Problem-Based Learning: An Effort to Enhance Student Motivation at MAN Bengkayang

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Abstract

This study aims to enhance student motivation in the 11th grade at MAN Bengkayang by implementing Problem-Based Learning (PBL) on social conflict. The primary focus of this article is to explore how the PBL method can address students' low motivation and how the application of PBL contributes to improving students' understanding of social conflict. Using the classroom action research (CAR) methodology, this research was conducted in two cycles, involving stages of planning, implementation, observation, and reflection. The results indicate a significant improvement in student motivation, as evidenced by an increase in the average exam score from 50 to 70 in the second cycle, along with greater student engagement in group discussions. However, challenges in time management and group management remain barriers that need to be addressed to maximize the effectiveness of PBL. The findings of this study suggest that problem-based learning can enhance student motivation, particularly in topics considered difficult or tedious, such as social conflict. Applying PBL allows students to engage in a more contextual learning experience, linking theory with the social realities around them and offering opportunities to think critically and creatively in problem-solving. Additionally, the constructive feedback from teachers boosts students' self-confidence, further strengthening their intrinsic motivation to learn. Overall, this study provides evidence that problem-based learning is effective in enhancing critical thinking skills and creating a learning environment that is more relevant to students' everyday lives. With support from creative teachers and a deep understanding of student characteristics, PBL can significantly drive student motivation. This approach also provides opportunities for students to develop essential social and emotional skills to address social challenges in society. The significance of this study in the

academic world is crucial, as it contributes to the literature on problem-based learning in the context of education in Indonesia. This research enriches our understanding of the application of PBL to enhance student motivation, particularly in the field of Sociology. It is hoped that this study will serve as a reference for future research and provide a foundation for the development of more effective teaching methods across various educational levels.

INTRODUCTION

Effective learning is the cornerstone of the educational process and plays a critical role in shaping the quality of future generations. As the pace of change accelerates, teaching that is relevant and capable of igniting students' enthusiasm for learning has become an urgent necessity. In education, particularly at the madrasah level, teaching methods must be capable of addressing increasingly complex and diverse global challenges. Problem-Based Learning (PBL) has emerged as an approach expected to enhance student motivation by positioning them as active participants in their learning, thereby transforming them into true problem solvers. This approach does not merely focus on teaching theory, but provides students with opportunities to connect learning with real-life experiences that are more tangible and applicable (Arief et al., 2016).

However, in reality, many educational institutions, including Madrasah Aliyah Negeri (MAN) Bengkayang, still fall into traditional patterns of teaching that tend to be monologic and teacher-centered. This phenomenon is especially evident in grade XI, where student motivation remains low. Students do not feel connected to the material being taught, which is most apparent in the Sociology subject. Students should be able to explore various relevant social issues, but instead, they often appear apathetic and lack enthusiasm for learning. This suggests that the current teaching methods do not motivate students to become more engaged and interested in the learning process.

In motivational theory, Abraham Maslow highlights the importance of fulfilling basic human needs before achieving higher levels of self-actualization. In the context of education, Maslow suggests that students who do not have their basic psychological needs met, such as feeling safe, valued, and having clear goals, will struggle to reach optimal learning motivation. Maslow asserts that individuals can progress to the need for esteem and self-actualization only after physiological and safety needs are met (Maslow, 1970). Problem-Based Learning, which emphasizes students as active participants in the learning process, can serve as a means to motivate students by providing challenges relevant to their lives. This approach will create a stronger need to learn because students feel valued, secure, and more connected to the material they are studying (Arief et al., 2016).

Maslow's theory also emphasizes the importance of addressing students' social and emotional aspects in learning. In the context of MAN Bengkayang, the Problem-Based Learning approach has the potential to create a more inclusive and participatory classroom environment, which in turn could enhance students' motivation to learn. When students are given the opportunity to identify and solve real problems, they learn theory and gain practical experiences that build their self-confidence. This process allows students to feel more valued and relevant to their lives, which aligns with their need for personal development and self-actualization.

Given the phenomenon of low student motivation in grade XI at MAN Bengkayang, Problem-Based Learning becomes an appropriate choice for implementation. It will help students engage more deeply with the subject matter and allow them to develop essential skills that can be applied in their social lives. This approach is highly relevant to students' need for more meaningful learning and fulfilling their psychological needs per Maslow's hierarchy of needs. This study will explore how the application of Problem-Based Learning can address the issue of low student motivation at MAN Bengkayang, particularly in the Sociology subject.

This study focuses on grade XI at MAN Bengkayang, to provide a clearer understanding of the effectiveness of Problem-Based Learning in enhancing student motivation. The subjects of this study are grade XI students involved in Sociology lessons, particularly in the topic of social conflict. The choice of this location is significant, given the unique social and educational challenges faced by Bengkayang, a region still grappling with improving education quality. It is hoped that Problem-Based Learning can be an innovative solution to these challenges, ultimately increasing student motivation at MAN Bengkayang and creating more relevant and dynamic learning experiences.

Improving student motivation has become a key focus in efforts to enhance the quality of education at various levels. Several studies have revealed that a practical approach to increasing student motivation is Problem-Based Learning (PBL). PBL is a method that emphasizes the active role of students in the learning process, where they are presented with real-world problems relevant to their lives to analyze and solve. Research by Murdani et al. and Wahyuningtyas & Kristin shows that by providing students with the opportunity to tackle real issues, they become more connected to the subject matter and more motivated to learn (Murdani et al., 2022; Wahyuningtyas & Kristin, 2021). In the context of social conflict learning, PBL not only enhances students' understanding of social issues around them but also develops their critical thinking skills and collaborative abilities, as explained by Safitri and Imami (Imami, 2018; Safitri, 2023).

Furthermore, student motivation is also strongly influenced by the role of the teacher in creating a supportive learning environment. Creative and innovative teachers can employ various methods to attract student interest, which in turn can enhance their motivation. Research conducted by Oktiani and Anggraini & Sukartono shows that using diverse strategies, including engaging learning media and creating a pleasant classroom atmosphere, can increase student motivation (Anggraini & Sukartono, 2022; Oktiani, 2017). In the PBL framework, the teacher's role is crucial as a facilitator who guides students in exploring and solving problems. This allows students to engage actively, thus increasing their motivation to learn more diligently (Simamora & Simamora, 2022; Syah et al., 2016).

Student motivation is also influenced by internal factors, such as interest and self-confidence. Students with high intrinsic motivation tend to be more active in learning and achieve better learning outcomes. Monika & Adman and Anisa found that students who are interested in the subject matter and confident in their ability to solve problems will be more engaged in learning (Anisa, 2019; Monika & Adman, 2017). Therefore, it is important for teachers to understand each student's characteristics and design learning experiences that are relevant to their interests. By applying PBL in social conflict topics, students will find it easier to see the connection between their learning and their everyday lives, which will strengthen their motivation to learn (Oktaviyani et al., 2023; Ramadhani & Sulisworo, 2022).

In the context of MAN Bengkayang, the application of PBL in social conflict topics is expected to have a positive impact on student motivation. Previous studies have shown that PBL is effective in increasing student motivation at various educational levels, including madrasah environments. Wahyuningtyas & Kristin (2021) and Rustiningsih (2021) found that students engaged in problem-based learning showed significant increases in their motivation to learn. By involving students in real-life situations relevant to their lives and providing opportunities for them to collaborate in groups, it is hoped that students will experience the direct benefits of the learning they engage in. This will encourage them to be more active and diligent in their studies.

Overall, this literature review shows that PBL is a highly effective approach for enhancing student motivation, particularly when applied to relevant topics such as social conflict. With the support of creative teachers and a deep understanding of student characteristics, student motivation in grade XI at MAN Bengkayang is expected to significantly increase. Applying PBL provides opportunities for students to become more engaged and see the practical value of their learning, thereby optimizing their learning outcomes.

The research method used in this study is Classroom Action Research (CAR), which aims to address issues occurring in the classroom and improve the quality of learning through a continuous cycle. CAR involves steps including planning, implementation, observation, and reflection, with the goal of improving and enhancing the quality of teaching on an ongoing basis (Baumfield et al., 2008). With this approach, it is hoped that the impact of applying Problem-Based Learning on improving student motivation in the topic of social conflict in grade XI at MAN Bengkayang will become clearer.

The research design uses a cyclical model consisting of four main stages, repeated in each cycle. Each cycle begins with the planning stage, where the teacher designs the PBL approach by preparing relevant material and setting clear learning objectives. The teacher also prepares instruments to measure student motivation and involvement, and designs case studies that will connect the material to students' social lives. In the implementation stage, PBL is applied by dividing students into groups to analyze relevant social issues. Students are tasked with analyzing real-life cases of social conflict, enabling them to connect theory to real-world situations. Observations are made during the learning process to monitor students' motivation and involvement, focusing on indicators such as participation in discussions, curiosity, group involvement, and responses to the material provided. Subsequently, during the reflection stage, the teacher evaluates the success of the cycle. This reflection provides an opportunity for the teacher to assess whether student motivation has increased and to identify areas for improvement in the next cycle.

This study involves 29 grade XI students at MAN Bengkayang as research subjects. The selection of this class is based on previously identified low motivation, especially in Sociology, particularly in the topic of social conflict. The teacher serves as the researcher who designs, implements, and evaluates the learning process to improve student motivation.

To measure the effectiveness of Problem-Based Learning, this study uses several instruments, including motivation tests to assess changes in student motivation before and after the PBL approach is applied. This test will explore students' intrinsic and extrinsic motivation toward Sociology and their views on social conflict topics. Observation sheets are used to monitor students' participation and involvement during the learning process.

Indicators observed include students' initiative to ask questions, express opinions, and collaborate in groups. Additionally, field notes will document dynamic classroom developments, including changes in students' attitudes and interactions during the learning process. To gain a broader perspective, a questionnaire will also be used to collect data on students' perceptions of PBL and whether this approach made the subject matter more engaging and relevant to them.

The research procedure will be carried out in several cycles. In Cycle I, the first step is planning, which involves creating a lesson plan (RPP) that integrates Problem-Based Learning. The social conflict material will be prepared as relevant case studies for students to analyze. The learning process will involve dividing students into groups and providing them with case studies to analyze. Observations will be made to monitor student involvement during group discussions and presentations. At the reflection stage, the teacher will evaluate the success of the first cycle and make improvements if necessary, in preparation for the next cycle.

After Cycle I, Cycle II and subsequent cycles will be conducted based on the reflection of the previous cycle. Each cycle will be followed by planning adjustments to improve learning effectiveness. For example, refinement of the material and more varied discussion methods may be implemented in the second cycle to maximize student involvement. Observations will be made again to monitor student responses, and during reflection, the teacher will evaluate whether the improvements made positively impacted student motivation.

The data obtained during the study will be analyzed using both qualitative and quantitative approaches. Qualitative data obtained from observations and field notes will be analyzed by describing events or phenomena that occurred during the learning process. The researcher will record how students interact, whether there were changes in attitudes or activity levels, and how they responded to the PBL approach. Quantitative data from motivation tests and questionnaires will be analyzed using statistical techniques to see if there is a significant increase in student motivation after the application of Problem-Based Learning. This analysis technique is expected to provide a clearer picture of how much impact Problem-Based Learning has on student motivation in grade XI at MAN Bengkayang.

PROBLEM-BASED LEARNING AND STUDENT MOTIVATION

Improving student motivation has become a primary focus in efforts to enhance the quality of education at various levels. One approach that has proven effective in increasing student motivation is Problem-Based Learning (PBL). PBL is an approach that encourages students to actively engage in learning by identifying and solving real problems relevant to their lives. This approach allows students to develop critical thinking skills and improve their understanding of the material being taught. Several studies have shown that PBL can significantly enhance student motivation (Murdani et al., 2022; Wahyuningtyas & Kristin, 2021). Therefore, the implementation of PBL in the topic of social conflict in grade XI at MAN Bengkayang is expected to have a positive impact on student motivation.

Motivational theory provides a crucial foundation for understanding the factors influencing successful learning. Maslow's theory of the hierarchy of needs explains that student motivation is closely related to fulfilling individual needs. Basic needs, such as physiological needs and a sense of security, must be met before students can fulfill higher psychological needs, such as belongingness and esteem. At higher levels, individuals can

achieve self-actualization, which is linked to a sense of achievement and intrinsic motivation in learning (Maslow, 1970). Problem-Based Learning can help meet students' psychological needs by providing relevant learning experiences and giving them opportunities to engage in solving real problems, thus boosting their self-confidence and intrinsic motivation.

Problem-Based Learning (PBL) emphasizes the importance of solving real-world problems as the primary method in the learning process. Barrows and Tamblyn argue that PBL aims to develop critical thinking, analysis, and problem-solving skills among students. In PBL, students are not just given information, but are actively involved in the problem-solving process, which requires higher-order thinking skills. This approach gives students the opportunity to work in groups and engage in discussions, enabling them to gain a deeper understanding of the topics being taught. PBL also encourages students to think creatively when searching for solutions to complex problems, which contributes to enhancing their motivation to learn (Barrows & Tamblyn, 1989).

The relationship between Problem-Based Learning and student motivation is quite clear. Ryan and Deci, in their Self-Determination Theory (SDT), emphasize that intrinsic motivation develops when students feel in control of their learning process and feel connected to the material they are studying (Ryan & Deci, 2018). By using PBL, students are given the opportunity to solve problems that are relevant to their lives, thus increasing their engagement and giving them strong reasons to learn. This increases their sense of ownership of their learning, which in turn enhances their intrinsic motivation and involvement in the learning process.

Problem-Based Learning is also highly relevant to the topic of social conflict. Social conflict is an issue that occurs in society due to differences in interests among social groups. In Indonesia, the issue of social conflict is closely related to the daily lives of students, given the existing social, cultural, and economic diversity. Social conflict often arises from tensions between groups with differing interests, whether in terms of ideology, economics, or culture. In this context, PBL allows students to identify, analyze, and find solutions to real social problems, which can enhance their understanding of social conflict and develop their critical thinking skills.

The Constructivist Learning Theory, developed by Jean Piaget and Lev Vygotsky, is highly relevant to applying Problem-Based Learning. Constructivism argues that knowledge is built through experience and interaction with the environment, rather than being passively received. In PBL, students actively build their knowledge by solving the problems presented to them while collaborating with their peers. Vygotsky emphasized the importance of social interaction in learning, where students can learn from their classmates. Through group discussions, students build cognitive knowledge and develop social and emotional skills, which are crucial for enhancing their motivation to learn (Masgumelar & Mustafa, 2021; Suparlan, 2019).

Problem-Based Learning can be a solution to student inactivity in the classroom. Often, students feel that the material being taught is not relevant to their lives, which causes them to lose motivation to learn. PBL offers a more engaging and relevant approach, as students are invited to solve real problems occurring in society (Barrows & Tamblyn, 1989). For example, in the topic of social conflict, students can be given case studies about social conflicts happening around them and be asked to find constructive solutions. In this way, students become more involved in the learning process, as they can directly see the connection between the material being taught and their everyday lives.

Problem-Based Learning is highly effective in developing students' critical thinking skills. Critical thinking skills include the ability to analyze information, evaluate arguments, and make rational decisions based on evidence. In PBL, students are trained to think critically by analyzing problems in-depth, seeking relevant information, and engaging in discussions to find the best solutions. In the context of social conflict, students are expected to identify the causes and effects of conflicts and develop solutions that can be implemented in society. This process not only enhances their understanding of social issues but also enriches their critical thinking skills.

The teacher's role is crucial in improving student motivation, especially in the context of Problem-Based Learning (PBL). As facilitators and motivators, teachers play a significant role in creating a learning environment that is engaging, relevant, and supports active student participation. A teacher who is able to connect the material to real-life situations and provide constructive feedback can make students feel valued and motivated to continue learning. PBL gives students the opportunity to tackle real problems, which in turn can enhance their sense of autonomy, competence, and social connection. According to Ryan and Deci (2018), student motivation is influenced by three main factors: autonomy, competence, and social relatedness. PBL effectively addresses all three factors, as it gives students the freedom to seek solutions, provides challenges that match their abilities, and opens opportunities for interaction with their peers. As a result, students feel more competent and have control over their learning process, which significantly enhances their motivation to learn.

Overall, Problem-Based Learning is not only effective in developing critical thinking skills but also in improving student motivation, especially in relevant topics such as social conflict. With support from creative teachers and a deep understanding of student characteristics, PBL can create more meaningful learning experiences and increase student engagement in the learning process.

This study aims to increase student motivation through the application of Problem-Based Learning (PBL) in the topic of social conflict in grade XI at MAN Bengkayang. Relevant theoretical discussions will be presented in the context of student motivation, Problem-Based Learning, and its relevance to the topic of social conflict being taught. It is hoped that this knowledge will provide a strong theoretical foundation for implementing more effective learning methods.

PROBLEM-BASED LEARNING INCREASES STUDENT MOTIVATION AT MAN BENGKAYANG

This study aims to improve student motivation through the implementation of Problem-Based Learning (PBL) in the topic of social conflict in grade XI at MAN Bengkayang. Based on initial observations and data obtained, it was found that student motivation was very low, as reflected in the average exam score of only 50. This indicates that many students did not meet the school's Minimum Completion Criteria (KKM). A lack of student engagement and interest in the learning provided likely causes this issue. Sociology, which tends to be theoretical and disconnected from their daily experiences, exacerbates this condition. Therefore, it is crucial to find an approach that can enhance student motivation, one of which is through more engaging and applicable problem-based learning.

In the first cycle, Problem-Based Learning was applied to improve student motivation. The learning began by presenting problems directly related to the students' social lives, specifically regarding social conflicts. For example, students were provided

with case studies on social conflict between community groups or other social issues relevant to their environment. This approach was expected to capture students' attention and give them a strong reason to engage in the learning process. Providing contextual problems allowed students to realize that the material they were studying was not just theoretical, but connected to the realities of their daily lives.

However, despite the expectation that PBL would improve motivation, the results of the first cycle's exam showed that the average student score was still at 55. While there was a slight increase compared to the initial exam results, which were only 50, this result indicates that the implementation of this method began to capture students' attention but was not yet fully effective in enhancing their motivation and involvement. This shows that while PBL started to have an impact, further evaluation is needed regarding how this technique is implemented in the classroom.

In the first cycle, several aspects needed improvement, including more efficient time management within groups and providing clearer instructions regarding the tasks to be completed. In this regard, the approach proposed by Howard S. Barrows and Robyn M. Tamblyn regarding Problem-Based Learning is highly relevant (Barrows & Tamblyn, 1989). They emphasize that the teacher should act as a facilitator who challenges students to think critically and creatively to solve the problems they face. However, ineffective group management and a lack of time for in-depth discussion were challenges during the first cycle. This was reflected in the low participation of students who were less active in their groups.

In the second cycle, several improvements were made based on the evaluation of the first cycle. One of the main changes was providing more structured and clear instructions. The teacher gave more guidance to students at each stage of Problem-Based Learning, from understanding the problem, gathering information, to developing solutions. The teacher also provided more feedback throughout the learning process, improving students' understanding and increasing their motivation. Each group was given the opportunity to present the results of their discussions, which increased involvement and built their confidence in speaking in front of the class.

The exam results in the second cycle showed significant improvement, with the average student score reaching 70. Although some students still did not meet the KKM, this result indicates substantial progress compared to the first cycle. This improvement suggests that Problem-Based Learning, when applied more structured and intensively, can enhance student motivation, especially in topics that are considered difficult or boring, such as social conflict.

The increase in student motivation during the second cycle was reflected not only in higher exam scores but also in increased student involvement in group discussions. Here, we can link these findings to Maslow's hierarchy of needs theory. According to Maslow, individuals have basic needs that must be fulfilled first before they can address higher psychological needs (Maslow, 1970). In the context of education, students who feel safe, valued, and have a sense of belonging in the classroom environment are more likely to have intrinsic motivation to learn.

The increased student involvement in discussions and group collaboration indicates that they began to feel more connected to the material being taught. This can be linked to the need for belongingness in Maslow's hierarchy, which is the second level after physiological and safety needs. In the second cycle, with increased social interaction through group work and constructive feedback from the teacher, students began to feel

more valued, which strengthened their need to feel accepted and engaged in the learning community.

This increase in learning outcomes and involvement also shows progress toward self-actualization, which is the pinnacle of Maslow's hierarchy of needs. Problem-Based Learning, which encourages students to think critically, find solutions, and collaborate in groups, gives them the opportunity to develop both cognitively and socially, contributing to the fulfillment of their need for self-actualization. This contributes to the increase in students' intrinsic motivation to learn.

In Problem-Based Learning, students are given the freedom to explore and find solutions to the problems they face. This aligns with the principle of intrinsic motivation described by Ryan and Deci (2000) in their Self-Determination Theory (SDT), where students are more motivated when they have control over their learning process. By providing relevant and contextual problems, students feel that the learning process is not just useful for exams but also applicable in their social lives. This contributes to intrinsic motivation, which is reflected in the increased engagement of students in discussions and the deeper pursuit of solutions.

On the other hand, extrinsic motivation also plays a role in this process. Providing positive feedback and rewards to groups that successfully offer the best solutions encourages students to engage more. This supports the theory of extrinsic motivation, where students feel motivated to work harder when there is a reward or recognition for their efforts. In the context of PBL, both types of motivation work together to increase student engagement and motivation overall.

Problem-Based Learning also strengthens students' social skills, which contributes to their motivation to learn. In PBL, students work in groups to solve problems, allowing them to learn from their peers, share ideas, and provide feedback to each other. This process improves students' social skills, which in turn boosts their motivation to actively participate in the learning process.

Furthermore, Problem-Based Learning creates opportunities for students to develop their critical thinking skills. In the context of social conflict, students are trained to analyze problems in-depth, evaluate information, and seek relevant solutions. This equips them with skills that can be applied in their social lives, which enhances their sense of competence, in line with one of the motivational factors in Maslow's theory.

The teacher plays a crucial role in creating an environment that supports student motivation. As a facilitator, the teacher must be able to provide challenges that match students' abilities and encourage them to think critically to solve problems. In the context of PBL, the teacher not only delivers information but also guides students to find solutions through exploration and group discussions. Constructive feedback from the teacher helps students understand their mistakes, improve their understanding, and feel valued in the learning process, which in turn boosts their motivation.

Although there was significant improvement in the second cycle, some challenges still need to be addressed. Some students, who were initially less active, still require more attention regarding group management and increased involvement in discussions. This indicates that while Problem-Based Learning is effective in enhancing motivation, it still needs to be tailored to the individual needs of students. By providing more attention to less active students, the teacher can ensure that all students feel involved and motivated in the learning process.

Overall, the implementation of Problem-Based Learning in grade XI at MAN Bengkayang has shown a positive impact on student motivation. The improvement in

exam scores, increased student involvement in group discussions, and enhanced confidence in speaking in front of the class indicate that PBL can enhance both intrinsic and extrinsic motivation. PBL provides students with the opportunity to think critically, collaborate, and connect the material with their lives, which helps fulfill their psychological needs according to Maslow's hierarchy of needs. As a result, students feel more connected to the learning process and are more motivated to actively participate, which ultimately improves their learning outcomes.

CONCLUSION

This study demonstrates that the implementation of Problem-Based Learning (PBL) has a significant impact on improving student motivation in grade XI at MAN Bengkayang, particularly in the topic of social conflict. Prior to the application of PBL, most students exhibited low motivation, as reflected in their exam results, which were far below the Minimum Completion Criteria (KKM). However, after PBL was implemented, there was a noticeable improvement in student engagement, as evidenced by an increase in the average exam score from 50 to 70 in the second cycle. This indicates that linking learning to relevant social experiences made students more motivated and interested in actively participating in the learning process.

However, the results of this study also indicate that the journey to improving student motivation is not yet fully complete. Some students still require special attention, particularly in terms of group management and more intensive guidance. This suggests that while PBL can enhance motivation, its success heavily depends on the teacher's ability to manage the classroom and provide support tailored to each student's needs. A deep understanding of individual student characteristics is key to making the learning process more effective and inclusive.

One of the main strengths of Problem-Based Learning is its ability to connect theory with the social realities that students experience. In the context of social conflict, students not only learn about abstract concepts but also have the opportunity to analyze and solve real-world problems around them. In this way, learning becomes more meaningful, as students can see the relevance of the material to their everyday lives. This helps students to become more critical and reflective in their approach to social issues and encourages them to think more deeply when searching for solutions.

The significance of this study for the academic community is crucial, particularly in enriching the literature on the application of Problem-Based Learning within the context of education in Indonesia. This research shows that PBL can not only increase student motivation but also have a positive impact on students' critical thinking and problem-solving skills. Through a relevant and contextual approach, Problem-Based Learning can be a solution to address the issue of low student motivation in schools, especially in topics that are perceived as difficult or boring by students. It is hoped that this study will serve as a reference for future research and contribute to the development of more effective teaching methods that meet the needs of students at various educational levels.

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