

## AN ANALYSIS OF LEARNING ACTIVITIES FOR PROBLEM-BASED LEARNING IN THE PROCEDURE TEXT LESSON PLAN

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**Abstrak** : It has been a big issue that the quality of teacher candidates or teachers in Indonesia in conducting learning activities in lesson plans. This research aims to analyse the appropriateness between main learning activities with the syntax of problem-based learning and student worksheet. There are five syntaxes which analysed in this research including student orientation to the problem, organizing students, individual and group research guide, development and presenting the work, and analyse and evaluate the problem-solving process. This study employed descriptive qualitative method. The data was the procedure text lesson plan designed by English teacher from senior high school. The data were collected using observation sheet. Data reduction, data display, and conclusion drawing were used to analyse this research data. The findings of this research reveal that teacher creates systematically main learning activities which is required the core of each syntax of problem-based learning. In addition, the main learning activities had implemented student-centered learning through interactive questions and answers, individual assignments, pair assignments and group discussion. It also finds that teacher conducted student's worksheet which is in accordance with the learning activities and served actual or daily context of situations being discussed as the point of Problem-based Learning model.

**Kata Kunci** : Learning Activities, Problem-Based Learning, Procedure Text, Lesson Plan



## INTRODUCTION

In recent years, educational institutions have witnessed a significant transformation in teaching and learning methods, particularly with the implementation of the Merdeka curriculum. The Ministry of Education and Culture explains that to enhance education quality in Indonesia and to reform learning by designing a Merdeka curriculum that gives freedom to schools, teachers, and students to be free to innovate, to learn creatively and independently (Sherly et al., 2020). In addition, Merdeka Belajar does not only evaluate students' intellectual abilities in the form of grades but also takes into account their moral and skill development in specific areas (Yunita & Widodo, 2023). It also considers making learning process more valuable and meaningful.

The implementation of the Merdeka curriculum has marked a significant shift in the educational landscape, promoting student-centered learning, critical thinking, and creativity. As part of this innovative curriculum, one crucial component is the Modul Ajar or lesson plan which is used to deliver instructional content to students. According to the Ministry of Education and Culture, a lesson plan contains at least learning objectives, learning steps (including learning media used), assessments, and other learning information and references which can help teachers in carrying out their learning. To gain the new education paradigm, the government already provides lesson plans in the Merdeka Belajar curriculum which facilitates teachers to use, modify or compose their own modules freely in order to suit the characteristics and needs of their students (Tricahyati & Zaim, 2023). Therefore, the quality of Modul Ajar plays an important role in ensuring effective teaching and learning experiences, and its evaluation is essential to ascertain its alignment with the goals and principles of the Merdeka curriculum.

In conducting Modul Ajar, the teacher is given an opportunity to arrange components based on students' needs. As a general rule of thumb, there are some components of Modul Ajar such as general information (writer's identity, beginning competence, Pancasila student profile, learning media, students target, and learning model), core component (learning objectives, assessment, valuable understanding, essential/provocation question, learning activity, students and teacher reflection), and attachment (student worksheet, enrichment and remedial, teacher and students reading matter, glossary, and references) (Sufyadi et al., 2021). According to Anggraena et al. (2022), the minimum components that must be in the Modul Ajar are learning objective, learning activity, formative assessment, summative assessment, and learning media (including learning material and worksheet). Therefore, teachers have to pay attention to these components when conducting Modul Ajar. Moreover, by having a proper lesson plan, it will help teachers to conduct learning activities since they plan the start, progress, and end the lessons in order to achieve lesson objectives (Cicek, 2013).

There are some previous researchs conducted that deal with the important of lesson planning. Rusmawan (2018) conducted research related the teacher teaching activities without official documents of lesson plans. It found that teaching without providing a lesson plan was poor. Expectations for basic competence in writing descriptive text were not met. Many weaknesses were found in the poor organization of the teacher's opening, main and closing activities. It indicates that conducting learning activities plays an important role to achieve learning objectives.

Ichsan et al. (2017) conducted research related to the implementation of lesson plan during teaching activities. This research result revealed that not all components of the lesson plan implemented during learning activities in the class. Consequently, it made students even more difficult to achieve learning objectives. However, a reputable teacher developed well lesson plan and implemented it (Saifuddin, 2014). As a result, it could help students to achieve learning objectives.

A research conducted by Aulia (2021) found that learning objectives, learning activities, and assessment are the most essential components which must be included in the lesson plan preparation. In this research, the highlight subject is 70-75 teachers. Additionally, the researcher also found that teachers have to consider students' needs and classroom management. Hence, it is useful not only for teaching and learning management but also as a guide and preparation for teachers before actually teaching in the classroom.

Mahardika et al. (2023) found in their study that Modul Ajar designed by Guru Penggerak had not fully implemented Self Directed Learning activities. It had indicated that the teacher is still be a facilitator in learning processes and remains a decision maker. This research gives highlight the implementation of Self Directed Learning activities which is one of the components in Modul Ajar. It can be concluded that arranging learning activities is a complex process as teachers have to pay attention to the implementation of student-centered learning to improve student competence.

In conducting learning activities, teachers must refer it to the learning model which has been chosen. The learning model can guide teachers in arranging learning steps by following its syntax. According to Syarifuddin (2011), the learning model is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve learning objectives and serves as a guide for teachers in conducting learning activities. In accordance with Nurcahyo & Winanti (2021) who stated that applying the right learning model is a way for teachers to convey material so that learning objectives can be achieved. There are some learning models in the scientific approach recommended by the Ministry of Education and Culture namely Problem-Based Learning (PBL), Project Based Learning (PjBL), Inquiry, and Discovery (Suharto et al., 2020). Therefore, teachers must use an appropriate learning model which is suitable to learning circumstances.

By looking at some previous studies, no one is more focused on the implementation of scientific learning models within learning activities. Many researches focused on the implementation of lesson plan and do not specifically reveal the learning activities within the lesson plan. In addition, based on the researcher's experience and other teacher candidates, it finds that there is confusion in designing learning activities in lesson plan using Problem-based Learning and other scientific learning model. Therefore, it is important to conduct research regarding learning activity in lesson plan using PBL which can improve students' critical thinking (Akhir et al., 2023).

Along with the explanation above, the researcher is intended to analyse learning activities that implements problem-based learning model in the procedure text lesson plan. This research aims to analyse the suitability of learning activities with the Problem-Based Learning syntax in procedure text lesson plan. In addition, this study also analyses the suitability of learning activities with the student's worksheet.

## RESEARCH METHOD

This research used the qualitative research method and was focused on analyzing the main learning activities of the Problem-Based Learning in the class X procedure text lesson plan that had been designed by a senior teacher of SMA N 5 Semarang. (Creswell & Creswell, 2018) explained that qualitative researchers collect their own data by examining documents, observing behavior, and interviewing participants.

The data of this research were a kind of qualitative private document in the form of lesson plan (Modul Ajar) about procedure text which utilized problem-based learning model. Qualitative documents are public or private documents (Creswell & Creswell, 2018). The data were gained from the observation sheet in order to examine documents.

In this research, the observation sheet became a research instrument used to get the main data. This contained the syntax of problem-based learning which then linked it to the main learning activities within lesson plan about procedure text. There were five syntaxes of problem-based learning such as student orientation to the problem, organizing students, individual and group research guide, developing and presenting the work, and analyzing and evaluating the problem-solving process (Simamora et al., 2017). After analyzing each activity related to its syntax, the researcher examined the realization of each syntax to the students' activity in the worksheet served in the lesson plan.

As the objective of this research was to analyze learning activities in a lesson plan, a qualitative content analysis method was used in this research. Shava et al. (2021) stated that qualitative content analysis is one of the research methods used to analyze text data which extracting objective content from text to examine meanings, themes, and patterns that may be manifest or latent in a particular text. In addition, qualitative content analysis can be useful for the examination of almost all types of communication material, e.g interviews, surveys, focus groups, articles, books, or manuals, as well as any other type of print media that include responses, narratively resolved questions, interview topics, questionnaires, studies and observations (Hsieh & Shannon, 2005).

In this research, the data was analyzed using Miles & Huberman (1994) model which involved data reduction, data display, and conclusion drawing.

#### 1. Data Reduction

The data which were obtained through the observation sheet were selected and focused on the main learning activities. As the main activities in lesson plan arranged by the teacher were presented in the Indonesian language, the researcher translated it into the English language. After that, the data were simplified on the four syntaxes of Problem-based Learning which was related to the research questions. The data were analyzed related to the first research question. It was related to the suitability of each syntax of PBL with its activities. Besides that, the main learning activities also analyzed by relating it to the student's worksheet. The following were the essence of PBL's syntax as the indicator of teacher and student behaviors in more detail according to Arends (2012).

##### a. Orient students to the problem

In this step, the teacher must communicate the learning objectives to the students. Additionally, teachers should foster a positive attitude towards learning and explain to students how PBL is implemented. At this step, a problem is presented and the teacher should make the student willing to take part in the learning process.

##### b. Organize students to study

PBL requires good collaboration skills. To encourage interaction in this phase, students should be divided into groups. Teachers should pay attention to classroom and group heterogeneity to avoid social tensions among students.

##### c. Assist independent and group investigation

This is the step or phase where students begin investigating the problem. Teachers can assess students individually or collectively in groups. It is important for teachers to encourage students to find relevant data sources available and do real research into the problem until they understand aspects of the problem.

##### d. Develop and present the work

In this phase, students can present the results of group discussions and propose solutions to given problems. Students are also encouraged to ask and answer questions from their peers to develop their understanding.

##### e. Analyze and evaluate the problem-solving process

In this final step, teachers help students analyze and evaluate their own thinking.

## 2. Data Display

The second step was data display which presented in the form of text-based containing the result of the suitability of PBL's syntax with the learning activities and student's worksheet.

## 3. Conclusion drawing

The last step in this research data analysis was conclusion drawing. Based on the data reduction and data display in the previous steps, the conclusion was drawn which contained the final conclusion with elaboration. The conclusion also ended with some suggestions which presented in the form of text to answer the research questions.

## RESULT AND DISCUSSION

The research findings were expected that the objective of the research which was to analyze the suitability of learning activities with the Problem-Based Learning syntax and student's worksheet in procedure text lesson plan can be answered. Therefore, it was delivered in two different parts and directly followed by the discussion.

### Result

*The analysis of the suitability of main learning activities with the Problem-Based Learning syntax.*

The finding of this research related to the main learning activities for each PBL's syntax will be displayed in the following table.

**Table 1.** Main Activities Using Problem-Based Learning

No.	PBL's syntax	Main Activities
1	Student orientation to the problem	<ol style="list-style-type: none"> <li>1. Students watch and listen to a short video on how to make a cheese omelet.</li> <li>2. The teacher asks and interacts with students (see student's worksheet).</li> <li>3. Students identify the social function, generic structure, and language features of a procedure text.</li> <li>4. Students evaluate the social function, generic structure, and language features of a procedure text.</li> <li>5. Students ask the teacher questions that they do not yet understand.</li> <li>6. The teacher divides the students into heterogeneous groups.</li> <li>7. The group chooses one of three situations they like that served by the teacher. (Differentiation)</li> <li>8. Students carefully read the context of the situation. (Literacy)</li> </ol>
2	Organizing students to learn	<ol style="list-style-type: none"> <li>9. Students identify problems after carefully reading the context of the situation.</li> <li>10. Teachers help students find solutions to these problems.</li> <li>11. Students discuss to find solutions to these problems.</li> </ol>
3	Assisting independent and group investigations	<ol style="list-style-type: none"> <li>12. Students discuss and divide assignments to find data/materials/tools needed to solve problems.</li> <li>13. Students gather data in groups and find solutions to problems from various sources.</li> </ol>

		14. The teacher guides students to write a discussion report.
		15. The teacher observes the assessment of the elements of the Pancasila student profile.
4	Developing and presenting the work	16. Students use the Two Stay-Two Stray model to evaluate their work with the results of other groups.
		17. 2 students from one group go to another group.
		18. 2 other students stay in the group to receive visits from other groups.
		19. 2 visiting students compare their work with that of the visiting group.
		20. Two guest students return to the group to report their comparison results and correct any mistakes.
		21. Students present the results of their discussion in front of the class.
5	Analyse and evaluate the problem-solving process	22. Students from other groups and teacher deliver their opinions to the group who have presented their discussion results.
		23. Students and teacher conclude the content they have learned.

It can be identified from the table above that in the first syntax which is student orientation into the problem was served into eight learning activities. In these activities, students were motivated to be actively involved in solving the selected problem. It was shown in activity 1 and 2. The third to fifth activities indicated that the teacher directed students to build their understanding of the content (learning material). In order to organize students collaborated with their friends to learn the problem (context of situation), the teacher organized students into heterogeneous groups and gave them some contextual situations to read. It refers to the sixth to eighth learning activities. This was the learning strategy applied in the PBL model that was to serve daily life problems (Anggraeni et al., 2023).

The second syntax was organizing students to learn which showed through ninth until eleventh learning activities. In this phase, the teacher must help students define and organize learning tasks related to the problem or context of the situation. As stated by Nurhalimah (2023) that teacher in learning with the PBL model only act as facilitators and students allowed to solve the problems presented related to the concepts being studied. It was shown in the tenth learning activity in which the teacher acted as a facilitator to students who needed help to find solutions to their problems. Students also learned how to collaborate with their groups to discover the problem within the context of the situation.

Assisting independent and group investigations became the third syntax which was delivered in the twelfth to fifteenth learning activities. To discover this phase, the teacher must encourage students to gather appropriate information and carry out experiments for explanation and problem-solving (Rahman et al., 2020). In line with that, the teacher directed students in the twelfth and thirteenth learning activities to discuss and divide assignments in their groups to solve problems with any tools, data, or materials. Besides that, all the data were gathered in their group so they could find solutions from various sources. These activities indicated that students work in both individual and group discussion. It was in line with Hasyim (2021) who stated that

students were directed to learn independently and then returned to the group to discuss and develop their acquired knowledge. Moreover, in the fifteenth learning activity, the teacher facilitated students by giving guidance to produce a discussion report. In addition, while these activities were going on, the teacher assessed students' affective skills through the elements of the Pancasila student profile.

The fourth syntax of the lesson plan learning activity was developing and presenting the work which delivered in the sixteenth to twenty-first learning activities. In this phase, students plan and prepare their proper work such as reports, models, or sharing assignments with their friends. It showed in these learning activities in which students applied the Two Stay-Two Stray model to evaluate their work with other groups' results. Two students from each group visited the other group to share their work and the visiting group compare it with their results. To develop the results of each group discussion, they corrected any mistakes based on the other group's comments. It indicated that the essence of PBL is that students examined the concept being discussed through the problem (Bahar et al., 2019). The last activity of this phase which is presenting the results in front of the class had been required this syntax.

The last syntax of the learning activities was analyzing and evaluating the problem-solving process. It showed in the two last activities in which students from other groups and teacher delivered their arguments to the presented group. In the end, students and the teacher concluded the content that had learned. It indicated that these activities discovered the last syntax of problem-based learning which is to evaluate outcomes of group presentation of the work or the material that had been studied.

*The analysis of the suitability of main learning activities with student's worksheet.*

The finding of this research related to the suitability of main learning activities with student's worksheet displayed into the following table.

**Table 2.** The Realization of the Main Learning Activities In The Student's Worksheet  
Student's Worksheet

Activity 2

- Click this link to watch a video of "Cheese Omelet".

<https://www.youtube.com/watch?v=-ZnK6OgRqqY>

- Questions for teacher-students' interaction about the video.

1. What is the video about?
2. What are the ingredients of a cheese omelet?
3. What kitchen utensils are used to make cheese omelet?
4. How many eggs are needed for making cheese omelet?
5. What does the chef do with the butter?
6. What is the next step after beating the eggs well?
7. When do we put the grated cheese on the omelet?

Activity 3

- In pairs, answer the following question.

1. What is the aim of the author with the video?
2. Is the recipe easy to understand for you? Why?
3. Is the recipe beneficial to you? Why?
4. If you have to make one, can you do it independently?
5. Who will probably watch this video mostly?
6. Who probably made this video?
7. When do you think it is the best time to consume the cheese omelet?
8. Do you think it's delicious? How can you say that?

Activity 4

- Read the following situations.

1. Vino is going to celebrate his birthday next week. As usual, his classmates, Beni, Aldo, Daren, Angga, Kevin, and Dion, are visiting his house and bringing him a birthday cake. Vino is thinking about what kind of drink is suitable to serve for his friends on his birthday. Help Vino make a drink recipe that is appropriate for his friends.

2. Ria's sister, Anisa had a fever last night. She is losing her appetite to eat. Ria is thinking to make food that is appropriate for her ill sister. Help Ria find an appropriate food for her ill sister and write the recipe.

3. Mom and Dad are going to Jakarta for a week. As an older brother, Brian takes care of his younger sibling and has to prepare breakfast for them before leaving for school. What foods and drinks are suitable for Brian's brothers for breakfast? Write the recipe.

Activity 5

- Let's plan for your recipe (Title, ingredients, kitchen utensil, steps).

Activity 6

- After you have done task 5, 2 members of your group go to other group and compare your work.

Activity 7

- Present your work in front of the class with your group.
- 

The learning activities of the first syntax were shown in activity 2, activity 3, and activity 4. Students were given orientation about the content through the video and some questions regarding the social function, generic structure, and language features of procedure text. To guide students into the problems, the teacher asked students to choose and read one of the contexts of situations served in the worksheet. It was in line with the essence of this first syntax in which students could choose problems they find attractive to solve to encourage and activate their role in learning (Warsito, 2018).

Activity 5 in table 2 was the implementation of the main learning activity for the second and third syntax of PBL. While for the fourth syntax was delivered in activity 6 and 7. Students were directed to present their group discussion result to other group and compare it with other group discussion results. The last was syntax also embedded within activity 7 when students presented their work in front of the class, other groups and the teacher would give opinions.

## Discussion

The aim of Problem-based Learning (PBL) is to assist students to think, solve problems and enhance thinking skills by solving concepts of the real situation to be learned. This research aims to analyze the suitability of the main learning activity using PBL and its suitability with the student's worksheet. The research results discovered the implementation of five syntaxes of problem-based learning through main learning activities in the procedure text lesson plan arranged by a senior teacher in senior high school. The results show that each syntax was systematically and logically arranged in every single learning activity and applied to student's worksheet.

In the form of situations served in the students' worksheet, the students faced daily problems and solve them by working individually and in group. It is in line with the statement by Agustina et al. (2017) which concluded that the content of the problem tends to be a situation which is actual or related to daily events. It directed students to think creatively and systematically to solve the problem rationally and thoroughly. This result is in line with the statement made by Bilgin et al. (2009) which explained that PBL started with a problem to be solved so students' problem-solving skills or critical thinking can be enhanced.



The research results are also in accordance with Barrows by Simamora et al. (2017) which stated that the implementation of the PBL model significantly improved student-centered learning and students' problem-solving skill. By creating individual and group work, students are actively involved in the learning process. Besides that, the interaction delivered in the questions and answers section also are a form of student-centered learning which skills students' thinking ability. It is in line with the research results conducted by Rofieq et al. (2019) which concluded that the implementation of the PBL model stimulated students to formulate questions and give opinions.

The results of this research revealed that the main learning activities which applied the Problem-based Learning model were suitable. The teacher created main learning activities which were the implementation of each syntax of PBL. In terms of student's worksheet, it is also in accordance with the learning activities.

This research results indicated that the teacher prepared appropriate learning activities using the PBL model. In contrast, the recent study conducted by (Safi'i et al., 2023) found that most of the teacher from junior, senior, and vocational high schools who took part in the teacher professional education activities were less competent in describing student learning activities within the PBL model. Therefore, the research results are important to be a model in arranging procedure text lesson plan, especially for learning activities in PBL and its student worksheet.

## CONCLUSION

The research results and discussion above conclude that the implementation of PBL's syntax was suitable for the learning activity. In arranging the learning activities, the teacher made it systematic and required the core of each syntax of PBL. In addition, the learning activities facilitated student-centered learning through interactive questions and answers, individual assignments, pair assignments, and group discussion. In creating student worksheet, the teacher related it to the main learning activities. The problems used in the student's worksheet served in actual or daily situations.

The conclusion of this research is the implementation of the PBL's syntax within the learning activities and student worksheet is suitable. It can be recommendation for teacher or teacher candidates in creating learning activities and student worksheet using the problem-based learning model. However, the limitation of this study can lead other researchers to conduct a study in new areas such as the appropriate learning media used in procedure text material using PBL model.

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