
Problem Based Learning Method To Increase Student Learning Motivation

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A. Introduction

Education is very important for the life of every human being because in education humans will get various kinds of knowledge, skills, and changes in attitudes from the learning process. The National Education System Law No. 2 of 2003 and the Higher Education Law No. 12 of 2012 state that learning is an interaction between educators, students and learning resources in a particular learning environment.

In the learning process, one of the successes of students in learning is influenced by student motivation which is very necessary in the learning process. This is because motivation will encourage students to carry out learning activities. Syaiful Sagala (2010) states that motivation is an absolute requirement in learning which is very influential on the student learning process so that the student learning process runs smoothly. The same thing was also explained by Printich and Schunk (Esa Nur Wahyuni, 2009) that students who are motivated to learn will show enthusiasm for learning activities, students have a high commitment to achieving learning goals, and students pay full attention to what is instructed by the teacher. Thus, teacher instruction is also an important factor in attracting students' attention to be motivated to learn. Dimiyati and Mudjiono (2002) state that the teacher's efforts in teaching students are one of the elements that influence learning motivation.

The ability of teachers to create learning processes with innovative learning models is one thing that can motivate students to learn. Teachers should develop learning that seeks students to move, learn in groups, provide opportunities to be directly involved in learning, and provide real learning so that it will be more effective, meaningful, because in everyday life students are presented with actual problems that they usually encounter in the social environment and need to be solved. One method that is widely adopted to support the learner centered learning approach and empower students is the Problem Based Learning (PBL) method.

The PBL model involves students in the learning process because . one of the student-centered learning models. Students are given the freedom to think creatively and actively participate in developing their reasoning in the material being taught and are able to use their reasoning in solving problems in everyday life. Problem-based learning presents contextual problems so as to stimulate students to learn. The PBL approach makes it a habit not to get stuck in a problem, but rather a solution so that students will get used to seeing options that are wide open. By having more solution options, the success of overcoming the problem will be even greater. The PBL approach comes from the creative dimension of students because every student has such great creative potential in him (Taufik, 2010).

The problem solving approach in Indonesia has not provided benefits for all aspects of life. This is due to the lack of understanding of the PBL approach. There needs to be an effort to disseminate information about everything related to this matter. At first, in the intellectual environment, the world of education, such as lecturers and teachers, was then wider (Taufik, 2010). Therefore, below, we will discuss Problem Based Learning (PBL) to increase students' learning motivation.

B. Literature Review

1. Learning Motivation

a. Definition of Learning Motivation

Motivation comes from the word motive, which is a condition within the individual that encourages individuals to carry out certain activities, whether consciously or not, to achieve certain goals (Winarni, Anjariah, & Romas, 2016). Motivation is an impulse contained in a person to carry out certain activities in order to achieve certain goals (Hamzah Uno, 2013). Meanwhile, Hull (Dimiyati and Mudjiono, 2002) stated that motivation or encouragement is an attempt to fulfill needs. Syaiful Sagala (2010) explains that motivation is an absolute requirement in learning. While the notion of learning according to Oemar Hamalik (2011) is a process of changing individual behavior through interaction with the environment. In line with this definition, Hamzah B. Uno (2013) states that learning is an experience gained because of the interaction between individuals and their environment.

Puspitasari (2013) defines learning motivation as an absolute requirement for learning and plays an important role in providing passion or enthusiasm in learning which is the driving force for achieving good results but contains efforts to achieve learning goals. Sardiman (2014), Nanang Hanafiah and Cucu Suhana (2012), Dimiyati & Mudjiono (2006), and (Monika & Adman, 2017) state that learning

motivation is the overall driving force in students that causes learning activities, which provide direction to students. Learning activities in order to achieve learning goals that come from within and also from outside the individual so as to foster enthusiasm in learning. Meanwhile, according to Winkel (2007) learning motivation is the overall psychic driving force of students that causes learning activities, ensures continuity of learning and provides direction for learning activities in order to achieve a goal.

Indicators of student learning motivation are characteristics that indicate that students have strong learning motivation. According to Sardiman (2014) the characteristics of students have a strong learning motivation, namely (a) diligent in facing assignments, (b) tenacious in facing difficulties, (c) showing interest in various problems, (d) preferring to work independently, (e) fast bored with routine tasks, (f) can defend his opinion, (g) is not easy to let go of what he believes in, and (h) likes to find and solve problems.

b. Kinds of learning motivation

Motivation includes motivation that comes from within the individual called intrinsic motivation and motivation that comes from outside the individual called extrinsic motivation.

1). Intrinsic Motivation

Intrinsic motivation is a motive that becomes active that comes from within each individual to do something (Sardiman, 2014). Students learn because they want to achieve goals to gain knowledge, values, and skills. According to Winkel (2007) intrinsic motivation can be instilled through:

- a) Students are enthusiastic in teaching and using appropriate and quite varied didactic procedures.
- b) The teacher creates a climate and atmosphere in the classroom that can meet the motivational needs of students.
- c) Teachers involve students in the goals to be achieved, so that learning at school is not only seen as a pressing obligation.
- d) The teacher explains to students the benefits and uses of the field of study being taught.

2). Extrinsic Motivation

Extrinsic motivation is active motives due to external stimuli (Sardiman, 2014). Winkel (2007) states that extrinsic motivation can be generated through:

- a) The teacher corrects and returns student work in the shortest possible time.
- b) Teachers use various forms of competition in combination with cooperative learning activities.
- c) The teacher uses various incentives, both aimed at maintaining appropriate behavior and aiming to make students stop their inappropriate behavior.

c. Learning Motivation Function

Motivation plays a very important role in learning, students who have a strong motivation will succeed in learning, namely the more precise the motivation given, the more successful the lesson will be. Learning motivation also plays a big role in the success of a student because learning outcomes will be optimal if there is motivation to learn. Motivation always determines the intensity of the learning effort for students (Bakar, 2014). Furthermore, Nanang Hanafiah and Cucu Suhana (2012) stated several functions of motivation, namely as follows.

- 1) Motivation is a tool to provide direction to the achievement of learning objectives.
- 2) Motivation is a tool to build a more meaningful learning system.
- 3) Motivation is a tool to encourage student learning behavior.
- 4) Motivation is a tool to influence student achievement..

2. Problem Based Learning (PBL)

a. Definition of Problem Based Learning (PBL)

Problem-based learning strategy is a learning strategy by exposing students to practical problems as a foothold in learning or in other words students learn through social problems (Wena, 2010). Sani (2014) states that PBL can make students learn through solving real-world problems in a structured way to construct student knowledge. Wina (2010) and Budiningsih (2006) state that the PBL model refers to the learning process to solve problems faced scientifically. This Problem Based Learning model is one of the student-centered learning models by providing various problems faced in their daily lives (Nata, 2011). Dutch (M. Taufik Amir, 2009) states that PBL is a challenging learning model so that students learn, work together with groups to find solutions to real problems.

Schunk Pintrich & Meece (Paul Eggen & Donald Kauchak, 2012) stated that PBL can be effective in increasing student motivation because PBL learning takes advantage of the effects of curiosity, challenge, authentic tasks, and engagement. According to Trianto (2007) PBL is a presentation of learning to students with problem situations, the problems given are adapted to authentic and meaningful situations that can make it easier for students to conduct investigations and inquiries. The selected problems are problems that are close to the student environment.

b. Characteristics of Problem Based Learning Model

Wina Sanjaya (2006) there are three characteristics in PBL, namely:

- 1) Learning activities are directed so that students actively think, communicate, search and process data, and finally conclude,
- 2) Problem solving is done by using a scientific thinking approach. Scientific thinking is a deductive and inductive thinking process.
- 3) Learning activities are directed at solving problems. Problems as keywords of the learning process. Without problems there is no learning process.

Wina Sanjaya (2006) also states that the criteria for material in problem-based learning are: (a) the material supports the objectives or competencies that must be possessed by students according to the applicable curriculum, (b) the material is familiar to students, so students can follow it well, (c) the material is related to the interests of the people so that it feels useful, (d) the lesson material contains issues or conflicts that come from news, recordings, videos, etc., and (e) the material is in accordance with the interests of students so that each student feel the need to learn it.

b. Advantages of Problem Based Learning

The purpose of PBL (Hosnan, 2014) is to help students develop critical thinking skills in finding alternative solutions to problems, and PBL aims to develop students' abilities to actively build their own knowledge. PBL is also intended to develop independent learning and social skills of students. Independent learning and social skills can be formed when students collaborate to identify relevant information, strategies, and learning resources to solve problems.

Smith (Taufik Amir, 2009) explains that the Problem Based Learning model has advantages, namely increasing problem-solving skills, easier to remember, increasing understanding, increasing understanding that is relevant to the world of practice, encouraging thinking, building leadership and collaboration skills, learning skills, and motivate students. Meanwhile, Ridwan Abdullah (2014) also stated that PBL can improve critical thinking skills, foster initiative in studying or work, foster motivation to learn, and can develop interpersonal relationships in group work.

c. The stages of the Problem Based Learning

The steps in the Problem Based Learning learning model include: (1) Orientation of students to problems, (2) Organizing students to learn, (3) Guiding individual and group investigations, (4) developing and presenting work, (5) Analyze and evaluate the problem solving process. The application of the PBL model in Richard I. Arends (2008) is:

- 1) Stage 1: Provide orientation about the problem to students.
At the beginning of the lesson, the teacher explains the learning objectives, builds a positive attitude towards the lesson, and describes what students are expected to do. The teacher gives a problem related to social problems to students.
- 2) Stage 2: Organizing students to learn
The teacher develops collaboration skills among students and helps them to investigate problems together. The teacher forms research groups. Each group consists of five to six students.
- 3) Stage 3: Guiding group investigation
Investigations are carried out in groups that involve the process of gathering information and providing solutions. Students gather enough information to create and construct their own ideas. The teacher helps students gather information from various sources and creates questions that stimulate students to think about the problem. After students collect sufficient information on the problems they investigate. The teacher encourages students to exchange ideas in groups.
- 4) Stage 4: Develop and present the work
The teacher assists students in planning and preparing relevant research reports or work. After that, students present a report on the results of the investigation or work as evidence of problem solving.
- 5) Stage 5: Analyze and evaluate the problem solving process
The teacher guides students to reflect, and notes important points or concepts related to problem solving.

C. Method

The data collection technique in this writing is by using the library technique method which is carried out by reading, studying and recording various literature or reading materials that are in accordance with the subject matter, then filtered and poured into a theoretical framework. Literature study is also defined as a series of activities related to the methods of collecting library data, reading and taking notes and processing research materials (Mestika Zed, 2008). Meanwhile, according to Mahmud (2011) explains that library research is a type of study carried out by reading books or

magazines and other data sources to collect data from various literatures, both libraries and in other places (Mahmud, 2011).

D. Discussion

In learning activities, motivation as the overall driving force in students that causes learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved (Sadirman, 2012). Problem Based Learning method is a learning method by utilizing problems and students must search or extract information (inquiry) to be able to solve the problem (Taufik, 2010).

The PBL model teaches students to study material about social problems so that students have skills in solving problems. The PBL method can thus develop students' abilities to think critically and logically in solving social problems that occur. As stated by Schunk Pintrich & Meece (Paul Eggen & Donald Kauchak, 2012) that PBL can increase students' learning motivation because the learning utilizes the effects of curiosity, challenge, authentic tasks, and engagement.

Arends (2008) also suggests that working together in solving problems can provide motivation to engage in tasks and increase opportunities for joint investigation and dialogue so as to develop thinking and social skills. This is in line with the research conducted by Fitri and Pandi (2018) which showed that there was a significant effect of using the problem based learning (PBL) method on motivation, readiness and results. The same results are also shown from the results of Sumarji's research (Arif, 2016) which shows that PBL can increase motivation and ability to solve problems in Statistics from the first cycle to the second cycle.

Based on the results of Arif's research (2018), it is known that the influence of PBL on the learning outcomes of class VIII students at SMP Negeri 13 Mataram in each domain are: (1) there is an effect of PBL on the learning outcomes of students' social attitudes, (2) there is no influence of PBL on students' spiritual learning outcomes, (3) there is an effect of PBL on students' learning outcomes of knowledge (4) there is an influence of PBL on students' learning outcomes of skills. The application of PBL to increase motivation so that it becomes more optimal should be modified. Insani, Ramlawati, and Yunus (2018) also conducted research with the results that there was an effect of the PBL (Problem Based Learning) learning model on motivation and learning outcomes of science learning outcomes for seventh grade students of SMP Negeri 5 Pallangga Kab. Gowa studies on the subject matter of Environmental Pollution.

The results of the study of learning motivation can be increased through the PBL learning method which is also supported by the results of Lestari's research (2012), namely the learning motivation of students has increased after being taught the PBL learning model. The results of research by Devi, Rasana, and Suwatra (2014) also show that the Problem Based Learning learning model has an effect on motivation to learn science in fifth grade students in the odd semester of the 2013-2014 academic year in Cluster I, Buleleng District, Buleleng Regency. Suratno, Kamid, and Sinabang (2020) also show the results of research that there is an effect of applying the problem based learning (PBL) model on higher order thinking skills (HOTS) in terms of student motivation. Learning outcomes with the Problem Based Learning model are always better than conventional learning. Likewise, the learning outcomes of students who have high learning motivation will always be better than the learning outcomes of students who have low learning motivation (H.S. Pelawi and K. Sinulingga, 2016).

The application of the PBL model is intended to determine the ability to develop thinking skills, problem solving skills, train independence, learning motivation, and student learning outcomes. In this learning, students are asked to use concepts and interaction processes to assess what they know, act as problem solvers and in learning to build thinking processes, group work, students can cultivate creative thinking skills to solve problems, communicate and motivate each other. (Insani, Ramlawati, Yunus, 2018)

Problem Based Learning model, directs students to be able to explore problems in everyday life and solve problems. In the learning process with the Problem Based Learning model, students carry out various activities including finding problems, formulating problems, and formulating hypotheses, discussing to determine problem solving strategies according to problem formulations and hypotheses, actively implementing problem solving strategies (collecting facts, can This is done by interviewing, discussing, gathering experiences, reading books and other sources) regarding the problems discussed, compiling problem solving in reports and presenting them, actively receiving responses from other groups and teachers, actively drawing conclusions from the problems that have been discussed, wisely revising reports and self-reflection (Devi, Rasana, and Suwatra, 2014)

Problem Based Learning in principle provides space and time for students to explore and elaborate their knowledge. Students can carry out learning activities according to their potential, foster curiosity, and allow the maximum development of all potential and high motivation contained in students. Another positive side of Problem Based Learning is that students' understanding becomes deeper because students are directly involved in finding problems and finding solutions to these

problems. In addition, Problem Based Learning is able to teach students to face problems in everyday life and in the future (Devi, Rasana, and Suwatra, 2014).

E. Conclusion

Motivation comes from the word motive, which is a condition within the individual that encourages individuals to carry out certain activities, whether consciously or not, to achieve certain goals. Problem-based learning strategy is a learning strategy by exposing students to practical problems as a foothold in learning or in other words students learn through social problems. PBL can increase students' learning motivation because the learning utilizes the effects of curiosity, challenge, authentic tasks, and engagement.

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