
SINTAK MODEL PROBLEM BASED LEARNING PADA RENCANA PELAKSANAAN PEMBELAJARAN GURU DI SEKOLAH MENENGAH PERTAMA

Syntax Problem Based Learning Model On Teacher Lesson Plan Of Junior High School

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Abstrak

Berdasarkan fenomena yang ada guru sulit dalam membuat rencana pelaksanaan pembelajaran dengan model yang digunakan di dalam kelas. Khususnya dalam membuat rencana pelaksanaan pembelajaran dengan sintak problem based learning di Sekolah menengah pertama negeri 43 Sijunjung. Maka dari itu peneliti ingin melihat bagaimana kelengkapan sintak model problem based learning pada rencana pelaksanaan pembelajaran. Penelitian ini merupakan penelitian kuantitatif deskriptif yang dimana hasil kelengkapan sintak problem based learning model dengan presentasi 64% pada rata-rata (hampir bagus).

Kata Kunci:

Problem Based Learning,
Sintak Problem Based Learning,
Rencana Pelaksanaan
Pembelajaran

Keywords:

Problem Based Learning,
Syntax Problem Based Learning,
Teacher Lesson Plan

Abstract

Based on the existing phenomena, the teacher finds it difficult to make a lesson plan with the model used in the classroom. Especially in making a learning implementation plan with problem-based learning syntax at the 43 Sijunjung State First Middle School. Therefore, the researcher wanted to see how the complete syntax of the problem-based learning model was in the learning implementation plan. This research is a descriptive quantitative study in which the results of the completeness of the syntax of the problem based learning model with a presentation of 64% on (average to good).

INTRODUCTION

In 2013 the Ministry of Education and Culture attempted to improve the quality of education in Indonesia, an effort that was tried in the form of revamping and perfecting *kurikulum tingkat satuan pendidikan* which was later changed to the 2013 Curriculum. The basic principles of the curriculum, in

which change and continuity are the results of studies, evaluations, criticisms, assumptions, predictions and various kinds of challenges that will be faced (Machali, 2014). Therefore, to improve professionalism, a teacher is expected to be able to create and implement an innovative learning model. In order to improve the quality of learning, the government always makes improvements to every curriculum that is

applied, and for now the 2013 curriculum is a consideration for the government.

In the 2013 curriculum the approach applied is a scientific or a science-based approach, where in the core learning activities using this approach students are expected to be able to carry out 5 (five) stages activities, namely observing activities, ask questions, gather information, reason, and communicate (Banawi, 2019). The learning models in the 2013 curriculum include discovery learning, project-based learning, problem-based learning and inquiry learning (Permendikbud No.103/2014). Therefore, related teachers are needed to learn about this model. Besides, there should be a study regarding the syntax, teachers' behavior, and problem based learning in English. Thus, this is one of the reasons the researchers used the problem based learning model in this study because the problem based learning model is one of the models that can improve students' higher order thinking skills.

English teachers have been trained to make lesson plan following the K13 curriculum format. Lesson plan is a very important part of the whole process of implementing learning and learning activities and is an obligation for the teaching profession. The ability to make lesson plan properly and correctly is the first step that must be possessed by teachers because lesson plan will be the estuary of all theoretical knowledge, basic skills, and a deep understanding of learning objects and learning situations. However, not all teachers make lesson plan to the learning model first before carrying out the learning process when teaching in class. Many teachers do not make lesson plans first (Baharun et al., 2018).

The syntax problem-based learning model is a stage or phase, the steps in the teaching and learning process used with the problem-based learning model

plan contained in the lesson plan. In preparing the lesson plans, one thing that needs to be considered is the learning model used. The learning model is adapted to learning materials that can support more meaningful learning and are able to think at a higher level, especially in learning English.

Besides that, the researcher has also conducted pre-observation teacher from SMP N 43 Sijunjung. Teacher use the same learning model for each *kompetensi dasar* such as problem based learning. It's just that it has not been detected or it is not known whether the existing lesson plan supports the problem-based learning model and the completeness of the syntax of the problem-based model in the lesson plans is not known. One alternative learning model that can develop students' thinking skills and attitude formation is the Problem Based Learning model. Problem based learning is one of the best examples in developing constructivism learning (Savery and Duffy, 1995, Pecore, 2013).

Problem based learning is learning that has the essence of presenting various authentic and meaningful problems to students, which can serve as a means to conduct investigations and investigations (Arends, 2008). At the beginning of learning, students are given a problem first, then the problem is investigated and analyzed to find a solution.

The learning steps of the problem based learning model (Arends, 2008) are as follows. Orient students to the problem, Organize students for study, Assist independent and group investigation, Develop and present artifacts and exhibits, Analyze and evaluate the problem-solving process.

Lesson plan is a plan used in the learning process, so teachers need to prepare learning tools before carrying out learning. According to the (Big Indonesian Dictionary, 2007), devices are tools or equipment,

while learning is a process or way of making people learn. Meanwhile, according to (Zuhdan et al., 2011) lesson plan is tools or equipment to carry out processes that allow teachers and students to carry out learning activities. Learning tools become a guide for teachers in carrying out learning both in the classroom, laboratory or outside the classroom.

Based on the explanation, the researcher research question it is: “How is the completeness the syntax of problem based learning model on English teacher lesson plan grade VIII second semester of SMP Negeri 43 Sijunjung?”

METHODOLOGY

The researcher decided to use quantitative descriptive research, this study is going to investigate about the written material. The explains that the material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents (Razavieh, 2010).

This researcher conducted at SMP N 43 Sijunjung. The researcher used purposive sampling. The reason for sampling with purposive sampling technique is because the sample in this study is English teacher lesson plan that uses a problem based learning model second grade VIII SMP N 43 Sijunjung.

First, to collected data the researcher used English teacher lesson plan. This research is also called documentary research. To collected the data, the researcher also used a document checklist by developing indicators of syntax problem based learning model and adding checklist options. The indicators are adepted from Arends. Analysis data means processing data from research results that researcher have collected, researcher collected the

data, analyzed it, summarize what is needed and conclude to get results.

One way to proceed with analysis is to follow three iterative, or repeating, steps: reading/memoing, describing what is going on in the setting, and classifying research data (Gay et al., 2011).

Percentage: $\frac{\text{ticked indicator}}{\text{sum of all categories}} \times 100\%$

F : Sum of ticked indicator

N : Sum of all categories

Table 1.1 Range of qualities

Percentage	Qualities
80-100	Good to excellent
60-79	Average to good
50-59	Poor to average
0-49	Poor

FINDING AND DISSCUSSION

The first semester consists of 1-6 lesson plans. Here the researcher focuses on the lesson plan of the second semester because the researcher conducts research to coincide with the learning process of the second semester. The second semester consists of 7-12 leson plans .

Table 1.2 the results of the checklist document analysis.

Teacher lesson plan	Indicators										
	1.Orient students to the problem		2.Organize students for study		3.Assist independent and group investigation		4.Develop and present artifacts and exhibits		5.Analyze and evaluate the problem-solving process		
	Sub-Indicators										
	1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	4.2	5.1	5.2
1		✓	✓	✓		✓		✓		✓	✓
2		✓	✓	✓		✓		✓		✓	✓
3		✓	✓	✓		✓		✓		✓	✓
4		✓	✓	✓		✓		✓		✓	✓
5		✓	✓	✓		✓		✓		✓	✓
6		✓	✓	✓		✓		✓		✓	✓
Total	6	6	6	6	6	6	6	6	6	6	6
Result	64%										

From the table of analysis results above, the author calculates the number of indicators contained in the lesson plan by counting the number of indicators that are checked. The indicator consists of 5 indicators, namely Orient students to the problem, organize students for the study, assist independent and group investigation, develop and present artifacts and exhibits, analyze and evaluate the problem-solving process which is divided into 11 sub-indicators.

Based on the results found by the researcher, the researcher described the results by explaining the indicators achieved. First, the teacher goes over the objectives of the lesson, namely the teacher provides an explanation of the learning objectives during the learning process to students. The teacher relates the learning objectives to the real world problems around students. The researcher analyzes these indicators by looking at the lesson plan whether it is already listed by the teacher giving the learning objectives to the students. In the teacher lesson plan 7-12 the teacher did not make learning objectives in the lesson plan for class VIII.

Second, the next indicator is The Teacher describes important logistical requirements. The second sub-indicators are found in literacy activities in the teacher lesson plan where the teacher should explain the material to students related to real problems according to the material being taught. In lesson plan 7-12 was completed in the teacher lesson plan, teacher has directed the students to the face problem in teacher lesson plan.

Third, the next indicator is Teacher gives motivate students to engage in problem-solving activity Organize students. Based on the analysis of the completeness of the syntax of the problem based learning model, from lesson plan 7-12, the problem based learning model is used. The instrument item in the section gives motivate students students “Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Fungsi Sosial dengan cara : Melihat, Mengamati, Membaca, Menulis Mendengar, Menyimak materi”, this instrument item is very well used by teachers because of teacher motivation To stimulate students before the lesson begins by giving real problems to students.

Fourth, the next indicator is Teacher has organized the students to learn study tasks related to the problem. Based on the analysis of the completeness of the syntax of problem based learning model in the teacher lesson plan 7-12, the fourth sub-indicators section is complete. Items of instrument sub-indicators to the has organized the students to learn by discussing the answer of question in the lesson plan in the critical thinking is completed section.

Fifth, the next indicator is Teacher to develop collaboration skills among students by using study teams. Based on the analysis of the completeness of the syntax of problem-based learning model in the teacher lesson plan 7-12, the fifth sub-indicators are

incompatible. After teacher has organized the students to learn, teacher should divide the students in some groups or study team to discuss about the problem.

Six, the next indicators are Students collect data related to the information to the problem. Based on the analysis of the completeness of the syntax of problem based learning model in the teacher lesson plan 7-12, the sixth sub-indicators are compatible. The teacher has directed the students to do investigation by collecting data to the information to the problem. In the teacher lesson plan collect the data by: discussing, processing information, working on questions about data from the material.

Seven, the next indicators are Teacher has organized and ask the students to do investigation. Based on the analysis of the completeness of the syntax of problem based learning model in the teacher lesson plan 7-12, the seventh sub-indicators section is incompatible. Teacher has directed the students to do observation or investigation. Somehow, the students should be guided in every step of investigation to make sure that they get the supposed data to solve the problems. Teacher should ask the students stimulate the students to do their tasks.

Eight, the next indicators are Teacher guides students to determine the most appropriate problem solving from various alternative problem solving that students find. Based on the analysis of the completeness of the syntax of problem-based learning model in the teacher lesson plan 7-12, the eighth sub-indicators are incompatible. In the teacher lesson plan section on collaboration and critical thinking the teacher has not guided the students to present the solution of problems. The teacher should ask the students to deliver their tasks.

Nine, the next indicators are Students in planning and presentation appropriate artifacts and

exhibits such as reports, videos, and models. Based on the analysis of the completeness of the syntax of problem based learning model in the teacher lesson plan the ninth sub-indicators are incompatible. It is not explained that students to present result discussion to the problem. It should be in this section after students discuss about the problem from the material students must be present the result problem by making videos or reports etc.

Ten, the next indicators are Teacher ask students to analyze and evaluate the material. Based on the analysis of the completeness of the syntax of problem based learning model in the teacher lesson plan 7-12, the tenth sub-indicators are compatible. In the teacher lesson plan section on creativity Teacher has asked the students to analyze and evaluate the material. The teacher asks students about things that have not been understood of the problem.

Eleven, the next indicators are Teacher helps students to reflect on their investigations and concludes the learning result. Based on the analysis of the completeness of the syntax of problem based learning model in the teacher lesson plan 7-12, the tenth sub-indicators are compatible. In the teacher lesson plan it is stated that this sub-indicators there is "menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran". Teacher has invited the students to evaluate and conclude the learning result.

Interpretation

The title of this research is about syntax of problem based learning model on teacher lesson plan of junior high school. The researcher analyzed the syntax of problem based learning model on teacher lesson plan grade VIII SMP N 43 Sijunjung using the ceklist document instrument. The researcher analyzed syntax of problem based learning model on teacher

lesson plan are analyzed using the content analysis method and also presented with a percentage to determine the syntax of problem based learning model.

The data used by the researcher is teacher lesson plan grade VIII second semester and analyzed with indicators from syntax of problem based learning model which consist of orient students of the problem, organize students to the problem, assist independent and group investigation, develop and present artifacts and exhibits, analyze and evaluate the problem – solving process which are divided into eleven sub indicators there are: 1) Teacher goes over the objectives of the lesson. 2) Teacher describes important logistical requirements. 3) Teacher gives motivate students to engage in problem-solving activity Organize students. 4) Teacher has organized the students to learn study tasks related to the problem. 5) Teacher to develop collaboration skills among students by using study teams. 6) Students collect data related to the information to the problem. 7) Teacher has organized and ask the students to do investigation. 8) Teacher guides students to determine the most appropriate problem solving from various alternative problem solving that students find. 9) Students in planning and presentation appropriate artifacts and exhibits such as reports, videos, and models. 10) Teacher ask students to analyze and evaluate the material. 11) Teacher helps students to reflect on their investigations and conclude the learning result.

The researcher found the results of the study which showed that syntax of problem based learning model on teacher lesson plan grade VIII second semester SMP N 43 Sijunjung was classified as to average to good with a percentage of 64%, the researcher also explained the results of the analysis using content analysis based on the number of ticked

indicators. Here the author can find out and display which indicators are achieved and which are not achieved so that it can be seen how is the completeness syntax of problem based learning model in the teacher lesson plan grade VIII second semester. This proves that syntax of problem based learning model is very important for teachers in make lesson plan should be based on five steps in problem based learning model by (Arends, 2008).

There is researcher that related to this thesis finding is the thesis by entitle (Agustina et al., 2018) “The Analysis Of Problem Based Learning Lesson Plan Based On Syntax And Problems In Line To Problem Based Learning Model” The result of the research is PBL implementation showed that there were several samples which had incompatible syntax, teacher's behavior, and material problems to the syntax of PBL. The indicators used by the researcher in this study use indicators syntax of problem based learning model by Arends with 5 indicators, there are: Organizing Problems for Students, Organize students to learn, Guiding Group and Independent Investigation, Guiding Group and Independent Investigation, Guiding Group and Independent Investigation .

CONCLUSION

Completeness analysis of the problem based learning model of english teacher lesson plan grade VIII second semester SMP Negeri 43 Sijunjung. It can be concluded that this research aims to find out the completeness syntax of problem based learning model on teacher lesson plan of junior high school is not complete. Indicators that are not in the lesson plan are teacher to develop collaboration skills among students by using study teams, teacher has organized and ask the students to do investigation, Students in planning

and presentation appropriate artifacts and exhibits such as reports, videos, and models.

Suggestion

With the explanation above, the researcher hopes that this thesis can be useful for everyone who reads this thesis, especially for writers, teachers, and students. With this thesis, I hope that the author can be motivated to research more deeply on the topic of this research, because as we know that in preparing the lesson plan, one thing that needs to be considered is the learning model use. For the teachers, hopefully they know better how to make a lesson plan should be based on five steps in problem-based learning. The researcher also recommends for readers and other researchers to continue this research.

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