
GENERATING STUDENT'S LANGUAGE LEARNING PASSION THROUGH PROBLEM-BASED LEARNING

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ABSTRACT

This article discusses the problem of how to cultivate student enthusiasm through problem-based learning. The discussion in the article focuses more on learning Indonesian. Language learning is essentially learning communication skills, both oral and written communication. This learning will be more interesting and can arouse students' enthusiasm for learning if it is done through a problem-solving process. Students are faced with daily problems and are encouraged to find answers to these problems. Therefore, problem-based learning is the right choice of strategy to support student learning motivation. Problem-based learning steps make students search and discover their learning experiences creatively. This strategy is suitable to be used as an alternative learning strategy that can arouse student enthusiasm so that students can achieve meaningful learning experiences.

INTRODUCTION

The world of education still contains many problems. Equitable distribution programs and improving the quality of education have not shown the expected results. The number of children of primary education age who are outside the national education system is still very large. The quality of education is still relatively low. On the other hand, the challenges in various areas of life are getting heavier. The development of science and technology, especially in the fields of information, communication and transportation are very rapid, the escalation of free markets between countries and nations is increasing, and the climate of competition in various aspects of life is getting tighter. Many other problems require solutions such as democratization, human rights, and the implementation of a just and open society,

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nation, and state (*Mendikbud: Problem Pendidikan Saat Ini, Kurangnya Keteladanan! Halaman All - Kompas.Com, n.d.*).

This educational problem cannot be ignored, but a solution needs to be found. One of them is to examine the paradigm of the education system which has been the reference in the implementation of education and to come up with a new paradigm that is suitable for our education. The old paradigm which is based on the conception of input-output analysis needs to be changed into a paradigm that is more in line with the demands of the times. The educational process does not only equip and train students to be able to work, but also equips and trains students to live. Learning is required to produce graduates who have personal skills, social skills, and academic and vocational skills (Currie et al., 2012). The attitudes needed for this are openness, flexibility, and basic principles of living in a social context which includes sensitivity, independence, and responsibility (Prajapati et al., 2016).

The old paradigm of learning that tends to emphasize economic theory needs to be transformed into a new paradigm that emphasizes changing one's potential through creative and dynamic interactions (Andrian, 2018). The paradigm that views that input is improved, the output will automatically be good cannot be maintained because educational input cannot be treated as static input (Beech, 2018). Educational input is a dynamic input that is largely influenced by the educational process and context factors. Therefore, in the educational process, these processes and contextual factors must be considered in addition to considering educational inputs and outputs.

GENERATING STUDENT'S LANGUAGE LEARNING PASSION

Learning is essentially an interactive activity to transform potential into a powerful radiance of one's uniqueness. This interaction will occur if there is a relationship between something that is already understood and something new (Wang & Han, 2015). Through these learning events, students will experience changes towards a new and new self. If learning is not able to change students' self, learning is futile. Therefore, the process of creating a relationship between the old knowledge that students already have with the new subject that will be studied is an important activity in the learning process.

Learning a language is learning by practicing using language according to its function and meaning in communication (Brown, 2000). Therefore, language learning occurs in a language teaching-learning interaction activity. Language learning interaction activities have different characteristics of learning interaction activities for other subjects. The characteristics of the language teaching-learning interaction activities are presented below.

- (1) Activities carried out in student-centered teaching and learning activities. This means that students must be active in carrying out language use practices. Student involvement in teaching-learning activities is one of the salient characteristics of learning interactions. In learning activities, students act as (a) researchers, namely exploring objects, events, people, or concepts, (b) cognitive apprenticeships, namely smoothing their cognitive through the apprenticeship process, and (c) producing knowledge, namely synthesizing knowledge and skills.

- (2) Activities carried out in teaching and learning activities lead directly to the training or practice of using language both orally and in writing. The practice of using language has a very important role in language teaching because teaching that is only focused on understanding language rules will not affect actual performance both in speaking and writing.
- (3) The activities carried out can foster and direct students' abilities in choosing and arranging their language according to the determinants of communication actions. The factors referred to include who the speech participants are, for what purposes, in what situations, in what context, by which channels and media, and in what events.
- (4) Activities carried out in teaching and learning activities lead to the creativity of using language, not only using mechanical language. The activities carried out must provide opportunities for students to use language creatively by freely choosing what to express and how to express it. Mechanical exercises must be minimized because they do not provide opportunities for students to be creative in choosing and arranging their language.

For teaching-learning interaction activities as described above to be achieved, each language teacher must be able to act as an individual who can provide guidance, monitor student activities, create creative exercises, and in other opportunities can act as a mutual communication partner. same with students. Interactions in teaching and learning activities originate from and lie with students. Students must have opportunities for meaningful communicative interactions (Bloom & Gascoigne, 2017). In this case, students act as students' subjects, while teachers act as instructors, need analyzers, and guide students in practicing normal communication.

One more thing that needs attention is the activities planned in teaching and learning activities must be following the needs of students (Suyitno et al., 2017). Activities following the needs of students will arouse students' passion for learning. High passion will be able to increase student success in learning. This happens because, with high enthusiasm, students are motivated to know, then do something to be able to accept what they want to know. The increased passion of students in learning can be seen in the active involvement of students in the things they are learning. Conversely, teaching that is not following the needs of students will be very boring, so that student learning motivation becomes low.

Student enthusiasm can be built through meaningful learning tasks in student life. These tasks are challenging tasks, namely tasks that span students' thinking skills and social skills. Besides, assignments given to students should be authentic, namely real tasks that are integrated with students' daily life experiences. In certain situations, to increase the enthusiasm of students in learning, Indonesian language teachers can work together with teachers of other subjects to provide integrated/interdisciplinary assignments, namely tasks that are a combination of several subjects.

The excitement of student life in life outside of school can be used as a reference in stimulating student learning in Indonesian language learning. The diversity, flexibility, and similarity that exist in real life in society are used as the basis for forming student workgroups in solving learning problems. Therefore, in

grouping students in learning, teachers must consider the principle of (a) diversity, namely diversity in terms of gender, culture, ethnicity, religion, learning styles, abilities, etc., (b) flexibility, namely flexibility in forming groups that are arranged according to the learning objectives, and (c) equality, namely the fair treatment of students.

PROBLEM-BASED LEARNING

In daily life, children always face various problems. These problems come from friends, the environment, or from himself. They try actively and creatively to solve these problems. Sometimes they also experience a confrontation with friends in overcoming life's problems. They try to give all their potential to stay alive and achieve the hopes that they aspire to. Therefore, the excitement of living through solving and overcoming these problems can be an exciting learning model.

Problem-based learning (PBL) is one of the learning models that can create student learning conditions to be more active and creative (Hmelo-Silver, 2004). Through PBL, students are actively involved in solving problems systematically according to the scientific method so that students can learn knowledge related to these problems and at the same time have the skills to solve problems. Through PBL, students are positively confronted with practical problems through stimuli in learning (Saguni, 2013).

PBL has several characteristics, including (1) starting learning with a problem, (2) ensuring that the problems given relate to the real world of students, (3) organizing lessons around problems, not around disciplines, (4) giving responsibility big responsibility to students in establishing and implementing their learning process directly, (5) using small groups, and (6) requiring students to demonstrate what they have learned in the form of products or performance. Based on this description, it can be argued that learning with the PBL model begins with a problem (which can be raised by students or teachers), then students deepen their knowledge of what is already known and what needs to be known to solve the problem. Students can choose problems that are considered interesting to solve so that they are encouraged to play an active role in learning.

Problems that are used as the focus of learning can be solved by students through group work so that they can provide various learning experiences to students such as cooperation and interaction in groups, in addition to learning experiences related to problem-solving such as understanding problems, identifying problems, designing solving activities. problems, collect information from various references, interpret answers to problems, make conclusions, present, discuss, and make reports. This situation shows that the PBL model can provide rich experiences to students. In other words, the use of PBL can increase students' understanding of what they are students with so that they are expected to apply it in real conditions in everyday life.

THE IMPORTANCE OF PROBLEM-BASED LEARNING

PBL is a learning model that is oriented towards a theoretical constructivism framework. In PBL, the focus of learning is on the chosen problem so that students learn not only concepts related to problems, but also scientific methods to solve

problems. Therefore, students must not only understand the concepts relevant to the problem at the center of attention but also gain learning experiences related to the skills of applying scientific methods in problem-solving and fostering critical thinking patterns.

When learning begins with a problem, especially if the problem is contextual, there can be a cognitive imbalance in students. This situation can stimulate curiosity so that it raises various questions around the problem such as "what is meant by ...", "why did it happen ...", "how to know ..." and so on. When these questions have arisen in students, their intrinsic motivation to learn will grow. In this condition, the teacher's role as a facilitator is needed to direct students about "what concepts are needed to solve problems", "what to do" or "how to do it" and so on. From this explanation, it can be seen that the application of PBL in learning can encourage students to have the initiative to learn independently. This experience is very necessary for everyday life because the development of a person's mindset and work patterns depends on the way he teaches himself.

The learning outcomes obtained by students through PBL can be divided into three, namely (1) skills to solve problems through inquiry activities, (2) learning skills according to adult behavior (adult role behaviors), and (3) skills for independent learning (skills for independent learning). Students who do inquiry in learning will use higher-order thinking skills, that is, they will carry out mental activities such as induction, deduction, classification, and rationalization. PBL also aims to help students learn independently.

A constructivist learning environment is needed in learning through PBL. The constructivist learning environment includes the following factors.

a) *There is a link between cases*

Related cases can help students to understand issues implicitly. Related cases can help students learn to identify the root of the problem or the main source of the problem that has an impact on the emergence of other problems. Such learning activities can help students improve their critical thinking skills that are useful in everyday life.

b) *The existence of cognitive flexibility*

Cognitive flexibility represents the subject matter to understand the complexities associated with the knowledge domain. Cognitive flexibility can be improved by providing opportunities for students to provide ideas, which illustrate their understanding of the problem. Cognitive flexibility can foster divergent creativity in presenting problems. From the problems set, students can develop problem-solving steps and can come up with logical solving ideas. These ideas can be discussed first in small groups before being implemented.

c) *Availability of information sources*

Information sources are useful for students in investigating problems. Information is constructed in mental models and formulation of hypotheses which become the starting point in manipulating the problem space. In the context of language learning, students' knowledge of the problem solved can be used as an initial reference and in searching library materials according to the problems they solve.

d) *Availability of cognitive assistance*

Cognitive assistance is an aid for students to improve their ability to complete tasks. Cognitive tools help students to represent what they know or what they have learned or do thinking activities through giving assignments.

e) *The existence of dynamic modeling*

Dynamic modeling is the knowledge that provides ways of thinking and analyzing, organizing, and providing a way to express their understanding of a phenomenon. Modeling helps students to answer the questions, "what do I know" and "what does it mean".

f) *There are opportunities for conversation and collaboration*

Conversation and collaboration are carried out by discussing the problem-solving process. Informal discussions can foster an atmosphere of collaboration. Intensive discussion in which there is a process of explaining and paying attention to the explanations of discussion participants can help students develop scientific communication, logical argumentation, and scientific attitudes.

g) *The existence of social and contextual support*

Social and contextual support related to the conditions that make the problem (which is the focus of learning) can make students motivated to solve it. Social support in this group is important in fostering mutually motivating conditions between students. The competitive atmosphere between groups can also support group performance. Social and contextual support should be accommodated by teachers to make learning successful.

Based on the description above, the following can be stated.

- (1) Through PBL, learning becomes more meaningful. Students who learn to solve a problem will apply the knowledge they have or try to find out the necessary knowledge. This means that learning is in the context of concept application. Learning can be more meaningful and can be expanded when students are faced with situations where these concepts are applied.
- (2) In PBL situations, students integrate knowledge and skills simultaneously and apply them in the relevant context. That is, what students do following real conditions is no longer theoretical so that problems in the application of a concept or theory will be discovered by them during learning.
- (3) PBL can improve critical thinking skills, foster student initiative in work, foster intrinsic motivation to learn, and can develop interpersonal relationships in group work.

A common symptom that occurs in students at this time is "lazy to think" they tend to answer a question by quoting from books or other literature without expressing their opinion or analysis of that opinion. If this situation continues, students will have difficulty applying the knowledge they have acquired in class to real life. In other words, the lesson in class is to get test scores and the test scores are not necessarily relevant to their level of understanding. Therefore, the PBL model is an alternative that can be a solution to encourage students to think and work and not only memorize and tell stories.

THE STAGES OF PROBLEM-BASED LEARNING

The implementation of PBL started with a problem. The student must solve the problem or seek a solution. The problem can come from students or it may also

be given by the teacher. Students will focus their learning around the problem, in other words, students learn scientific theory and method to solve the problem that is the center of their attention.

Problem-solving in PBL must be following the steps applied in the scientific method. Students learn to solve problems in a systematic and planned manner. Therefore, the use of PBL can provide students with a learning experience doing scientific work. There are at least eight stages of problem-solving in problem-based learning, namely (1) identifying problems, (2) collecting data, (3) analyzing data, (4) solving problems based on existing data and analysis, (5) choosing ways to solve problems, (6) planning the implementation of problem-solving, (7) conducting trials of the established plans, and (8) taking action to solve problems (Fogarty, 1997 & Yew & Goh, 2016). The first four stages are required for different categories of thinking levels, while the next four stages must be reached if learning is to achieve higher-order thinking skills.

The step of identifying the problem is a very important stage in PBL. Selection of the right problem to provide a learning experience that characterizes scientific work is often a "problem" for teachers and students. That is, the selection of problems that are less broad, less relevant to the context of the learning material, or a problem that is very distorted from the level of thinking of students can lead to not achieving learning objectives. Therefore, it is very important to have assistance from teachers at this stage. Even though they do not intervene on the problem, the teacher can focus the problem through questions so that students reflect more deeply on the selected problem. In this case, the teacher must act as a facilitator so that learning stays on the planned frame.

One thing that is very important to note in PBL is a why-based question, not just how. Therefore, at each stage in problem-solving, the skills of students at that stage should not only be how skills but the ability to explain problems and how problems can occur. The stages in the problem-solving process are used as a framework or guide in the learning process through PBL. However, what must be achieved at the end of the lesson is the ability to understand the problems and the reasons for the problems, and the position of these problems in a very broad system.

There are five phases of implementing PBL in learning. Learning begins by explaining the learning objectives and activities to be carried out. In using PBL, this stage is very important. In this case, the teacher must explain in detail the activities that must be carried out by students as well as by the teacher. In addition to the process that will take place, it is also necessary to explain how the teacher will evaluate the learning process. This is intended to motivate so that students can engage in the learning to be carried out.

Besides developing problem-solving skills, PBL also encourages students to learn collaboratively. Solving a problem requires cooperation and sharing between members. Therefore, the teacher can start learning activities by forming groups of students, each group will choose and solve a different problem. The principles of grouping students in cooperative learning can be used in this context, such as groups must be heterogeneous, the importance of interaction between members, effective communication, the presence of peer tutors, and so on. The teacher needs to monitor

and evaluate the work of each group to maintain the group's performance and dynamics during learning.

After students are oriented to a problem and have formed study groups, the teacher and students define specific sub-topics, inquiry tasks, and schedules. The main challenge for the teacher at this stage is to get all students actively involved in some investigative activities and the results of these investigations can produce solutions to these problems.

The investigation is the essence of PBL. Activities carried out in this phase include collecting data and conducting experiments, hypothesizing and making explanations, and providing solutions. Data collection and experimentation are very important aspects. At this stage, the teacher must encourage students to collect data and carry out experiments until they truly understand the dimensions of the problem situation. The goal is for students to gather enough information to create and construct their ideas. In this phase, students should be more than just reading problems in books. Teachers need to help students to collect as much information as possible from various sources. The teacher should ask questions that encourage students to think about the problem and the variety of information needed to arrive at defensible problem solutions.

After students collect enough data and provide problems about the phenomenon being investigated, then they begin to offer explanations in the form of hypotheses, explanations, and solutions. During teaching at this phase, the teacher encourages students to convey their ideas and fully accept these ideas. The teacher must also ask questions that make students think about the feasibility of their hypotheses and solutions and the quality of the information gathered. The following questions should be sufficient to arouse the enthusiasm of inquiry for students. "What do you need to make sure that your solution is the best?" or "What can you do to test the feasibility of your solution?" or "Are there any other solutions you can suggest?". Therefore, during this phase, the teacher must provide the necessary assistance without interfering with students' activities in investigating activities.

The investigation stage is followed by creating artifacts (works) and exhibitions. Artifacts are more than just written reports, but can be videotaped (showing a problem situation and proposed solutions), models (physical representations of the problem situation and its solution), computer programs, and multimedia presentations. Of course, the sophistication of the artifact is greatly influenced by the level of thinking of students. The next step is to display their work and the teacher will act as the organizer of the exhibition. It would be better if this role involves other students, teachers, parents, and others who can be "assessors" or provide feedback.

Analyze and evaluate the problem-solving process are the final stage in PBL. During this phase, the teacher asks students to reconstruct the thoughts and activities that have been carried out during the learning process. When did they first gain a clear understanding of the problem situation? When do they believe in a particular solution? Why can they receive an explanation more readily than others? Why do they reject some explanations? Why did they adopt their final solution? Did they change their minds about the problem situation while the investigation was taking place? What caused the change? Will they do differently in the future? Of course,

many more questions can be asked to provide feedback and investigate the weaknesses and strengths of PBL for teaching.

LEARNING INDONESIAN BASED PROBLEM

PBL can be used in language learning, especially Indonesian language learning. PBL has great benefits in training students' creativity, thinking power, and independence. PBL can be used as a tool that trains students to solve problems. PBL uses a framework that emphasizes how students plan an activity to answer a series of questions. These questions include "what do I know", "what do I need to know", "what do I need to learn", and "how do I measure or describe the results". During the phase of designing problem-based activities, students identify various problems and compile a list of each stage of the activity to be carried out (Reigeluth, 1983).

As an alternative learning strategy, PBL can be applied to train students to work independently and to use their potential and creativity in the learning process. In learning activities, students get a large portion and opportunity to practice using their thinking power and skills in absorbing and mastering the teaching material they are learning. This is following the spirit of language learning, namely training and teaching students who are skilled and proficient in the language. Children who are skilled and proficient in language are children who can use their language competence and performance optimally, both receptive and productive language competencies and competencies.

In essence, language learning is learning to use language to communicate. In language learning, students are trained and learned to use language as a vehicle to absorb information, analyze, synthesize, evaluate, and convey it as new information. Language in this case functions as a means of thinking, reasoning, and communicating, not as a material that must be memorized.

In general, language learning is often stuck in conceptual learning about language. Language is taught as a concept that must be memorized and understood by children as in learning economics, chemistry, physics, and biology. Children are burdened with work to memorize some terms that are not profitable for language learning. As a result, children are more adept at explaining these terms but are unable to use or apply these terms in language activities (in writing, for example). For example, children understand and can explain and give examples of the meaning of synonyms, but children cannot use these synonyms for writing or reading purposes. Therefore, this learning model needs to be overhauled so that it becomes a more creative and innovative learning model.

Standard Indonesian curriculum content emphasizes language learning material that is more functional. Through learning Indonesian, students are expected to be able to use the language according to its function. For example, some of the main Indonesian language teaching materials in the Indonesian curriculum are writing letters, compiling scientific papers, developing paragraphs, compiling speeches, compiling proposals, and so on. Students need to be trained and learned to use the Indonesian language for writing letters, compiling scientific papers, developing paragraphs, composing speech texts, and compiling proposals, not being asked to understand and memorize the systematic and characteristics of letters, scientific papers, paragraphs, and speeches.

In learning Indonesian functionally, three main problems need the attention of the teacher. The three main problems are (a) content/topic problems, (b) systematic / format problems, and (c) language structure problems with various variations of politeness. The content/topic problem is a matter of general knowledge whose mastery can be trained to students through various fields of study and by reading a lot. Systematic / format problems are standard matters that can be found in various references. Meanwhile, the problem of language with variations in politeness is a problem that is the task of Indonesian language teachers in its development. Therefore, this third problem is the main focus of the task of Indonesian language teachers in learning activities.

Based on the characteristics of Indonesian language teaching materials as stated above, PBL can be seen as a strategy that provides great opportunities for classroom activities in achieving learning objectives. Through learning with the PBL strategy, learning activities will awaken students to ask themselves what problems/topics will be known, what activities need to be done to find out, how to attempt to learn them, and how to measure success and describe the results. If students' awareness in learning has reached this level, it means that the class activities have succeeded in achieving the learning objectives, namely the creation of learning how to learn classes.

APPLICATION OF PROBLEM-BASED LEARNING

a. Things that must be prepared by the teacher before learning

- 1) Identify and map topics / basic competencies in the curriculum that will be taught to students.
- 2) Prepare case/problem sheets that will be given to students.
- 3) Survey the school library to determine the existence of the required reference sources.
- 4) Prepare other reference sources that are needed if these are not available in the library.
- 5) Make signs of problems and assignments that must be done by students.

b. What the teacher does during learning

- 1) Create classroom conditions and situations that are ready to receive information and carry out learning activities.
- 2) Tell students about the topic/material to be studied.
- 3) Explain the objectives to be achieved in learning activities.
- 4) Describe activities that will and must be carried out by students in learning.
- 5) Determine and offer to students whether the activity is done individually or in groups.
- 6) If the activity is carried out in groups, define student workgroups (group formation can be done in a variety of interesting ways).
- 7) Give cases/problems to students to find solutions following the signs set.
- 8) Provide opportunities for students to identify cases and identify activities to be carried out.
- 9) Instruct students to deepen their insights about cases by reading them from reference books (can look for them in the library or prepared by the teacher).

- 10) Guide students to find answers/solutions to problems by discussing them with their friends/groups.
- 11) Suggest to students to immediately compile reports on the results of solving/solving cases/problems.
- 12) Conduct seminars/sessions to discuss cases per group or between groups (this activity can be done using a variety of interesting learning models, for example, jigsaw, display of works and comments from other groups, or other models).
- 13) Conduct plenary sessions to discuss cases and draw conclusions.
- 14) Do reflection activities.

CONCLUSION

In Indonesian language learning, teachers should not be trapped in learning concepts, but teachers should focus more on learning language skills. Students should not be overwhelmed by efforts to memorize concepts/terms but should be more focused on using those concepts/terms. In teaching certain topics, teachers should use more illustrative models instead of definitive models. In preparing for learning activities, the teacher does not need to explain the name of the method to be used but directly directs students to the activities that must be carried out based on that method. Teachers should not be preoccupied with equipping themselves with the amount of material to be taught but enriching themselves with various strategies to teach students about the material. Indonesian language learning resources and media are not only in the form of textbooks but are widely available and varied in our environment. In learning activities, provide opportunities for students to be creative and alternative in their opinions as long as those concerned can be accountable for their opinions.

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