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ENHANCING BIOGRAPHY WRITING SKILLS THROUGH PROBLEM-BASED LEARNING AMONG GRADE I STUDENTS AT MUARA KATI LAMA ELEMENTARY SCHOOL

Harum Melysa[1], Agus Triyogo[2]
Mahasiswa Universitas PGRI Silampari[1,] Dosen Universitas PGRI Silampari[2]
hmelysa129@gmai.com, Agustriyogo@gmail.com

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Abstract: This research is motivated by the low achievement of students in Indonesian language learning, particularly in writing biographies of historical figures, which requires both linguistic and analytical skills. Many students struggle to organize ideas and express them coherently in writing. This study aims to determine the effectiveness of the Problem-Based Learning (PBL) model in improving biography writing skills among Grade I students at Muara Kati Lama Elementary School. The research was conducted as Classroom Action Research (CAR) involving 16 first-grade students 13 boys and 3 girls. Data were collected through tests, observation, and documentation, and analysed using both descriptive qualitative and quantitative methods. The research was carried out in three cycles, each consisting of planning, implementation, observation, and reflection stages. The results indicate a steady improvement in students' Indonesian language learning outcomes, particularly in organizing ideas, understanding historical content, and using appropriate language structures in writing biographies. In conclusion, the Problem-Based Learning model effectively enhances students' biography writing skills and can serve as an alternative strategy to improve Indonesian language learning outcomes. Future research could explore the application of PBL in other writing genres or subjects to measure its broader impact. Teachers are encouraged to integrate problem-based approaches with contextual topics to foster student engagement and critical thinking.

Keywords: Problem-Based Learning, Learning Outcomes, Indonesian, Biography Writing.

INTRODUCTION

Through the results of this study, it shows that the Problem Based Learning learning method has a positive impact on improving student learning outcomes, this can be seen from the increasingly solid understanding of students towards the material presented by the teacher (learning completeness increased from cycle I to II), in cycle II, student learning completeness has been achieved classically. Based on the data analysis, it was obtained that student activity in the teaching and learning process by applying the Problem Based Learning learning method in each cycle increased, this had a positive impact on student learning achievement, which can be shown by the increasing average value of students in each cycle which continued to increase, based on the data analysis, it was obtained that student activity in the Indonesian language learning process with the Problem Based Learning learning method, the most dominant was listening or paying attention to the teacher's explanation. So it can be said that student activity is categorized as active, while for teacher activity during learning, they have carried out the steps of teaching and learning activities and implemented contextual teaching of the Problem Based Learning learning model well, this can be seen from the teacher's activities that emerged including guiding and observing students in finding concepts, explaining difficult material, providing feedback evaluation/questions and answers where the percentage for the above activities is quite large

METHODOLOGY

Through the results of this study, it shows that the Problem Based Learning learning method has a positive impact on improving student learning outcomes, this can be seen from the increasingly solid understanding of students towards the material presented by the teacher (learning completeness increased from cycle I to II), in cycle II, student learning completeness has been achieved classically. Based on the data analysis, it was obtained that student activity in the teaching and learning process by applying the Problem Based Learning learning method in each cycle increased, this had a positive impact on student learning achievement, which can be shown by the increasing average value of students in each cycle which continued to increase, based on the data analysis, it was obtained that student activity in the Indonesian language learning process with the Problem Based Learning learning method, the most dominant was listening or paying attention to the teacher's explanation. So it can be said that student activity is categorized as active, while for teacher activity during learning, they have carried out the steps of teaching and learning activities and implemented contextual teaching of the Problem Based Learning learning model well, this can be seen from the teacher's activities that emerged including guiding and observing students in finding concepts, explaining difficult material, providing feedback evaluation/questions and answers where the percentage for the above activities is quite large

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Research Subject

Based on a literature review of ten journals related to the Problem Based Learning (PBL) learning model, PBL is proven to be able to improve student learning outcomes, increase learning motivation, and foster critical thinking in students. Table of analysis results from various scientific journal references that support the effectiveness of the Problem Based Learning Model Learning (PBL) in Natural Sciences (Bahasa Indonesia) learning is explained more clearly as follows:

Hamdani. A, et al (2021) Using the research title "Analysis of the Effect of Using the Problem Based Learning Model on the learning motivation of students in elementary schools". Research Results Based on the research mentioned, selecting an appropriate model can have a big impact on motivation. The influence of the Problem Based Learning learning model on student learning motivation can be measured by student learning outcomes. By implementing the Problem Based Learning (PBL) learning model, students will participate actively in class and make school operations more efficient. These results show that the application of the Problem Based Learning (PBL) learning model has an effect on student learning motivation.

Noviati, Wiwi. (2022), Using the research title "Application of the Problem Based Learning (PBL) Learning Model in improving science learning outcomes in elementary schools" Research results based on the research mentioned. Based on these findings, learning by applying the Problem Based Learning (PBL) learning model can improve results studied science with a completeness percentage in cycle I of 53% and a completeness percentage in cycle II of 92%.

Safitri. Riska, et al. (2023) Using the research title "Analysis of the Application of the Problem Based Learning Model in Class IV Science and Technology Learning at SD Supriyadi Semarang". Research Results Based on the findings of this research show that the application of the Problem Based Learning (PBL) learning model in class IV increases student understanding, making learning more interesting. So it can be said that by applying the Problem Based Learning (PBL) learning model to class IV students there is an increase in student learning outcomes.

Ishlahul'Adiilah. (2023) Using the research title "The Influence of the Problem Based Learning Model on students' critical thinking abilities in science learning" Research Results Based on this research, the Problem Based Learning (PBL) learning model has an influence in developing students' creative thinking abilities in science learning.

Nugroho, et al. (2024) Using the research title "Meta Analysis: The Effect of the Problem Based Learning Model on Elementary School Science Learning

Outcomes" Research Results Based on this research, using the Problem Based Learning (PBL) learning model has an effect on science learning outcomes in elementary schools.

Khairiyah. Alfina, et al. (2024)) Using the research title "Improving critical thinking skills in science using the Problem Based Learning Model in grade V Elementary School" Based on Research Results In this research it is said that by implementing the Problem Based Learning (PBL) learning model can improve students' critical thinking skills. The Problem Based Learning (PBL) model has proven to be effective and well implemented in the classroom, because students participate actively during learning so that they can achieve the predetermined standards of success.

Halima. Siti, et al. (2023) Using the research title "Increasing Critical Thinking Ability in science learning through the application of the Problem Based Learning (PBL) learning model in Elementary Schools" Research Results Based on this research, that by implementing the Problem Based Learning (PBL) learning model there is an increase in critical thinking ability significant students, in cycle I the percentage was 43.75%, the percentage in cycle II was 68.75%, and the percentage in cycle III was 87.7%. Synthica. Rahmi, et al. (2024) Using the research title "Using the Problem Based Learning model based on socio scientific issues to improve the critical thinking skills of fourth grade elementary school students" Research Results Based on this research, students' critical thinking skills increased after using the Problem Based Learning model based on socio scientific issues. seen from the percentage in the pretest of 46.68% and the posttest value of 78.60%.

Fitriana. Erwinda, et al. (2024) Using the research title "Analysis of the Application of Differentiated Learning with the Problem Based Learning Model in Natural Science Material in Elementary Schools" Research Results Based on this research, the application of learning with the problem based learning (PBL) model is suitable for use by combining the two approaches which are effective in increase students' understanding and motivation to learn science subjects.

Rahmasari. Riana. (2023) Using the research title "Application of the Problem Based Learning Model to improve science learning outcomes for fourth grade elementary school". Research Results Based on the research that has been conducted, it can be said that the application of the Problem Based Learning (PBL) learning model can improve the learning outcomes of class IV students at Nglempong Ngaglik State Elementary School, Sleman. After conducting a literature review of 10 scientific journals related to the Problem Based Learning (PBL) Learning Model in Science Courses, the author can conclude as follows: The PBL Learning Model has a beneficial effect in increasing understanding of science-

related subjects. Students gain knowledge through problem-solving analysis and direct experience. In addition to theory, students are expected to understand how science is used in real-world situations. Thus, it can be said that elementary school students' science learning outcomes can be more optimal using the Problem Based Learning Model. Learning through problem-based learning (PBL) has a clear impact on student learning motivation. The findings collected in the analysis of scientific journals say that in the context of science learning, this model can help students learn more. actively participate in the learning process because students will be faced with finding a solution to a condition or problem related to daily life experiences. Students will find the teaching material very interesting and enlightening. The problem-based learning model or Problem Based Learning (PBL) has proven to be effective in developing elementary school students' critical thinking skills. Students will be required to analyze, evaluate and formulate a problem solution critically. Students must actively explore various information and identify several discoveries to understand the solution to the problem given by the teacher.

Data Collecting

Technical Techniques Data collection in this study uses observation, tests and documentation. Observation According to Sugiono (2017), observation is a data collection technique that reveals specific characteristics compared to other techniques. Basically, the observation contains a description or exposure of the background of observation of teachers' actions during Indonesian learning in grade I of SD Negeri Muara Kati Lama. The research instrument used was an observation sheet. Test Tests are one of the most effective measuring tools that teachers use to measure the quantity and quality of their learning. Tests are a tool to measure student learning outcomes by providing a series of questions or tasks that must be done by students (Halik et al., 2019). A test is a tool used to find out something in a certain setting, with predetermined methods and limits. Tests are well-crafted instruments that, in total, measure realistic learning outcomes that represent expected behavioral traits. The test was used to strengthen the observation data that had occurred in the classroom, especially on learning outcomes in the cognitive aspect of Indonesian learning materials. The data on the learning outcomes of Indonesian learning materials was taken by the researcher, which was carried out in written form in the form of multiple-choice questions with four alternative

answers. Documentation Documentation is looking for data about variables in the form of records, books, newspapers, and others. Documentation is done by taking photos of students during the learning process.

Data Analysis

The data analysis technique used in this study is a simple data analysis technique that is calculated based on the number of acquisitions. Validity and Reliability of Research Instruments Validity Validity is a measure that shows the levels of validity or validity of an instrument. The test is said to be valid if it is able to evaluate exactly what should be evaluated. An instrument that has external validity if the criteria in the instrument are compiled based on existing empirical facts.

RESEARCH RESULT

Based on a literature review of ten journals related to the Problem Based Learning (PBL) learning model, PBL is proven to be able to improve student learning outcomes, increase learning motivation, and foster critical thinking in students. Table of analysis results from various scientific journal references that support the effectiveness of the Problem Based Learning Model Learning (PBL) in Natural Sciences (Bahasa Indonesia) learning is explained more clearly as follows:

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model can improve results studied science with a completeness percentage in cycle I of 53% and a completeness percentage in cycle II of 92%.

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DISCUSSION

Observation Stage The results of observations obtained by observers on teacher and student learning activities are carried out by research colleagues. In cycle I as follows: in the action cycle I shows that in observation the teacher's teaching activities are categorized as sufficient. Students listen to explanations from teachers and students who do not understand are helped by friends in their group who have understood that they get bad grades, which is a weakness that occurs in cycle I and will be used as study material for reflection and revision that will be carried out in cycle II. While the other aspects get quite good criteria. The most dominant teacher activity in cycle I is to guide and observe students in finding concepts, namely getting good criteria, other activities with good criteria are providing feedback and providing explanations of difficult material. Meanwhile, the most dominant student activity is listening/paying attention to the teacher's explanation, which is to get very good criteria. Broadly speaking, teaching and learning activities with the Problem Based Learning learning method have been carried out well, although the role of the teacher is still quite dominant to provide explanations and directions, because the model is still felt by students, by applying the Problem Based Learning learning method, the average score of student learning outcomes is 68.5 and the learning completeness reaches 80% of students have

completed their studies. These results show that in the first cycle classically the class has not completed learning, because students who obtained a score of ≥ 65 are only 80% smaller than the desired percentage of classical completeness which is 85%. This is because students still feel new and do not understand what teachers intend and use by applying the Problem Based Learning learning method. Based on the scores obtained from 16 students in the first cycle of learning outcomes, the material for writing biographies of historical figures in defending independence was obtained on average 50%. This shows that in the first cycle, the completeness of Indonesian learning outcomes of 1st grade students of SD Negeri Muara Kati Lama has not reached the success indicator, namely the results of the student learning test percentage reaching 65 (KKM).

The reflection stage is a stage of measuring the success of learning that has been carried out in the material of writing biographies of historical figures in defending independence through the Problem Based Learning learning approach in grade 1 students of SD Negeri 52 Lubuklinggau by using observations of teacher teaching activities, student learning activities and learning outcome tests as well as actions that need to be considered in carrying out improvements in cycle II. The results of the researcher's reflection are: The first cycle of action learning is focused on the material of writing biographies of warrior figures in defending independence by applying the Problem Based Learning learning approach and to obtain data on the implementation of the first cycle of actions, teacher teaching observations, student learning observations and learning outcome tests are carried out. The implementation of actions that have been carried out in the first cycle has not reached the indicators that have been set, namely 85% of students obtained 65 (KKM)

CONCLUSION

Based on the analysis of 10 journals carried out on the Problem Based Learning learning model in improving science learning outcomes, the results of the analysis of this journal show that the application of the PBL model consistently has a positive impact on student learning outcomes associated with student learning outcome variables and student learning motivation and critical thinking. The recommendation for further research is to conduct a more structured follow-up

study in implementing the PBL model so that it has a high chance of success in the elementary school environment. It is estimated that these steps will provide more detailed guidance for practitioners in optimizing research on Problem Based Learning models to improve science learning outcomes on an ongoing basis and can support a more effective science education curriculum.

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