PROBLEM-BASED LEARNING: A LEARNING METHOD IN IMPROVING STUDENTS' ENGLISH WRITING SKILLS IN ISLAMIC EDUCATION, UNIVERSITAS MUHAMMADIYAH LAMPUNG

Zohri Hamdani[1], Roldan C. Cabiles [2]

[1,] Universitas Muhammadiyah Lampung

[2] Faculty, Bicol University Open University, Philippines

Email penulis pertama: zohrihamdani703@gmail.com

Email: rccabiles@bicol-u.edu.ph

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan problem based learning sebagai metode pembelajaran dapat meningkatkan kemampuan menulis Bahasa Inggris mahasiswa program studi Pendidikan Agama Islam Universitas Muhammadiyah Lampung. penelitian ini adalah studi tindakan dengan tiga tahap. Kelompok sampel terdiri dari 21 siswa, dan pengambil sample mengunakan clustter samping, serta untuk pengambilan data mengunakan test, dan analisis data mengunakan average score. Penemuan penelitian menunjukkan bahwa pembelajaran berbasis masalah meningkatkan kemampuan menulis bahasa inggris siswa, ini artinya bahwa problem based learning memberikan dampak positif.

Kata kunci: *problem based learning, metode pembelajaran*

Abstract

The purpose of this study was to determine whether implementing problem based learning as a learning method could improve the English writing abilities of students at the Islamic Education program, Universitas Muhammadiyah Lampung. This is an action study with three stages. The sample group consisted of 21 students, and the information was gathered using cluster sampling, test, and an average score. The discoveries of the research demonstrate that problem based learning improves students' English writing abilities, This indicates problem-based learning is beneficial.

Keywords: *problem based learning, a learning method*

1. INTRODUCTION

Learning is the process of modifying human behavior which includes everything we think and do. Learning affects how one develops attitudes, routines, beliefs, objectives, and personalities. Individual experiences in interacting with their environment, involving cognitive, emotional, and motor components, leading to behavioral changes through learning reflected in physical and mental activities. Students go through a process of becoming knowledgeable as they learn (Slameto, 2003). In other words, learning is a set of mental and physical actions that take place in the context of active environmental interaction. Moreover, Surya (2004) emphasized that the learning process is defined as the transformation of behavior that occurs as a result of the interaction between the individual and their surroundings in order to meet their life needs. Learning's goal is to bring about change through the acquisition of new knowledge, understanding, and life skills. Obviously, issues will arise throughout teaching and learning activities. Learning issues occur

when there is a discrepancy between learning expectations and what really happens when learning occurs. Some claim that their needs are not being met by learning disabilities. Moreover, learning difficulties might be viewed as anything that keeps a person from accomplishing a goal. These obstacles arise as a result of various ongoing factors that impede the educational process in the classroom. Students frequently struggle with understanding certain material. Furthermore, when problems arise in class, the teacher seeks the best solution to overcome these obstacles.

The teacher's encounter with new challenges will foster creativity in the learning process. These difficulties can be transformed into an opportunity for devising a problem-based learning approach. According to Barrows and friends (1980), Problem-Based Learning (PBL) is employed as an educational technique that emphasizes enhancing comprehension and proficiency in problem solving. PBM instructs pupils to confront and comprehend their encounters while resolving difficulties. To overcome the existing obstacles, it is necessary to tailor PBL to suit the local circumstances, educational objectives, and prevalent cultural norms(Dirckinck-Holmfeld, 2009).Mulyono's investigation has demonstrated that the implementation of the PBL method with the aid of information and communication technology (ICT) may not yield favorable outcomes in the acquisition of physics knowledge, unless it incorporates tangible encounters that stimulate student engagement in the learning process

2. METHOD

This study is an action research consisted of 43 students who were enrolled in Muhammadiyah University of Lampung's third semester of Islamic Religious Education. There were 21

(Mulyono, 2011). While learning English, it was observed that numerous pupils encountered challenges in comprehending the language. Muliana stated that learning English in school is difficult because it requires students to become proficient in a variety of areas such as vocabulary, pronunciation, writing, and the use of English-specific terminology that is distinct from the Indonesian language (Muliana, 2021). This ability becomes extremely complicated when acquiring writing abilities, particularly for Indonesian students learning English as a language that is not their native tongue (English as a secondary language) (Umamah et al., 2019). Writing requires cognitive operations and social interaction processes to articulate and communicate concepts to an audience (Munoz-Luna, 2015).

According to the preliminary study, the researcher discovered issues with students' writing abilities in class-learning, such as students who could not distinguish between plural and singular subjects, determining to-be in a subject. As a result, the value results do not meet the goal, causing students to lose motivation to learn.

Given the clarification above, the writer will employ a strategy problem-based learning to help Islamic education students improve their ability to write in English. According to Saleh (2013), PBL is very successful at helping students understand their lessons and make connections between what they have learned and the real-world issues that face society.

participants in the sample for this study, with 11 males and 10 females selected via cluster sampling. This project aims to enhance students' writing abilities through the use of problem-based

learning strategy. Using a problem-based learning strategy, this study was carried out over the course of three cycles of three meetings. Planning, action, observation, and reflection make up the four phases of each cycle (Aqib, 2007). Plans for the first cycle were created based on preliminary findings that showed students has low score in writing skills. This implies that the way activities are carried out in the following cycle is

3. RESULT AND DISSCUSSION

This study was implemented at the Muhammadiyah University's Faculty of Islamic Education, which is located in Jl Zainal Abdin Pagar Alam, Labuhan Ratu, Kedaton Bandarlampung. This employed a cluster sample of 21 kids as a sample in class B, which included 11 males and 10 femaless. To be more specific, this is shown in table 1. The study chose class B because it was based on verification of the outcomes for class B scores, which were the lowest below average Minimum requirement of the Faculty of Islamic Education at Muhammadiyah University of Lampung.

Tabel 1: Respondents of the Study

Category	Number of Respondents
Female	10
Male	11
Total	21

Before implementing problem-based learning strategy, numerous resources and learning materials were developed, including lesson plans, end-of-cycle assessment questions, and student activity sheets, which served a interventions to improve the learning of students following the PBL principle in the implementation. Moreover, questions were made to explore the writing difficulties of the students. These

essentially the same as it was in the previous cycle. This study used test to take data and analysis data used average score.

In this study, the success of students' capacity to write English in class is measured by their ability to enhance their writing skills and reach a given standard score (at least 70%).

questions were asked prior to class learning, specifically during the pretest. The pretest in this step consists of short answer questions and during the learning process, activity sheets are utilized to assess students' emotional learning outcomes. The observer, an English teacher, filled out the activity sheet and students were seen writing English in addition to the student activity sheet.

This observation is traditionally employed as an indicator of student learning outcomes and is performed after learning has been completed. The teacher's efforts to develop students' English writing skills include the use of problem-based learning methodologies, student-friendly language, and content that is relevant to the material being studied.

Table 2. Average results of pre-test until post-test

	Result of Avarages
Pre test	50,60
cycle 1 post test	60,20
cycle 2 post test	69,15
cycle 3 post test	78,50

The table above indicates that at the end of each cycle, the students' ability to write in English has significantly improved. It implies that the

use of the problem-based learning strategy is an effective way to use in teaching English language. According to Kenedi's study (2017), problem-based learning strategies have a positive impact on students. Thus,Amir (2009), problem-based learning (PBL) is learning that

begins with the introduction of real-world relevant problems, that occurs in groups, and that problems exist in the way that they do. Students are passionate learners with no visible gaps in their knowledge.

4. CONCLUSION

The use of a problem-based learning strategy to improve the English writing skills of Islamic education students has resulted significant and positive result. Its implementation adheres to the lesson plan design and several actions are done in each cycle of problem-based learning techniques learning, such as planning, action, reflection, and evaluation. Based on the discussion and data analysis results, it can be concluded that studying with a problem-based learning strategy can significantly increase students' English writing skills.

To be more successful and efficient, the researcher advises that teachers employ problem-based learning strategy learning models to develop students' English writing skills. Teachers must also be more proficient in managing students and managing time. The teacher socializes the problem-based learning strategy learning model more so that students can easily follow it; the teacher motivates students so that they complete their tasks and do not obstruct the learning process.

REFERENCES

Amir, T. (2009). *Inovasi Pendidikan Melalui Problem Based Learning*. Kencana Predana Media Group.

Aqib, zainal. (2007). *Penelitian Tindakan Kelas*. Yrama Widya.

Dirckinck-Holmfeld, L. (2009). Innovation of Problem Based Learning through ICT: Linking Local and Global Experiences. *International Journal of Education and Development Using ICT (IJEDICT)*, 5(1), 3–12. https://www.learntechlib.org/p/188006/

Howards S. Barrows & Robyn M. Tamblyn. (1980). *Problem-Based Learning, an Approach to Medical Education*. Springer Publishing Company.

I Nyoman Muliana. (2021). Mengatasi kesulitan dalam berbahasa inggris. *Linguistic Community Service Journal*, 1(2), 56–63. https://doi.org/http://doi.org/10.22225/licosjournal.v1i2.2659. 56-63

Kenedi, A. R. Y. K. (2017). *Pembelajaran Ipa Dengan Menerapkan Strategi Problem Based Learning (Pbl) Di Sekolah Dasar*. 1(1), 17–32. https://doi.org/https://doi.org/10.31326/jipgsd.v1i1.285

Mulyono, E. (2011). *Efektifitas Penggunaan Metode Eksperimen Riel dan Virtual pada Pembe- lajaran Fisika Berbasis Masalah Terhadap Kemampuan Berpikir Tingkat Tinggi Siswa Kelas X SMA Negeri 1 Bangil* [Universitas Negeri Malang]. http://repository.um.ac.id/59658/

Munoz-Luna, R. (2015). Main ingredients for success in L2 academic

writing: Outlining, drafting and proofreading. *PLoS ONE*, *10*(6), 1–15. https://doi.org/10.1371/journal.pone.0 128309

Saleh, M. (2013). *Problem-Based Learning*. *XIV*(1), 190–220.

Slameto. (*2003*). *Belajar dan Faktor-faktor yang Mempengaruhinya*. PT Rineka Cipta.

Surya, M. (2004). *Psikologi Pembelajaran dan* Pengajaran. Pustaka Bani Quraisyi.

Umamah, A., Hidayanti, I., Keguruan, F., & Malang, U. I. (2019). *Kesulitan Mahasiswa Dalam Menulis Teks Eksposisi : Analisis Berbasis Gender Students ' Difficulties In Writing Expository Text : A Gender-Based Analysis*. *4*, 33–50.