



**IMPLEMENTATION OF PROBLEM BASED LEARNING (PBL) MODEL TO
IMPROVE STUDENT'S MOTIVATION IN CLASS X PHARMACY SMK NEGERI 8
BATAM**

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Abstract

The learning model is very important in supporting the success of learning and teaching process; therefore the teacher as an educator must master and understand the appropriate learning model with the character of students. The writer in this case as a teacher applies the Problem Based Learning (PBL) learning model in teaching English in class X Pharmacy because the writer realizes that this model is very appropriate to the character of students. By using this model, students are more enthusiastic and active in the learning process.

1. Introduction

The educational landscape is constantly evolving, and educators are continually seeking innovative and effective teaching methods to enhance students' learning experiences and outcomes (Knight, 2018). One such method that has gained popularity is Problem-Based Learning (PBL). PBL is a student-centered approach that focuses on presenting learners with real-world problems or scenarios, allowing them to explore, analyze, and solve problems collaboratively (Essien, 2018).

In the context of Class X Pharmacy at SMK Negeri 8 Batam, the implementation of the PBL model aims to address challenges faced by educators in engaging and motivating students effectively. Motivating students, particularly in technical and vocational education like pharmacy, can be a significant concern. Traditional lecture-based methods might not fully engage students in their learning process, leading to passive learning, decreased interest, and limited retention of knowledge.

This practice is important because so far the learning model used by teachers is teacher centered. Where the teacher gives material with lectures then students do the assignments. These teacher-centered learning strategies and models are caused by the teacher's lack of ability to master learning strategies and models that are appropriate to the material and character of students.

Therefore, as a teacher, the writer has a role and responsibility to arouse students' interest in learning by designing creative, innovative, and fun learning by using appropriate and innovative models, methods, and media so that students feel challenged to think critically and be active.

This is reinforced by (Lawrence & Tar, 2018) Some of the functions of learning media are: first, as a learning aid, which influences the situation, conditions and learning environment in order to achieve the learning objectives that have been created and designed by the teacher. Second, the media can clarify messages so that they are not too verbal (in the form of written words and mere spoken words). Third, using the media appropriately and in a variety of ways will reduce the passive attitude of students. Fourth, the media can generate new desires and interests, generate motivation and stimulate learning activities, and have a psychological influence on students. Finally, media can also be used to arouse learning enthusiasm, enabling students to learn independently according to their interests and abilities.

By conducting a comprehensive study on the implementation of the PBL model in Class X Pharmacy at SMK Negeri 8 Batam, the researchers aim to assess the impact of this teaching approach on students' motivation and learning outcomes.

2. Method

Action research in the classroom was chosen as the methodology for this study, which involves action research in the teaching and learning process (Ivankova & Wingo, 2018). The standard of instruction in educational institutions is routinely raised by using classroom action research techniques. It involves planning, carrying out, observing, and assessing student and instructor actions. To enhance the quality of learning, Action Research strongly emphasizes increasing student engagement levels and fostering teacher-student collaboration. It also helps teachers improve their teaching methods and raise the standard of the educational process.

2.1 Participants

The participant in this research is the student Grade X Pharmacy of SMK Negeri 8 Batam academic year 2022/2023.

2.2 Data Collection

2.2.1 Instrument of Collecting Data

In this case, the writer used some instruments in collecting data, such as ; knowledge assessment (written test), attitude assessment (observation sheet), and skill assessment (presentation assessment sheet).

2.2.2 Techniques for Collecting Data

In this part the writer divided students into several groups, then gave several assessments when they worked in groups and when they made presentations with several instruments prepared as previously described.

2.3 Data Analysis

The data collected from the assessment and the questionnaire by the following steps:

1. Organizing: dividing students into groups of 4-5 people and organizing learning tasks related to invitation letters.
2. Guiding individuals and groups: collecting information by reading through books and internet data collection, students discuss with their groups to solve problems on the LKPD sheet, students write down the results of the problem formulation in the LKPD and are ready to present the results of group work.
3. Develop and present the results of the work: Each group develops and presents the results of gathering information and the results of group discussions are recapitulated in their respective LKPD to be reported.

3. Results

From the result of study, there is correlation between the methods that used by the teacher in learning process to increase student's motivation and capability to understand the material that related to invitation letter. It is indicated by the increasing of students' ability after using a learning model that is accordance with the character of the students rather than previous learning without using the appropriate learning model.

4. Discussion

The research discussion on the implementation of the PBL model in Class X Pharmacy at SMK Negeri 8 Batam revolves around the findings and analysis of the study, focusing on the impact of the PBL approach on students' motivation and learning outcomes. The discussion is structured to present key findings, interpret the results, and draw conclusions regarding the effectiveness of PBL in the specific educational context.

The challenges in achieving these learning objectives are:

First, increase students' interest in reading (literacy) to understand the contents of a text. Then, models and media that so far are not in accordance with the material and character of students, so that students are more active and learning is not centered on the teacher. In addition, the readiness of students to learn with enthusiasm and focus during learning takes place.

Steps and strategies taken in accordance with the challenges faced:

1. The writer motivated students to follow the lesson well by giving rewards. This is important because students feel valued when they are given rewards and praise, so they are more enthusiastic about learning.

2. The writer used interesting media such as showing videos/slides to attract students' attention, accompanied by trigger questions to arouse students' curiosity.
3. The writer facilitated students using media in doing assignments, so that students could be free to be creative in working on LKPD.
4. The writer instructed students to mark difficult words and verbs in the text to increase vocabulary.
5. Regarding the learning model, the writer used the Problem Based Learning model where students were required to be more active in thinking critically, collaborating, and being creative in groups.

The discussion concludes by highlighting the contribution of the study to the broader field of education research. The research findings may offer insights into the effectiveness of PBL as a student-centered teaching approach and its potential application in other technical and vocational education settings. The study's significance in advancing pedagogical practices and enhancing student learning experiences is emphasized.

5. Conclusion

After conducting data analysis, the writer realized that after using an innovative learning model using the problem based learning (PBL) learning model, students were more motivated and enthusiastic in carrying out learning activities in class, and this was shown from their activeness and cooperation in working on assignments in groups.

In conclusion, the research discussion on the implementation of the PBL model in Class X Pharmacy at SMK Negeri 8 Batam provides a comprehensive evaluation of the impact of the PBL approach on students' motivation and learning outcomes. Through a systematic analysis of the research findings, the discussion establishes the effectiveness of PBL in improving student engagement, critical thinking, problem-solving skills, collaborative learning, and overall satisfaction in the pharmacy classroom. The study's implications and recommendations contribute valuable knowledge to the field of education and provide practical insights for educators seeking innovative and effective teaching methodologies.

Reference

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