of the prophet, and so on.

Apart from that, efforts to increase students' reading interest are also by using interesting and innovative learning media. The aim of using learning media in the teaching and learning process is to arouse new interests and desires, generate motivation and stimulation of learning activities, and even bring psychological influences to learning. Media is one element of learning, the use of media is a part that must receive students' attention in every learning activity.

Based on the study above and what the author found in the field, it can be concluded that students' low interest in reading is caused by teachers not implementing relevant learning models and learning media so that students' interest in reading is very low. This has an impact on student learning outcomes when completing evaluation questions for many students. knowledge value under KKM.

Based on the problems above, researchers have the opinion that it is deemed necessary to make changes to the learning process that can increase students' interest in reading in an effort to improve student learning outcomes so that they achieve scores above the minimum completeness criteria (KKM). Based on this, teachers must be able to apply innovative learning models that can be used as alternative solutions to these problems. The model that will be used is the Problem Based Learning (PBL) model using reading text media and ICT assistance

2. METHODS

The method that will be used in this research is the classroom action research method (PTK) with the Kemmis and Mc Taggart spiral model through reflective and cyclical learning patterns, the aim of which is to improve learning. The design stages of this research begin with planning (plan), action (act), observer (observe), reflection (reflect), and planning again (replan). Subakti, et al. 2022)

The subjects in this research were class II students at SDN 3 Gunungsari with a total of 11 students consisting of 7 male students and 4 female students. This research was carried out

using 2 cycles. The first cycle was held in one meeting, and the second cycle was held in one meeting. Those involved in this research were first the writer as practitioner/researcher, then one teacher as observer, and students as research subjects.

This research procedure uses four stages, namely the planning stage (Plan), action stage (Act) and observation (Observe), and reflection (Reflect). The planning stage involves observing the learning process before taking action. The aim is to identify problems in the research class. The action stage, namely carrying out learning using the problem based learning model. The next stage is observation, observing the changes that occur in students after the action is taken. The next stage, namely the reflection or assessment stage, aims to see and consider the results obtained in each action based on the results of the reflection. The instruments used by the author in this research are the Learning Implementation Plan (RPP), observation sheets to observe teacher and student activities, student worksheets (LKPD) and student evaluation sheets.

3. RESULTS AND DISCUSSION

3.1 Results

Cycle I

Implementation of actions in cycle I was carried out in one meeting. Activities in cycle I consist of: 1) Planning, namely compiling learning tools, observation sheets, interview guides, and student response questionnaires; 2) Implementation, by applying the Problem Based Learning model in learning practice 3) Observation, namely observing the impact that occurs after an action is taken; 4) Reflection, at this stage the researcher examines the successes and shortcomings found in the implementation of cycle I to serve as a guide in planning again in cycle II.

The results of the assessment of Indonesian capital letters material in cycle-I were included in the sufficient category with an average score of 84. With students' scores above the KKM reaching 63.63% and scores below the KKM being 36.36%. The following is a table of test results regarding the evaluation results of Indonesian language subjects with capital letters

Table 1. Evaluation Test Results

No	Name	Mark	Information	
			L	B
1	Muhammad Alghani	60		√
2	Adiyatma	100	√	
3	Dinda	80	√	
4	Putri	80	√	
5	Ade Suryani	80	√	
6	Sultan	100		
7	Izam	60		√
8	Rifan Ardiansyah	100	√	
9	Raka Nurhamsyah	100	√	
10	Risman Iskandar	100	√	
11	Siti Hajar	60		√
	Average	84		
	KKM Value Percentage		63,63%	36,36%

Based on the data obtained in the first cycle, the results of the evaluation of Indonesian language subjects in capital letters have increased compared to pre-cycle abilities. However, the increase experienced is still not significant. This is because in cycle I there were still several shortcomings found, including the need to develop learning tools and develop student worksheet (LKPD) assessment instruments.

Cycle II

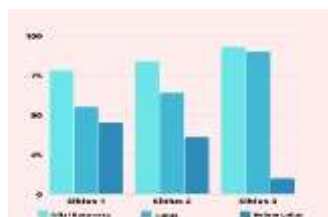
Activities in cycle II were based on the results of cycle I with very good results. This is because the enjoyable Indonesian language learning process can be seen from students being more active in discussing with their groups starting from conveying opinions, ideas and students being more confident in asking questions. Apart from that, students have a high interest in reading to solve the problems given because stimulus and feedback are always given to students during the learning process. The results of the evaluation of Indonesian language subjects regarding capital letters in the second cycle are as follows:

Table 2. Evaluation Test Results

No	Name	Mark	Information	
			L	B
1	Muhammad Alghani	100	√	
2	Adiyatma	100	√	
3	Dinda	100	√	
4	Putri	100	√	
5	Ade Suryani	100	√	
6	Sultan	80	√	
7	Izam	60		√
8	Rifan Ardiansyah	100	√	
9	Raka Nurhamsyah	100	√	
10	Risman Iskandar	100	√	
11	Siti Hajar	80	√	
	Average	84	93,72	
	KKM Value Percentage			90,9%

From the data in the table above, it can be seen that there has been an increase in interest in reading among students as shown by the results of evaluation test questions for Indonesian language subject material in capital letters from cycle I to cycle II with an average score of 93.72 with a minimum passing level of 90.9 %. For this reason, the research was carried out until cycle II. The student results regarding students' reading interest above prove that the application of the Problem Based Learning (PBL) model assisted by reading text media can increase reading interest in class II students at SDN 3 Gunungsari. The following is a graph of the increase in students' reading interest through the evaluation test for Indonesian language subjects in capital letters for Class II at SDN 3 Gunungsari

Graph 1. Data on Average Score and Completion of Minimum Criteria



3.2 Discussion

Based on the results of observations carried out by researchers in class II at SDN 3 Gunungsari and reinforced by the results of supervision by the school principal, a significant problem was found, namely the low reading interest of class II students in Indonesian language material in capital letters. These problems arise because a conducive learning situation has not been created, including teachers not fully understanding the characteristics of students and teachers not being able to choose relevant learning models and media to increase students' interest in reading.

According to researchers, the research that has been carried out shows that the application of the Problem Based Learning model assisted by reading text media can increase students' reading interest in Indonesian language subjects with capital letters. Juliawan (Silvi, et al, 2020) states that the PBL model is a learning process based on a problem with the aim of students being able to understand a concept through problems. The PBL model is a model that prioritizes student activity in order to obtain a solution to a problem. Febrita, Y., & Ulfah, M. (2019) States that media is a component of learning, the use of media should be a part that must get students' attention in every learning activity, learning will be able to interact actively by utilizing all the potential it has students, of course the media used in the process and to achieve educational goals. In essence, learning media is also a communication medium, because the educational process is also a communication process (Maulani, dkk, 2022).

The application of the Problem Based Learning (PBL) learning model is carried out in cycle I. In this learning, several advantages and disadvantages can be found. Disadvantages that occurred in cycle I included that students were not used to this kind of learning model, so it made students a little confused about how to learn. However, the advantage is that most students are able to adapt so that the concepts and steps applied can be understood by students. This has an impact on increasing students' interest in reading which is not yet visible to the maximum.

In cycle II, learning is carried out by applying the Problem Based Learning model with planned improvements. During the second cycle of learning, it was seen that all students were active in group discussions, dared to ask questions and were more confident when presenting their work. This is proven by all students being declared passed and getting scores exceeding the KKM. Based on the results of this research, the researcher believes that the application of the Problem Based Learning model assisted by reading text media can increase reading interest in class II students at SDN 3 Gunungsari, Sukaratu District, Tasikmalaya Regency.

5. CONCLUSION

The conclusion of this research is that learning using the Problem Based Learning model using ICT-assisted reading text media, has a great influence on student motivation and learning outcomes. This is shown by the increase in student learning test results from pre-cycle to cycle I, with an average increase of 6 points and a pass rate of 63.63%. If we look at it as a whole, from the beginning of the pre-cycle to the second cycle, there was a significant increase, namely the average score reached 15 points while the pass rate increased to 90.9%. Thus Problem Based Learning assisted by reading text media has a positive impact on students, namely student activity in learning activities, students feel challenged to solve problems related to daily life given, students are active and brave in expressing their opinions when discussing with their group, students more confident when presenting their work in

front of the class. Using reading texts that are interesting and new to them makes the students' learning process more enjoyable and students' interest in reading increases.

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