

**THE WAYS OF PROBLEM BASED LEARNING
IMPLEMENTATION BY GURU PENGGERAK IN ENGLISH
LANGUAGE TEACHING AT SMA NEGERI 8 MAKASSAR**



**ENGLISH EDUCATION DEPARTMENT FACULTY OF TEACHER
TRAINING AND EDUCATION
UNIVERSITAS MUHAMADIYAH MAKASSAR
2023**

LEMBAR PENGESAHAN



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860857/860133 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id



LEMBAR PENGESAHAN

Skripsi atas nama **Agus Salim** NIM 105351103519, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 342 Tahun 1445 H/2023 M, tanggal 13 Safar 1445 H/28 Agustus 2023 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Selasa 5 September 2023.

Makassar, 20 Shafar 1445 H
5 September 2023 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag.
2. Ketua : Erwin Akib, S.Pd., M.Pd., Ph.D.
3. Sekretaris : Dr. H. Baharuman, M.Pd.
4. Dosen Penguji :
 1. Dr. Ratu Yulhanur Nashir, S. Pd., M.Pd.
 2. Dr. Nurdey/Bte Abdul, S. Pd., M. Pd.
 3. Hijrah, S. Pd., M. Pd.
 4. Dr. Farisna Andi Baso, S.Pd., M.Pd.

Disahkan Oleh:

Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

APPROVAL SHEET



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/081213155247
Email : prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : The Ways of Problem Based Learning Implementation by Guru
Pengerak in English Language Teaching at SMA Negeri 8
Makassar

Name : Agus Salim

Reg. Number : 105351103519

Program : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 31 Agustus 2023

Approved By:

Consultant I


Consultant II

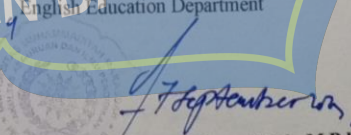

Dr. Nurdawi Bte Abdul S. Pd., M. Pd.
NIDN. 0910048402

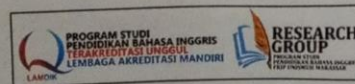

Dr. Andi Asri Jumlaty, S.Pd., M. Pd.
NIDN. 0920038184

Dean of FKIP
Universitas Muhammadiyah Makassar

Head of
English Education Department


Dr. Fawzi Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934


Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807





MAJELIS DIKILTIBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Jalan Sultan Abdulker No. 299 Makassar
Telp : 0411-850671081213195247
Email : prodiibg@unismuh.ac.id
Research@unismuh.ac.id
Website : ig.dep.unismuh.ac.id

COUNSELING SHEET FOR THESIS CONSULTATION

Name : AGUS SALIM
NIM : 105351103519
Department : English Education Department
Title : The Ways of Problem Based Learning Implementation by Guru Penggerak in English Language Teaching at SMA Negeri 8 Makassar
Consultant I : Dr. Nurdevi Bte Abdul, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
06-08-23		Abstract, acknowledgment	D
07-08-23		Requerente research findings	D
8-8-23		.put real data in abstract for findings	D
9-8-23		Reuse abstract	D

Makassar, 13 August 2023

Approved by:
Head of English Education Department



Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Jalan Sultan Alauddin No. 209 Makassar
Telp : 0411 848337/0411 21191247
Email : proding@unismuh.ac.id
Rms : 0411 209344
proding@unismuh.ac.id
Website : <http://kip.unismuh.ac.id>

COUNSELING SHEET FOR THESIS CONSULTATION

Name : AGUS SALIM
NIM : 105351103519
Department : English Education Department
Title : The Ways of Problem Based Learning Implementation by Guru Penggerak in English Language Teaching at SMA Negeri 8 Makassar
Consultant 1 : Dr. Nurdevi Bte Abdul, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
12-08-23		Revisi Conclusion	
13-08-23		All!	

Makassar, 13 August 2023

Approved by:
Head of English Education Department



Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807





COUNSELING SHEET FOR THESIS CONSULTATION

Name : AGUS SALIM
NIM : 105351103519
Department : English Education Department
Title : The Ways of Problem Based Learning Implementation by Guru Penggerak in English Language Teaching at SMA Negeri 8 Makassar
Consultant II : Dr. Andi Asri Jumiaty, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
7/8/2023		- Put the full extract in your Appendix	
9/8/2023		- Put the correlation in your discussion with theory	
11/8/2023		- Make your abstract in Indonesian and English	
13/8/2023		- Give the name of your list of appendix	

Makassar, 14 August 2023

Approved by:
Head of English Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



COUNSELING SHEET FOR THESIS CONSULTATION

Name : AGUS SALIM
NIM : 105351103519
Department : English Education Department
Title : The Ways of Problem Based Learning Implementation by Guru Penggerak in English Language Teaching at SMA Negeri 8 Makassar
Consultant II : Dr. Andi Asri Jumiaty, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
14/8/2023		<ul style="list-style-type: none"> - Changes into past tense. - Make your article - Make your list of appear <p>ASL</p>	

Makassar, 14 August 2023

Approved by:
Head of English Education Department



Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI BAHASA INGGRIS**

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : **AGUS SALIM**
NIM : 105351103519
Jurusan : Pendidikan Bahasa Inggris
Judul skripsi : The Ways of Problem Based Learning
Implementation by Guru Penggerak in English
Language Teaching at SMA Negeri 8 Makassar

Dengan ini menyatakan:

Skripsi yang saya ajukan di depan tim penguji adalah hasil karya sayasendiri bukan hasil plagiat dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, Agustus 2023
Yang membuat
pernyataan

AGUS SALIM
105351104519



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI BAHASA INGGRIS**

SURAT PERJANJIAN

Saya yang bertanda tangan dibawah ini:

Nama : **AGUS SALIM**

NIM : 105351103519

Jurusan : Pendidikan Bahasa Inggris

Judul skripsi : The Ways of Problem Based Learning Implementation by
Guru Penggerak in English Language Teaching at SMA
Negeri 8 Makassar

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesainya skripsi ini, saya yang menyusunnya sendiri (tidak dibuatkan oleh siapapun).
2. Dalam penyusunan skripsi ini, saya melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian pada butir 1, 2, dan 3, maka saya bersedia menerima sanksi sesuai aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran

Makassar, Agustus 2023
Yang membuat
pernyataan

AGUS SALIM
105351103519

MOTTO

“Alam semesta tidak pernah terburu-buru, tetapi semuanya tercapai”

**“HIDUP HANYA SEKALI, KALAU DUA KALI HIDUP-
HIDUP”**

DEDICATION

**I dedicated this thesis for my father, my mother, my family and
anyone who helps me in any condition**



ABSTRACT

Agus Salim, 2023. *The Ways of Problem Based Learning Implementation by Guru Penggerak in English Language Teaching at SMA Negeri 8 Makassar.* A thesis of English Education Department the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Nurdevi Bte Abdul and Andi Asri Jumiatiy.

This research aimed at finding out (1) the ways in implementing problem-based learning by *Guru Penggerak* and *Guru non-penggerak*; (2) The *Guru Penggerak* and *Guru non-penggerak* perception on the implementation of problem-based learning in English language teaching. The method of this research was case study. Data of the research were collected through observation and interview. This research was conducted at SMA Negeri 8 Makassar with two teachers as a subject. The subject was divided into *Guru Penggerak* and *Guru non-penggerak*. The techniques of data analysis were data reduction, data display, and conclusion drawing/verification.

The findings of this research showed that in syntactically implementing Problem-based learning is the same between the *Guru Penggerak* and *Guru non-penggerak*. But individually as teachers there is a distinction between *Guru Penggerak* and *Guru non-penggerak* in teaching process. *Guru Penggerak* tends to give freedom to her students to collaborate, creatively, and express their ideas. While *Guru non-penggerak* tend to focus more on achieving the learning objective based on lesson plan. In addition, the distinguishes between *Guru Penggerak* and *Guru non-penggerak* is their difference perceptions in implementing problem-based learning. Different experiences, teaching method and point of view very visible from the teachers.

Keywords: *Problem Based Learning, Guru Penggerak, English Language Teaching*

ABSTRAK

Agus Salim, 2023. *Implementasi Problem Based Learning oleh Guru Penggerak dalam Pembelajaran Bahasa Inggris di SMA Negeri 8 Makassar.* Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Dibimbing oleh Nurdevi Bte Abdul dan Andi Asri Jumiaty.

Penelitian ini bertujuan untuk mengetahui (1) Cara Guru Penggerak dan Guru non-penggerak dalam menerapkan problem-based learning; (2) Persepsi Guru Penggerak dan Guru non-penggerak terhadap penerapan problem-based learning dalam pembelajaran. Metode penelitian ini adalah penelitian kualitative dengan desain studi kasus. Data penelitian dikumpulkan melalui observasi dan wawancara. Penelitian ini dilaksanakan di SMA Negeri 8 Makassar yang menjadikan dua guru sebagai subyek. Subyek dalam penelitian ini yaitu Guru Penggerak dan Guru non-penggerak. Teknik analisis data menggunakan reduksi data, display data, dan penarikan kesimpulan/verifikasi.

Temuan penelitian ini menunjukkan bahwa secara sintaksis terdapat kesamaan antara Guru Penggerak dan Guru non-penggerak dalam menerapkan pembelajaran berbasis masalah. Tetapi secara individu sebagai guru terdapat perbedaan dalam proses belajar mengajar antara Guru Penggerak dan Guru non-penggerak. Guru Penggerak cenderung memberikan kebebasan kepada siswanya untuk berkolaborasi, kreatif, dan menyampaikan ide. Sedangkan Guru non-penggerak cenderung lebih fokus dalam mencapai tujuan pembelajaran berdasarkan rencana pelaksanaan pembelajaran. Selain itu yang menjadi perbedaan keduanya adalah persepsi mereka terhadap penerapan pembelajaran berbasis masalah. Perbedaan pengalaman, metode mengajar, sudut pandang merupakan perbedaan yang sangat terlihat dari keduanya.

Keywords: *Pembelajaran Berbasis Masalah, Guru Penggerak, Pembelajaran Bahasa Inggris.*

ACKNOWLEDGEMENT

Alhamdulillah Robbil Alaamiin. The researcher expresses gratitude to Allah SWT for his mercy and blessings in completing this entitled “*The Ways of Problem Based Learning Implementation by Guru Penggerak in English Language Teaching at SMA Negeri 8 Makassar*”. This thesis was written to fulfill the requirement for obtaining an Undergraduate Degree (S1) in the English Education Department of the Faculty of Education and Teacher Training at the Universitas Muhammadiyah Makassar.

The researcher realizes the valuable assistance and helpful suggestions provided by many individuals in completing this thesis. The researcher would never be able to complete this thesis without the support, assistance, encouragement, and help from many individuals. Therefore, the researcher would like to express her sincere gratitude to all of them:

1. **Prof. Dr. H. Ambo Asse, M.Ag.**, the Rector of Muhammadiyah University of Makassar.
2. **Erwin Akib, M.Pd., Ph.D.**, the Dean of Teacher Training and Education Faculty.
3. **Dr. Umni Khaerati Syam, S.Pd., M.Pd.**, as the Head of English Education Department.
4. My biggest thanks to **Dr. Nurdevi Bte Abdul, S.P., M.Pd.** as my first supervisor who has patience to given me guidance, correction and support.
5. My biggest thanks to **Dr. Andi Asri Jumiaty, S.Pd., M.Pd.** as my second supervisor who has patience to given me guidance, correctionand support.

6. My greatest thanks also due to the headmaster of SMA Negeri 8 Makassar, **Iwanuddin, S.Pd** and to the English teacher, **Nurlaela, S.Pd., M.Pd** and the students in class XII MIPA 7 who participated in collecting data.
7. My greatest thanks to my family, my mother **Sinar** and my father **Syarif Syam** for their prayers, financial support, motivation, and sacrifices.
8. My greatest thanks to my uncle **Anwar Dg. Sarro** and my aunt **Rabasiah Dg. Sannang** for helped me during my time in Makassar
9. My greatest thanks to **Sindi Anastasya S. Pd** for helped me, supported and always motivated to finished this thesis.
10. My greatest thanks to all of the incredible people who have helped, supported, guide me to complete this thesis. Thank you for sharing your knowledge, expertise, and time with me. For all people who cannot be mentioned one by one, heartfelt gratitude for everything.
11. Lastly, I would like to take a moment to thank myself for never giving up.

Finally, this thesis is expected to provide valuable knowledge and information for the readers. The researcher recognizes there is still room for improvement and progress towards perfection. Therefore, any constructive criticism and suggestion will be enthusiastically accepted.

Makassar, 09 August 2023

The Researcher

TABLE OF CONTENT

LEMBAR PENGESAHAN.....	ii
APPROVAL SHEET	ii
COUNSELING SHEET	iii
SURAT PERNYATAAN.....	vii
SURAT PERJANJIAN	viii
MOTTO.....	viix
ABSTRACT	viii
ABSTRAK	ix
ACKNOWLEDGEMENT	xii
TABLE OF CONTENT	xivi
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background	1
B. Research Questions.....	3
C. Research Objectives	3
D. Significance	4
E. Scope	4
CHAPTER II.....	5
VIEW OF LITERATURE.....	5
A. Previous Related Findings.....	5
B. Some Pertinent Idea.....	8
C. Conceptual Framework.....	15
CHAPTER III.....	18
RESEARCH METHOD.....	18
A. Research Design.....	18
B. Setting of the Research.....	18
C. Research Subjects.....	18
D. Research Instrument.....	19
E. Technique of Data Collection.....	20
F. Technique of Data Analysis.....	20
CHAPTER IV	24
FINDING AND DISCUSSION	24

A. Findings.....	24
B. Discussion	39
CHAPTER V.....	45
CONCLUSION AND SUGGESTION	45
A. Conclusion.....	45
B. Suggestions	46
BIBLIOGRAPHY	47
APPENDICES.....	50
CURRICULUM VITAE	81



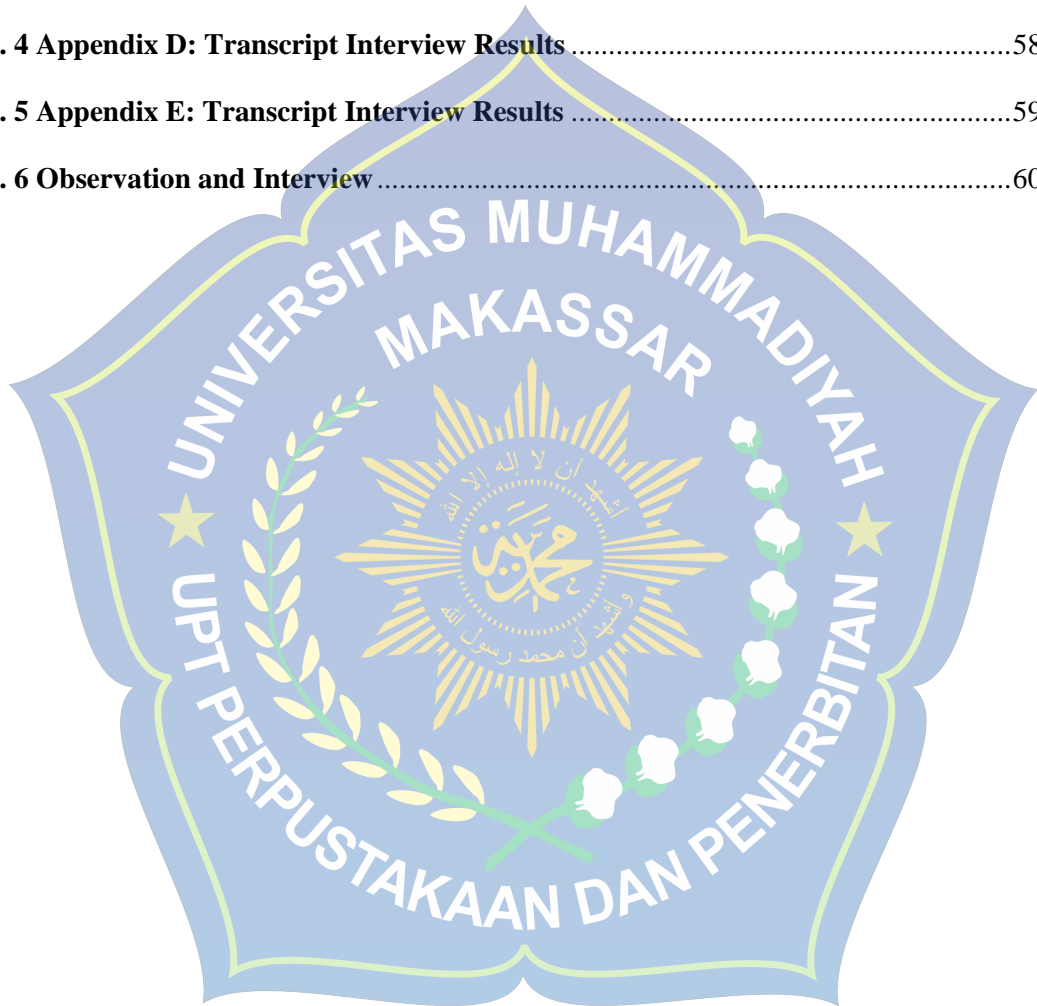
LIST OF FIGURES

FIGURE 2. 1 Approach to Implementation of Problem- based learning	12
FIGURE 2. 2 Conceptual Framework	15
FIGURE 3. 1 Descriptive analysis data	21



LIST OF APPENDICES

1. 1 Appendix A: Observation Checklist	51
1. 2 Appendix B: Interview Guidelines	54
1. 3 Appendix C: Result Observation Checklist.....	55
1. 4 Appendix D: Transcript Interview Results	58
1. 5 Appendix E: Transcript Interview Results	59
1. 6 Observation and Interview	60





CHAPTER I

INTRODUCTION

A. Background

The conditions of education and educational power where the reality is not as expected then the government takes the measures it considers to be a suitable solution. Such steps such as creating a tailor-made curriculum, programs to improve the quality of educators and others, including *Kurikulum Merdeka* programs and *Guru Penggerak*.

Kurikulum Merdeka is an advanced innovation of the *Kurikulum 2013* (K13). The curriculum uses the *Proyek Penguatan Profil Pelajar Pancasila* (P5), which provides flexibility in learning both using online and face-to-face combinations. From the *Kurikulum Merdeka* programs were created that supported it, such as the *Sekolah Penggerak* and the *Guru Penggerak*. *Sekolah Penggerak* is an effort to realize the vision of the Indonesian educational mission in creating a sovereign, independent and personal advanced Indonesia through the creation of *Pelajar Pancasila* (Kemendikbud).

Guru Penggerak are those who have followed the program of *Guru Penggerak* programmed by the Ministry of Education. But deeper down, a *Guru Penggerak* is anyone who makes his pupils the primary focus, even their own careers (Nadiem, 2019). *Guru Penggerak* is a learning leader who applies independent learning and moves the entire educational ecosystem to create a student-centered education. *Guru Penggerak* learning communities for teachers in their schools and regions as well as develop student leadership programs to create

Profil Pelajar Pancasila. To become a *Guru Penggerak* must follow the selection and education process of surviving 9 months. During the educational process, prospective *Guru Penggerak* will be supported by professional instructors, facilitators, and escorts (Kemendikbud, 2021).

Guru Penggerak with all the training they have done are expected to be able to improve the ability and activity of students by combining their learning process using approaches considered in accordance with the characteristics of their students. One of the most popular approaches is Problem Based Learning.

Problem-based learning was first introduced by Barrows around the 1970s in media science learning at McMaster University Canada (Husnul, 2020). Through the use of active problem-solving in authentic contexts, students engage in problem-based learning (PBL). Individual lessons, units, or even entire curricula can be taught using it. Problem Based Learning is frequently implemented in a group setting with a focus on developing abilities for cooperative decision-making, communication and discussion, team upkeep, conflict resolution, and group management (Michael, 2010). Based on Michael's definition, problem-solving skills and improved critical thinking are perfect for using Problem Based Learning in his learning process. However, in the process

of its application must go through stages that are divided into several steps, for which the researcher will see how the application process of Problem based learning carried out by the *Guru Penggerak* while teaching in the classroom will then be associated with the effectiveness of the *Guru Penggerak* program that has been followed by that teacher seen from the side he teaches.

Based on the explanation above, to see how far the influence of the learning model on students is also to see how to apply Problem- Based Learning carried out by *Guru Penggerak*, the researcher raised the title "The Ways of Problem Based Learning Implementation by *Guru Penggerak* in English Language Teaching at SMA Negeri 8 Makassar".

B. Research Questions

In this research, the following research questions are defined:

1. How is the implementation of Problem Based Learning in English Language Teaching by *Guru Penggerak* and *Guru non-penggerak*?
2. What are *Guru Penggerak* and *Guru non-penggerak* perception on the implementation of Problem-Based Learning in the classroom?

C. Research Objectives

The objective of this research are to find out about:

1. The ways in implementation of Problem-Based Learning in English Language Teaching
2. The *Guru Penggerak* and *Guru non-penggerak* perceptions on implementing Problem based learning in the classroom.

D. Significance

Researcher hope that this research can provide clear benefits, both for teachers and students in learning process, such as:

1. For teacher/*Guru Penggerak*

This research is expected to provide a clear picture regarding the learning approach, especially Problem-Based Learning and how to implement it in English language teaching.

2. For students'

For students, the results of this research are expected to students feel the difference when learning using problem-based learning and learning with confessional methods.

E. Scope

This research focuses on the implementation of Problem-Based Learning in English language teaching conducted by *Guru Penggerak* and *Guru non-penggerak* at SMAN 8 Makassar and the teacher-perceptions on Problem based-learning in the classroom.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Findings

Hoyi, et al (2021) conducted observations in class XI IPA 1 MAN Batang Hari and discovered that some students are not interested in studying physics because it is challenging. As a result, because they pay attention to what the teacher is teaching, are more responsible and disciplined with group tasks, and complete group assignments collaboratively, problem-based learning methods can help students' attitudes. To boost students' interest in learning, it is advised that teachers employ a problem-based learning approach. Here it can be seen that the model of learning applied is very determining how students respond and give responses to the materials learned and make learning interesting.

Amaluddin, et al (2021) in a study titled 'Problem-based learning model: Its application and effect on learning outcome' stated that application of a problem-based learning model (PBL) to student learning outcomes and plant movement to students' final skill qualification (formative exam) shows that 90 students (100%) met the KKM benchmark (minimum completeness criteria). Students at Al-Muhajirin Waihatu in eighth grade learn significantly more as a result of using this technique shown by a strong category and significant level of 0.626. Based on the results, it can be concluded that significantly problem-based learning models are highly influential and have a positive impact on student learning capacity. It can also be used as a consideration material for choosing Problem-Based Learning.

Lopies, et al (2021), It can be claimed that problem-based learning in online learning environments has been successful. In comparison to control classes based on traditional learning models, experimental classes handled with problem-based learning models are typically more active. Students can participate actively in learning in experimental classrooms by asking questions, expressing their ideas in chat columns, and even very successfully accomplishing tasks that are provided based on processes to acquire knowledge, think critically to solve problems, and link information to display. Describe the connection between a genuine event's causes. This is in line with the premise that problem-based learning gives students the chance to actively learn, seek out information, exercise critical thinking, and solve the difficulties they encounter in order to become more sensitive, independent, and actively develop.

Silalahi, et al (2021) the goal of the study is to determine whether or not this problem-based learning approach can help pupils improve and whether it meets the required standards. As a result, it can be said that the Cooperative Problem-based learning (CPBL) model is more successful than the conventional approaches at teaching statics in vocational education. Also, this created CPBL model can assist lecturers in the statics learning process to encourage their students to be more active and creative and comprehend learning content more rapidly. As a result of using problems as a starting point, the CPBL paradigm can enhance the quality of the learning process between students, students-lecturers, and students-learning materials serving as a compass or anchor for lectures.

Hendrawati, et al (2021) in study 'The Collaborative Problem Based

Learning Model Innovation state that models of problem-based learning (PBL) and collaborative learning (CL) contain qualities that may support these abilities. The development of a cooperative problem-based learning is the study's goal, study findings three types of syntactic models are available: problem-oriented, organized, and collaborative. Additionally, a sequence model was created to direct the membered and student learning activities to the fundamental and universal 21st-century skills, specifically problem-solving, syntax, and matrix of the resulting model is possible, valid and practically to create graduates with ready competitive skills.

According to Jannati, et al (2023), there are six roles of *Guru Penggerak* in implementing a *Kurikulum Merdeka*. These roles include first teachers acting as community drivers, second teachers acting as agents of change, third teachers fostering discussion and collaboration, fourth teachers making learning fun, fifth teachers needing to grow professionally through seminars, and sixth teachers becoming motivators in the classroom.

Based on some of the previous research presented above, as a conclusion, there are two things that researchers will explain. First, some of the above studies have similarities with what researchers will do later, that is, apply problem-based learning in learning. Second, what distinguishes previous research from the research to be carried out is the previous research focused on the implementation and impact of Problem-based learning in learning on students, while the research researcher will do is focus on the stage of implementation of Problem based learning used by *Guru Penggerak*, as well as look at *Guru Penggerak* and *Guru non-*

penggerak-perceptions.

B. Some Pertinent Idea

1. Problem-based Learning Approach

a. Definition of Problem-based learning (PBL)

According to Barrows (1982) stated that problem-based learning is a learning method based on the principle of using problems as a starting point for the acquisition and integration of new knowledge (Gusti, 2020). It appears that problem-based learning is essentially a method of teaching where students are given an issue to learn about and will later be developing solutions for. Using unstructured learning environments to organize courses and study while presenting real-world challenges is known as problem-based learning (Arends, 2012). Here it can be seen that the problem-based learning model is basically a model designed to focus learning on the student and all examples of the subject are associated with the real-life of the student and the ability of students to think increases. Product testing results show that there is an improvement in critical thinking skills of students using these learning tools (Afdareza, et al, 2020).

Meanwhile, a learning approach known as Problem Based Learning puts genuine (authentic) problems in an open, unstructured setting so that students can practice problem-solving techniques, using critical thinking and acquiring new information (Sofyan, et al, 2016). As previously stated, in fact Problem-based learning is a learning approach that aims to enhance the critical thinking ability of students that is structured or unstructured. The following recommendations could be made, among others: Instructors who want to implement the learning

process must use the time allotted wisely and plan well. Students who manage their time well can complete each step of their education on schedule. In order for the learning process to proceed smoothly, it is necessary for the school to give complete assessment and assistance for instructors to create different learning models in the classroom. Yet before the results can be broadly applied, researchers are anticipated to be able to utilize Problem-based learning in learning in bigger classrooms and over a longer period of time (Hidayati & Wagiran, 2020). In another hand, Trianto (2010) claimed that a learning model focused on issues is known as a problem-based learning (PBL) model a genuine study of a problem is necessary for a real solution (Hidayad & Eddy 2019). Meanwhile, the Problem-based learning model is a teaching strategy that encourages students to take an active role in their education and exercise their independence as they learn to think critically about challenges and find valid answers by searching for information (Riyanto, 2009).

Based on some explanations above, it can be said that Problem-based learning is a learning approach designed to make students as central in learning, in addition the impact given by this problem-based model is very significant in educating behavior, motivating students, as well as improving critical thinking of students, so it's no wonder that this model of learning is useful and needed to be applied. As a conclusion, Tan said that Problem-based learning applying different forms of intellect is the issue. Must be done taking on the problem capacity to deal with all of the variety and difficulty of the real world (Rusman, 2014).

b. Characteristics of Problem Based Learning

Rusman (2014) in his research put forward several characteristics of learning based on problems which are as follows:

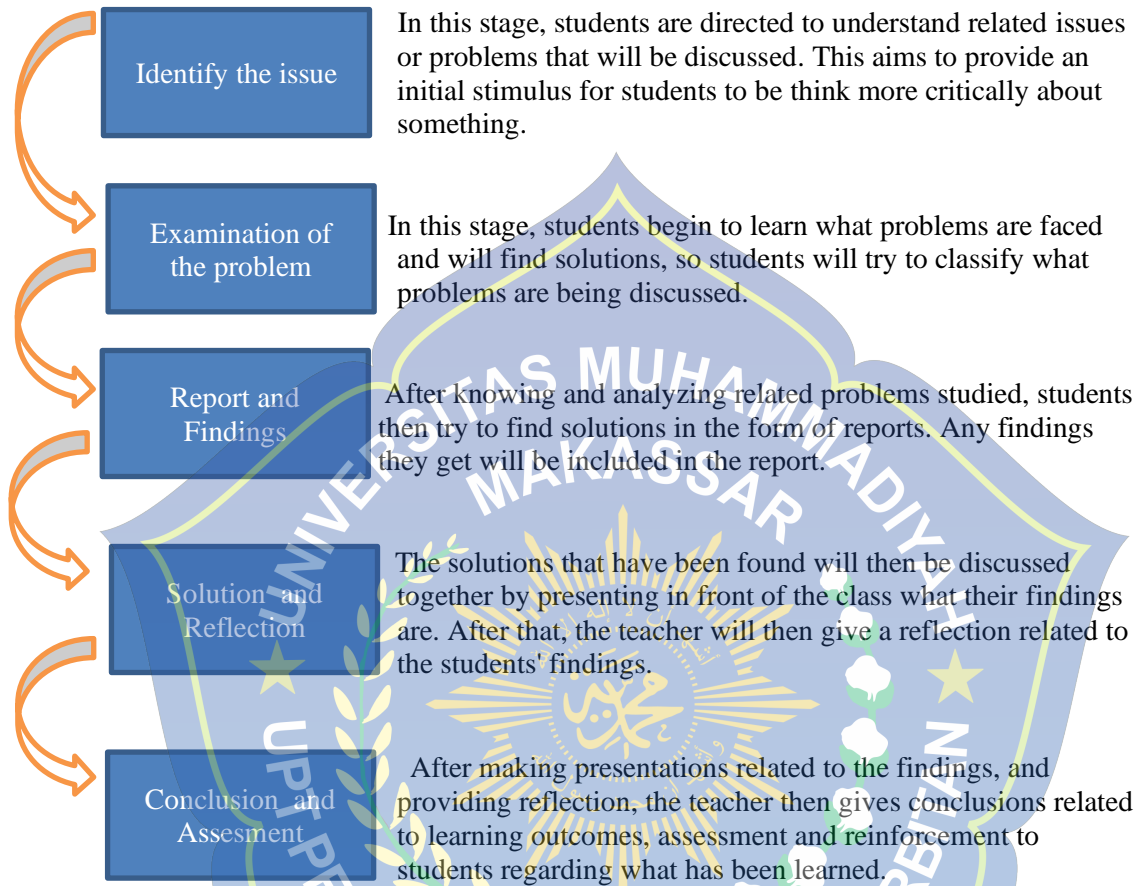
1. The issue becomes the basis for learning;
2. The issue that exists in reality is that it is not organized;
3. Many Perspectives Issue;
4. The difficulty in applying the knowledge that students already possess, their attitudes, and their desire for competence new fields of knowledge and inquiry;
5. Develop self-direction and make it their priority;
6. Using source knowledge and doing so, as well as evaluating sources information is a crucial step in the problem-based learning process;
7. Collaborative, communicative, and cooperative learning;
8. The necessity of developing critical thinking abilities and problem-solving techniques along with knowledge topic mastery when attempting to solve an issue;
9. Open the technique learning interface. Synthesis, integration, and the learning process are the issues; and
10. Teaching entails reviewing student performance, experience, and the learning process.

c. Procedures to Implementing Problem-based learning

According to Rusman (2014) claimed that are several steps in implementing Problem-based learning as follow:

1. Identify the issue. This first step is to determine the problem, thus the student has acquired the material for the next step;
2. Examination of problems and challenges with learning.
At this stage, students begin to learn to identify what is the firststep;
3. Reports and findings. This stage, students who have acquired a material that is problematic then make a way to deal with it in a report;
4. Solution and reflection. Students present everything that is required when writing and making their reports then the teacher will reflect what the students are displaying;
5. Conclusion, integrity, and assessment. This last stage then the teacher will evaluate and give an assessment related to what the student has found.

Here is a figure of the steps:



(Rusman, 2014)

FIGURE 2. 1 Approach to Implementation of Problem- based learning

2. Concept of *Guru Penggerak*

a. Definition of *Guru Penggerak*

Teachers are those who have the appropriate competence in their respective fields that aim to deliver the material of teaching. *Guru Penggerak* is a program created by the Ministry of Education that aims to create competent educators. According to Nadiem (2019) state that *Guru Penggerak* differs from other instructors, and I think there is at least teachers in every academic department at a school or university. What distinguishes one teacher from another? Instructors that put students first their learning ahead of anything else, even their careers. As a result, it acts on its own initiative and does its best. Also, there are the parents' movements. The guiding principle remains: everything good for the youngster (Kemendikbud, 2019). Therefore, it can be concluded that the teacher must prioritize everything for his students.

b. Role of *Guru Penggerak*

According to Kemendikbud (2020) the *Guru Penggerak* will then have roles based on the purpose of the program, as follows:

1. Move learning communities for fellow teachers at school and in its territory;
2. Improve their practical teaching skills for other teachers in the area of school learning development;
3. Increase student leadership in school;
4. Opens up space for positive discussion and collaboration between teachers and stakeholders inside and outside the school to improve the

quality of learning;

5. Become a learning leader that promotes the well-being of the educational ecosystem in schools.

c. Purposes of *Guru Penggerak*

There are some purposes of *Guru Penggerak* (Kemendikbud):

1. Supporting independent learning in students either individually and collectively
2. Improve environmental issues in the educational sector by creating multiple collaborations.
3. Encourage the student participants' leadership to develop into active, self-assured people.
4. Making a fun lesson plan.
5. Students learning is put into practice.

d. Criteria for *Guru Penggerak* Selection

To be able to participate in the *Guru Penggerak* program of course must go through the stage of selection, but for the criteria of becoming a *Guru Penggerak* is as follows:

- 1) Implement student-centered learning
- 2) Focus on the agreed-on tasks
- 3) Possess the capacity to influence people or groups
- 4) Has a strong sense of competition
- 5) Have leadership qualities and take initiative
- 6) Be open-minded, motivated to learn new things, and dedicated to improving him self

- 7) Competent communicator with background in people-development
- 8) Behave ethically and with emotional maturity, according to the teacher's rules of conduct.

Based on some of the points mentioned above, it is known that being a *Guru Penggerak* is very complex, in addition to being able to hire his pupils, he must remain active in communicating with his environment related to his teaching environment and must also be sensitive to the existing conditions.

C. Conceptual Framework

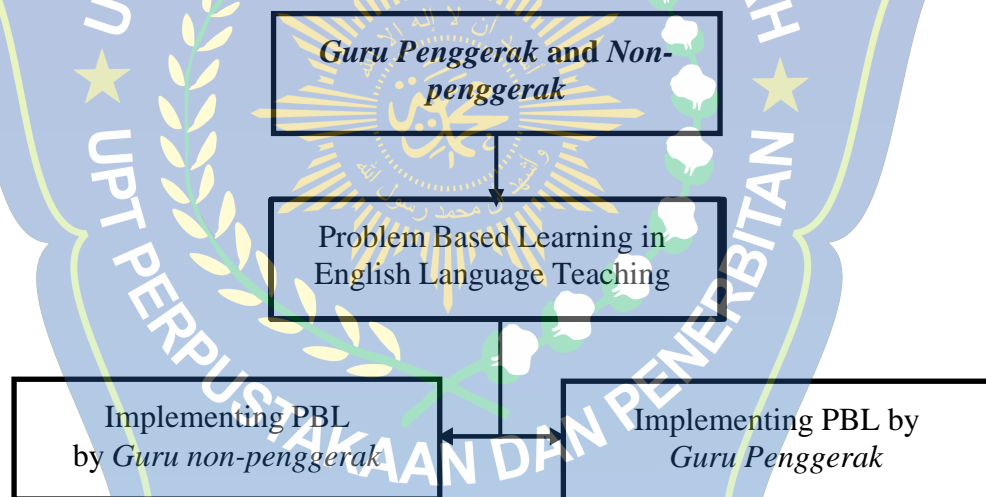


FIGURE 2. 2 Conceptual Framework

1. *Guru Penggerak and Guru non-penggerak*

Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on formal education, primary education and secondary education (Law number 20, 2003). While, *Guru Penggerak* are teachers who have

followed the educational program of *Guru Penggerak* for 9 months that aims to be a facilitator in the implementation of *Kurikulum Merdeka* (Kemendikbud, 2020).

2. Problem Based Learning

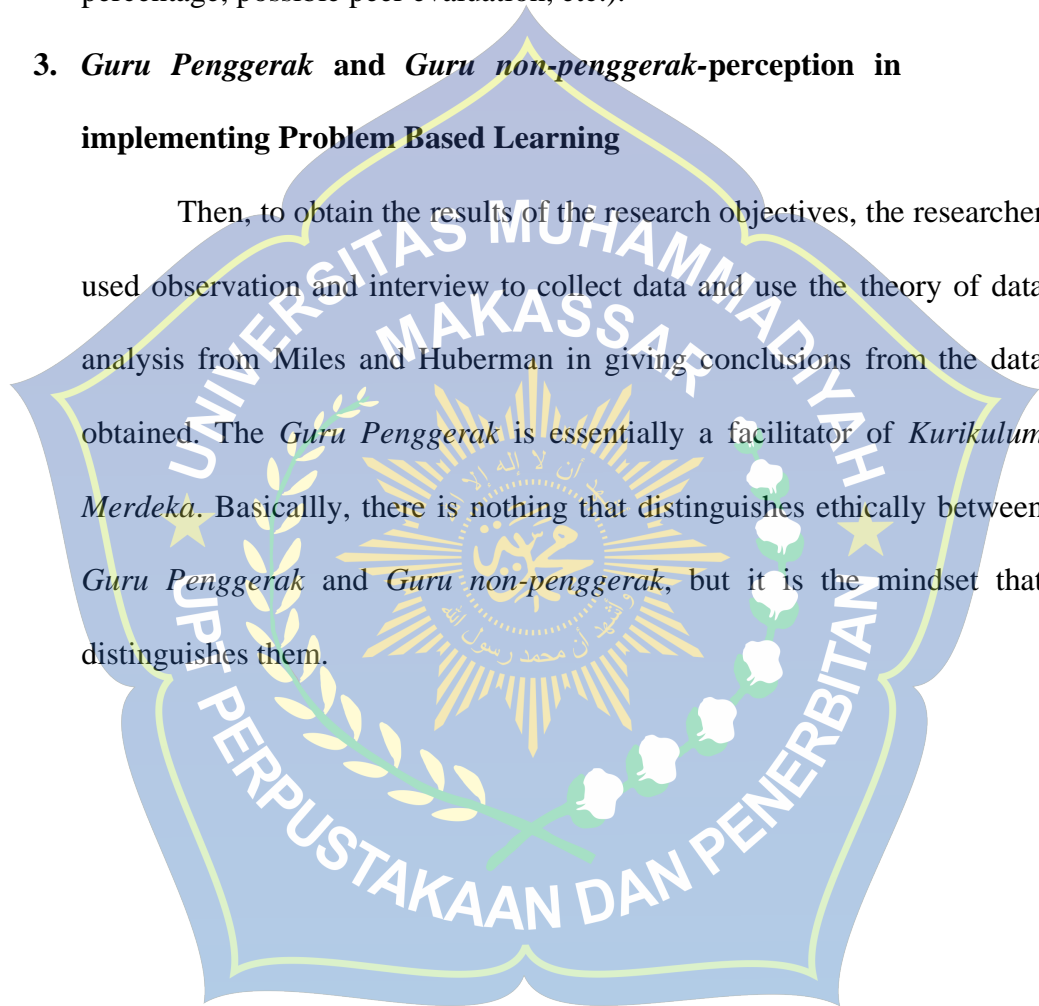
According to Barrows (1982) stated that problem-based learning is a learning method based on the principle of using problems as a starting point for the acquisition and integration of new knowledge (Gusti, 2020). On the other hand, Problem Based Learning (PBL) is a curricular and instructional approach to a learner-centered education in which learners are afforded opportunities to explore, collaborate, research, and respond to authentic, real-world problems and situations (Baso, et al, 2022). This shows that Problem Based Learning is a very complete and easy learning approach to provide stimulate to students. In the implementation of PBL has steps as described by Rusman (2014). Start from identify the issues until conclusion, integrity and assessment.

What must be done in implementing problem-based learning is to make a class design first (Kurt, 2020). Then determine the learning subject and divide it into several units. Determine the type of problem the students will solve. This will be the learning objective using problem-based learning. Decide on specific problems that are likely to have several answers; consider student interests. Arrange for appropriate resources to be available to students; utilize other faculty to support students as needed (e.g., a media specialist to direct students to electronic references). Decide on presentation

formats for communicating learning (e.g., individual papers, group Power Points, online blogs, etc.) and appropriate assessment mechanisms (e.g., rubrics). Decide how to incorporate group participation (e.g., what percentage, possible peer evaluation, etc.).

3. *Guru Penggerak* and *Guru non-penggerak*-perception in implementing Problem Based Learning

Then, to obtain the results of the research objectives, the researcher used observation and interview to collect data and use the theory of data analysis from Miles and Huberman in giving conclusions from the data obtained. The *Guru Penggerak* is essentially a facilitator of *Kurikulum Merdeka*. Basically, there is nothing that distinguishes ethically between *Guru Penggerak* and *Guru non-penggerak*, but it is the mindset that distinguishes them.



CHAPTER III

RESEARCH METHOD

A. Research Design

According to Creswell (1998) claimed that case study is an approach to study that focuses on defining a case in an instance, whether it concerns a person, a group of people from a certain culture, or an aspect of daily life (Kusmarni, 2012). In this research, the issue of the case is the role of "*Guru Penggerak*" in implementing problem-based learning, and what are *Guru Penggerak* and *Guru non-penggerak*-perception in implementing Problem based learning. This research using case study unique instrumentation that is a type of case study in which a case is used to provide an understanding of an issue.

B. Setting of the Research

This research carried out at SMA Negeri 8 Makassar and the subjects of this research is *Guru Penggerak* and *Guru non-penggerak*.

C. Research Subjects

According to Suhardi., et al (2003) population is a collection of items or sources of data (Saputra, 2021). Subject of research, or known as study population, relates to the subjects being researched. The subject of this research conducted the English teacher at SMA Negeri 8 Makassar which has join in *Guru Penggerak* program and *Guru non-penggerak*.

The importance of this study or the quality of the data are not always determined by the sample size in qualitative research. Even if the size is small, quality data and information come from quality samples (informants).

The reason why the researcher chose the *Guru Penggerak* and *Guru non-penggerak* as the subject in this research is due to several things. Researcher are interested to find out what factors distinguish the two teachers when it involves teaching understanding in the classroom, particularly when using problem-based learning.

D. Research Instrument

The instrument of this research used observation and interview.

1. Observation checklist

Observation is defined as a data collection technique that relies on sensing both directly and indirectly against the object being studied (Hadisaputra, 2021). In this study, the researcher used observations checklist. According to Sanjaya (2013), observation checklist is the guidelines in the observation contain the observable aspects, the observer gives a check mark to determine whether there is anything based on his observation.

2. Interview

Researcher used semi-structured interviews to find out what the differences between *Guru Penggerak* and *Guru non-penggerak* in implementing problem-based learning in their English language

teaching.

E. Technique of Data Collection

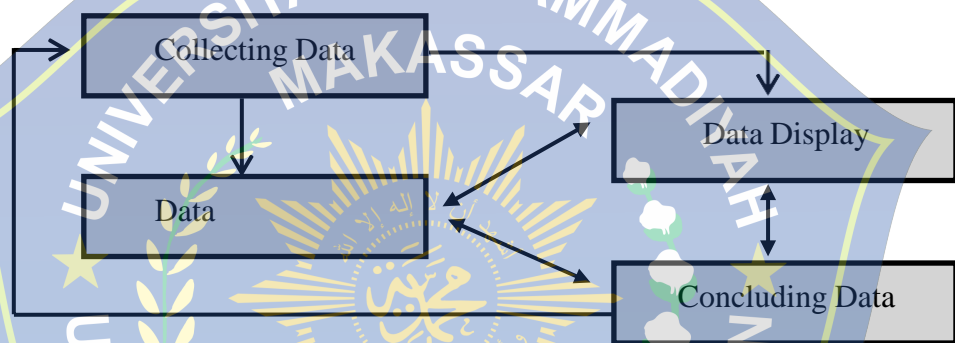
Based on the design of the study, the researcher carried out the following stages in the conducted of the research as follows:

1. First, the researcher determines the samples to make the subject in this research. The sampling techniques used by the researcher is purposive sampling and two subjects were found that are *Guru Penggerak* who teaches English and *Guru non-penggerak* that teaches Indonesian.
2. Second, after obtaining the required subject, researcher then use the observation checklist instrument to gather data related to how teachers apply problem-based learning in their learning process.
3. Then, the last step is conducted an interview related to the teacher's perspective in applying problem-based learning in the teaching learning process. From the information obtained in this interview, researcher can draw conclusions about what distinguishes from *Guru Penggerak* and *Guru non-penggerak* in implementing problem-based learning.

F. Technique of Data Analysis

According to Bogdan and Biklen claim that qualitative data analysis is an endeavor that involves working with data, organizing it, dividing it into manageable pieces, synthesizing it, identifying and finding

patterns, finding what is important and what is learned, and determining what may be credited to others (Saputra, 2021). According to Miles and Huberman (1994), reduction the three parts of the qualitative research analysis process, data reduction (data integration), data presentation (data display), and conclusion and verification (drawing/verifying) interact with one another (Sutikno, 2021). For make it simple:



(Miles & Huberman, 1994)

FIGURE 3. 1 *Descriptive analysis data*

Those explanations are as follows:

1. Data Reduction

Data reduction is the process of choosing, classifying, simplifying, abstracting, and converting raw data that results from fieldwork-related written records. In order to create many more data items that are dispersed into smaller and simpler data while following the design of research objectives, data reduction is used. Parwito (2007) advises performing the reduction in at least three steps, the first of which entails editing, pe-grouping, and summarizing the data. Second, gather codes and

notes (memo) about many topics, including enjoyable activities and processes, so that researchers may identify themes, groups, and data trends. It is possible to make notes about certain facts or symptoms throughout a paragraph, one paragraph, or numerous paragraphs. The development of design concepts and justifications for the theme, patterns, or groups of data in question comes third as the last stage of the reduction stage (Sutikno, 2021).

2. Data display

The next step following data reduction is data display. With the limitation of processes, display does not lose significance. The researcher gather more precise and educational information through this procedure.

According to Miles and Huberman (1994), the data display procedure must be carried out as effectively as feasible to produce valid findings. The quality of the process used in the study will determine how valid the qualitative analysis is. The data are now presented by the researcher as succinct explanations using simple sentence structures. In a narrative way, these phrases are connected to one another.

3. Conclusion drawing and verification

Conclusion drawing and verification is the final phase in this process. Drawing connections and completing data verification are part of the conclusion, which is the third analysis but is just as crucial as the first. Whether or not the last two stages, reduction and display data, have a significant impact on the outcome depends on whether there was a maximum stage. The retreat of conclusions, according to Miles and

Huberman (1994), is merely a component of one action and a whole configuration. A critical, skeptic, and open mindset should be prioritized by researchers in order to reach reliable conclusions. The conclusion must therefore be continually checked until a "saturated" conclusion is attained, which has no chance of being refuted by another conclusion.



CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The aim of this research is to find out how is the implementing of Problem Based Learning by *Guru Penggerak* and *Guru non-penggerak* and what are *Guru Penggerak* and *Guru non-penggerak*-perceptions on implementing Problem Based Learning in the classroom.

Any findings in this research will be explained on the basis of the instruments used, namely interviews and observation checklist. The observation checklist were used to gather data for the first research question, "*how is the implementing of Problem Based Learning by Guru Penggerak and Guru non-penggerak*" and the un-structured interview was used to answer the second question: "*What are the Guru Penggerak and Guru non-penggerak-perception on the implementation of Problem Based Learning in English Language Teaching*".

1. The ways of *Guru Penggerak* and *Guru non-penggerak* in Implementing Problem-based Learning

Based on the results of observation conducted with both *Guru Penggerak* and *Guru non-penggerak*, the researcher came to some results as described below.

a. Implementation of Problem based learning by *Guru Penggerak* and *Guru non-penggerak*

There are three stages of teaching: Preliminary activities, Main activities

and Closing activities.

1). Preliminary activities

This stage is an early step in the learning process. Based on the observation checklist that the researcher used, at the stage of preliminary activities, *Guru Penggerak* and *Guru non-penggerak* ensures that the student is ready to learn, motivates the student, prays and examines the equipment needed in learning.

a). Ensure the students' already to learn

Extract 01

- GP: 1. *"Bagaimana? Semua sudah ada dikelas? Sudah siap belajar hari ini"*
 2. *"What do you fell everyone? Are you ready to learn today?"*

Extract 02

- GNP: 1. *"Sudah siap belajar semua?"*
 2. *"are you ready to learn everyone?"*

Before learning, the teachers first ensure that the student is ready to study. One form of student readiness to study is that all students have been in class in a calm, quiet and attentive condition.

b). Motivates the students'

Extract 03

- GP: 1. *"anak-anak, jangan pernah bosan belajar hal-hal baru..."*
 2. *"students don't get bored learning about something new.."*

Extract 04

- GNP: 1. *"Anak-anakku, kalian harus senantiasa belajar terus menerus.."*
 2. *"My students, you are must learn continuously..."*

The motivation of the students is an effort of stimulation so that the students are truly serious and disciplined in undertaking the teaching learning process in the hope that they really understand the material that will be given later.

c). Prays

Extract 05

GP and GNP: 1. “*Ketua kelas silahkan pimpin doa*”

2. “The leader, please lead the prayer”

Prayed is made so that what is learned can be truly useful in life. The teacher instructed the leader of the class to lead his friends to pray according to their religions.

d). Checking the students’ equipment

Teachers should make sure that the students have prepared the learning equipment they need to keep everything going smoothly.

2. Main activities

Based on the stages in implementing problem-based learning there are four phases: first, Students orientation towards learning materials and methods, second guiding the investigation, third developing and presenting observations, fourth analyze and evaluate the problem-solving process in the learning material.

a). Phase I Students’ orientation towards learning materials and methods

1). Delivering learning topics to students

The teachers explained that the subject of the course was about the Analytical exposition text for *Guru Penggerak*, and *Surat Lamaran Pekerjaan* for *Guru non-penggerak*.

Extract 06

GP: Today we are going to **talk about analytical exposition text**, So anyone

Extract 16

GNP: 1: “materi hari ini adalah **tentang Surat Lamaran Kerja**, ada yang tau apa itu”

2: “our material today is **about Job Application Letter**, anyone knows what is that?”

From Extract 06 and 16 above, *Guru Penggerak* and *Guru non-penggerak* show the sentences way in explain about learning topic. It is the first step in phase 1 to implementing Problem based learning.

2). Convey of learning objectives

Extract 07

GP: **The purposes we learn this subject** is to make us more creatively to analyze the text...

Extract 17

GNP: 1: “Ada yang tau tujuan pembelajaran ini? **jadi tujuan dari belajar Surat Lamaran Pekerjaan adalah** agar kita dapat mengetahui terkait latar belakang pendidikan, pengalaman kerja”

2: “anyone knows the objectives of this subject? **So, the objective of our subject is** to make us knows about educational

Based on Extract 07 and 17, show the sentences *Guru Penggerak* and *Guru non-penggerak* convey to her students about the learning objectives.

Learning objective of the subject Analytical Exposition text is students are

able to find out the meaning of the text of analytical exposition by giving and asking information about actual issues, generic structure of analytical exposition and make examples. As for the objective of Job Application Letter is students are able to find out the meaning of *surat lamaran pekerjaan* by giving and asking personal information and asking educational background and make examples.

3). Explaining the subject matter of the material

After the teacher communicates the purpose of learning, the teacher then gives a subject matter about the material.

Extract 08

1. “Untuk materi ini, **silahkan gunakan media apa saja** untuk mencari referensi yang dibutuhkan”.
2. “For this material, **please use any media** to look for references”.

Extract 18

- GNP: 1.” jadi, nanti **siapkan hp kalian** untuk mencari materinya”
2. “So, **prepear your phone** to search the material”.

Based on Extract 08 and extract 18, the teacher directing the students to use some media for search the material about. This is to make it easier for students to search for and gather needed materials related information.

4). Divide the students into groups

Extract 09

GP: Please make 3 groups and decide yourself who is your teammate

Extract 19

- GNP: 1. *“Saya akan bagi kelompok berdasarkan absen”*
 2. *“I will divide the group by attendance list”*

Based on extract 09 and 19 the teachers directing her students to make groups. But, the difference between *Guru Penggerak* and *Guru non-penggerak* in this phase is *Guru Penggerak* directs students to create groups by their choices, while the *Guru non-penggerak* keeps groups by attendance lists. Based on it, *Guru Penggerak* give more freedom to his students so that they feel comfortable with his group. On the other hand, *Guru non-penggerak* says that the students are more responsible if they are grouped with member designated by teacher.

- b. Phase II Organizing the students to learn
 1). Teacher make sure each member understands their role.

Extract 10

- GP: 1. *“Gimana semua sudah tau masing-masing tugas di kelompoknya?”*
 2. *“Are you get it your role in your group?”*

Extract 20

- GNP: 1. *“Sudah paham tugasnya?”*
 2. *“Are you understand about the task?”*

Extract 10 and 20 show the sentence teacher make sure the students understands about what their want to do in their group. This aims so that each student plays an active role in their group.

- 2). Explaining the steps performed by the students until the end

Extract 11

GP: So, each group please determines who's be moderator, presenter and writer.

Guru Penggerak and *Guru non-penggerak* direct and explain to students to determine who will serve in their groups and what they should do in the stages of discussion and that is same as what *Guru non-penggerak* did as explained in extract 11.

3). Encourage each group to be creative and critically

Extract 12

GP: 1. “*Ingat, informasi yang diperoleh dibaca baik-baik dulu, dan silahkan buat hasilnya menggunakan PPT, video atau apa saja sesuai kreatifitas kalian*”.

2. “Remember, the information that you got read carefully and please make the results using PPT, video or anything **according to your creativity**”.

Extract 21

GNP: 1. “*Silahkan kerjakan tugasnya se kreatif mungkin dan jangan terpengaruh dengan jawaban dari kelompok yang lain*”

2. “Please do your creative work as possible and don’t be affected with answer from the other groups”.

Based on extract above can be seen by the two sentences presented by *Guru Penggerak* and *Guru non-penggerak*. Both explain how to do tasks given based on their own creativity and critically.

c. Phase III Guiding investigation of the students/group

1). Teacher monitor the involvement of each groups in discussion

At this stage, both *Guru Penggerak* and *Guru non-penggerak* are equal to pay attention to what each group takes while looking and compile their findings regarding the problem given. This aims so to each independent group and remain directed in carrying out their task.

2). Help each group to search about the material

Teacher help to each group if they are have some problem. For example, students found material on the google, but the material is not relevant to what is assigned to them, the teacher is directing to search for more specific content. This aims to make the students can be analyze what their found. As show in extracts 12 and 21 bellow.

Extract 13

GP: 1. *“Kelompok 4 itu coba cari yang lebih spesifik”*.
2. *“Group 4 please find out more specifically”*.

Extract 22

GNP: 1. *“Salah sumbermu itu, ganti”*.
2. *“your source is wrong, change it”*.

d. Phase IV Developing and presenting the result found

1). Support each group in planning and preparing the report

Extract 14

GP: 1. *“Materinya disusun mulai dari definisi, generic structure, dan tujuan”*
2. *“the material is arranged based on the definition, generic structure and purposes”*

Extract 23

GNP: 1. *“Ini bagus disajikan dalam bentuk PPT”*
2. *“the good form this task by using PPT”*

Based on extract 14 and 23, the teachers giving suggestion to their students how to make their material be best.

2). Encourage, check, and help each group write a report in the format of

learning materials.

Extract 15

- GP: 1. “*Kalian semua sepakat bentuk laporannya PPT?*”
2. “Are agree we are using PPT?.”

Extract 24

- GNP: 1. “*Sudah buat PPT semua?*”
2. “Is your PPT already?”

This stage, students have made their findings in the form or reports with teachers as facilitators that help them, each group has been ready to develop their finding.

e. Phase V Analyze and evaluate the problem-solving process in the learning material

- 1). Ask each group to present their result

Each group is invited to read the results of their reports in front of the class represented by each person in the group.

Extract 16

- GP: Please group 2 you are the first

Extract 25

- GNP: 1. “*Yang pertama kelompok 1*”.
2. “The first is group 1”.

Based on extract 16 and 25, teachers gave the chance for each group to present their findings in form of power point.

- 2). Helping to analyze and evaluate the problem solving

Extract 17

- GP: 1. “*Jadi dari hasil temuan kalian ada beberapa hal yang cukup baik.*”
2. “So, based on your findings, there are some thing is very good”.

The teacher then helps the student to analyze and give an explanation related to the results that have been presented as present above. In this stage, *Guru Penggerak* invites first to each group provides an analysis of the results of their findings. After that, *Guru Penggerak* provided analysis related to the results of their findings.

Extract 26

- GNP: 1. “*Berdasarkan beberapa kelompok yang presentase ada beberapa yang masih belum dicantumkan*”
 2. “according to some groups presentation there are several things is not exist”.

Which distinguishes between *Guru Penggerak* and *Guru non-penggerak* is *Guru non-penggerak* provides an analysis related to the material presented by each group directly without responding from other students' perspective.

- 3). Giving assessment straightening out according the students group report

After looking at the presentations of each group, the teacher then gives a direct assessment related to the results obtained by the students. Then after that, the teacher gave reinforcements related to what she was taught.

3. Closing activities

At this stage, the teacher gives reflection to each student and then prays before closing the lesson.

Based on some extract above, according to data that has been collected by the researcher it can be concluded that cytactically there is no significant difference between *Guru Penggerak* and *Guru non-penggerak* in implementing Problem based learning, which distinguish

both in the classroom just how to convey material, treat her students, and mindset towards their obligations as teachers.

b. *Guru Penggerak* and *Guru non-penggerak*-perception in Implementing Problem-based Learning

Based on interviews conducted by the researcher, researcher have collected some data related to *Guru Penggerak* and *Guru non-penggerak*-perception in implementing problem-based learning as describe bellow.

1. Using Problem based learning in teaching

Extract 01

GP: **Since the 2013 curriculum.** So, I even used problem-based learning **before I became a *guru penggerak*.**

Extract 06

- NPT: 1. “*Saya menggunakan Problem based learning itu sejak 2018, dan hanya beberapa subjek pembahasan yang cocok untuk menggunakannya*”.
2. “I have using Problem based **learning since 2018**, and just only several subject of material suitable to use it”.

Based on the extract, *Guru Penggerak* used Problem-based learning in teaching English even since 2013 and before becoming a *Guru Penggerak* while *Guru non-penggerak* have using Problem based learning during 2018 and just use it for some material. Based on this, it can be concluded that *Guru Penggerak* is more experienced in implementing Problem based learning in the teaching and learning process, while *Guru non-penggerak* rarely uses the Problem-based learning approach, only certain materials.

2. The reasons using Problem based learning

Extract 02

GP: **“Because...** PBL *itukan membuat siswa gampang'i terstimulasi untuk berfikir, itumi makanya saya gunakan, jadi saya juga tidak terlalu sulit to explain materi..*(PBL makes students easy to stimulate their critical thinking skills, that is why I use it. So, that's make me easy to explain the materials”.

Extract 07

NPT: *PBL itu lebih mudah untuk menerapkannya, dan pengaruhnya juga signifikan* (The Problem based learning is easier to implementing it and give a significant impact).

Based on the extract 02 and 07, some reasons *Guru Penggerak* using problem-based learning is make students critically, and easy to explain the materials. In another hand, *Guru non-penggerak* assumed that Problem based learning is easy to implement and have a lot of impact in teaching and learning. Based on this perception it can be concluded that *Guru Penggerak* uses Problem based learning with the aim of make it easy for students to stimulate them regarding what they learn by great stimulation, teacher will not struggle at providing a studied material. Meanwhile, according to *Guru non-penggerak*, it sees from the point of view that problem based learning is simple and easy to apply to several subject matter therefore it can have a significant impact on students.

3. Combine Problem based learning with another approach

Extract 03

GP: **Yes of course.** *So here, the curriculum now has two assessments that are inserted in the student's report, namely skill and knowledge.*

Based on extract 03, Problem based learning can be combined with some other methods or approaches. One of the most suitable uses is a

combination of problem-based learning and project-based learning. Problem based learning is used for knowledge values and project-based learning for skill values.

Extract 08

- NPT: 1. *“Nda pernah kaa kombinasikan dengan metode lain, karena kurasa cukup mi itu metode untuk satu subjek materi, terus susah juga kurasa kalau mau pakai dua metode yang berbeda”*
2. **“I have never to combine it** with the another method for one subject of material and I think it is difficult if I use more than one of method or approach in one of subject”.

Based on extract 08, *Guru non-penggerak* assumed that using more than one approach in learning is difficult to using it and she have to ensure that the material they learn must match the learning objective.

Based on two extracts above, there is a difference point of views between *Guru Penggerak* and *Guru non-penggerak* it is caused the difference in experience during using Problem based learning and who am they teaching.

4. Considerations for implementing problem based learning

Extract 04

GP: **Yes, both of them.** *Baik itu materinya maupun kondisi siswanya. Karena inikan proses yang berlangsung dalam pembelajaran jadi semuanya harus dipertimbangkan... (even though the materials or the students. Because this is a process in learning so everything must be considered.*

Extract 09

- NPT: 1. *“Saya menganalisa dulu materinya apa, lalu menentukan apakah bisa menggunakan Pbl atau tidak. Biasanya saya menggunakan Pbl itu **untuk materi yang diskusi**”.*
2. *“First, I analysis what the material is and than I beside that I can use Problem based learning or not. Sometimes, I use Problem based learning for discussion materials”.*

Based on extract 04, shows that the consideration *Guru Penggerak* before implementing Problem based learning is the students and the material taught because these two things will last together. Students who are unable to understand the material well, it is difficult to impose problem-based learning even if the material is suitable. Meanwhile, *Guru non-penggerak* looking for the material studied is considered to be a major consideration in implementing Problem based learning. *Guru non-penggerak* makes students the main subjects taught and have not changed, while the material changes.

5. The experience during using Problem based learning

Extract 05

GP: The question is actually not how the experience, but the question is *apa yang membedakan dalam menggunakan problem based learning sebelum dan setelah menjadi guru penggerak?..*

(what is the differences in implementing Problem based learning before and after being guru penggerak ?

Extract 06

GP: The differences is just **about mindset**. *Setelah menjadi guru penggerak saya merasa harus lebih memahami kondisi siswa yang saya ajar* (after being Guru Penggerak, I fell must be understand about the students conditions), not just think about score, but how to make students fells comfortable in learning process.

Extract 10

NPT: 1. *“Untuk pengalaman, sebenarnya tidak ada yang berbeda pada saat menggunakan metode ini and menggunakan metode lainnya, jadi kayak biasa jii “*

2. *“For the experience, actually there is not differences during using this method and using another, so nothing special”.*

Based on extract 06, the mindset of *Guru Penggerak* must be more understand about the condition, the feelings, everything students need. It show that ideally after participating in the *Guru Penggerak* program, the teacher should be better understand the existing conditions, both the students and environment. Basically, *Guru Penggerak* is a call for yourself as an educator to make students more productive, intelligent, insightful and able to adapt to all the material studied. Meanwhile, based on extract 10, *Guru non-penggerak* said that nothing special in implementing Problem based learning because she rarely uses that approach.

Based on the results of the interview described above, it can concluded that there are differences perceptions between *Guru Penggerak* and *Guru non-penggerak* against the implementation of Problem based learning in teaching. *Guru Penggerak* greatly uses Problem based learning in the learning she teaches so she understands very often what you need to consider to implementing it. In addition, the programs that have been followed by *Guru Penggerak* also made a major contribution in providing learning, with a teacher's *Guru Penggerak* program a better of understanding who she teaches, how to teach them and what they need, not merely gives knowledge but also skill. On the other hand, *Guru non-penggerak* has a different view, that what matters is the achieving of the learning objective. Using an approach or method only becomes

an option is not something compulsory. Researchers have concluded that there is a difference in views between teaching conventionally and teacher teaching by making students as a central of learning. Both are equally good, difficult for conventional learning to adapt to the needs and development of technology.

B. Discussion

The main objective of this study is to find out two things: how to apply Problem based learning and what differentiates between *Guru Penggerak* and *Guru non-penggerak* in their perspective related to the implementation of problem-based learning in their learning. Based on the data collected from the observation checklist and the following interviews, the outcome of the instrumentation is used.

1. The ways of Problem-Based Learning Implementation by *Guru Penggerak* and *Guru non-penggerak* in English Language Teaching

The implementation of Problem based learning by *Guru Penggerak* and *Guru non-penggerak* in English language teaching at SMA Negeri 8 Makassar based on the results of the observation checklist in the classroom according to Rusman (2014) claimed that are several steps in implementing Problem based learning, researcher make some conclusion related the phases in implementing Problem based learning, it will be explain as follows.

a. Implementation of Problem Based Learning by *Guru Penggerak*

Phase I, *Guru penggerak* really implement Problem based learning based on observation checklist starts by identifying learning topics, learning objectives, giving problems, giving examples to dividing students into groups. This phase is considered to be in accordance with the theory used by the researcher.

Phase II, *Guru Penggerak* performs the appropriate class action with the observation sheet prepared by the researcher namely, providing problems, explaining the stages in the process of finding solutions, providing full support to each group by being a facilitator for each group until the students obtain the results of the investigation they are doing.

Phase III, *Guru Penggerak* really provide full support in preparing the findings in the form of a report. In addition, the teacher also gives incentives, checks, helps, and guides in the process of creating the appropriate report format.

Phase IV, at this stage *Guru Penggerak* really applies and positions himself as required by his pupils. Besides, the teacher also gives full opportunity to the student to give his analysis related to the findings he describes.

b. Implementation of Problem based learning by *Guru non-penggerak*

Generally, of the four phases that exist, what is applied by *Guru non-penggerak* is almost the same as what the *Guru Penggerak* applies,

the only difference is in phase IV, which is the process of analyzing the findings of each group. *Guru Penggerak* gives its students the full opportunity to give their analysis, but non-p teachers don't do it, non-P teachers directly give his analysis as teachers rather than students.

Based on the above results, it can be concluded that syntactically there is actually no striking difference in the implementation of Problem based learning in learning between *Guru Penggerak* and *Guru non-penggerak*.

only difference between the two is the way they stimulate their students in class. Thus, it can be said that all returns to the individual as a teacher is not an existing degree.

2. *Guru Penggerak* and *Guru non-penggerak* perception in implementing Problem based learning

Based on the results of the interviews conducted by the researchers there are some results obtained, such results are based on the evidence of the previously mentioned interviews which can be explained as follows.

The first, in using Problem based learning, *Guru Penggerak* has been using it since 2013 and before she became the *Guru Penggerak*. While *non-penggerak* teachers have been using Problem based learning since 2018. Based on *extracts 1* presented above, there is a difference of 5 years of teaching experience between *Guru Penggerak* and *Guru non-penggerak* so the researchers concluded that there must be a difference

in student attendance.

The second, according to *Guru Penggerak* (*extract 2*), the reason for implementing Problem based learning is that problem-based learning can improve students' ability to think critically so it will be easy for teachers to provide explanations related to the materials taught. Meanwhile in the *Guru non-penggerak* (*extract 7*) argued that it was easy to implement Problem based learning and gave a significant impact. From both opinions, *both Guru Penggerak* and *Guru non-penggerak* use Problem based learning to facilitate learning.

The third, asked about the possibility of combining Problem-based learning with other methods, the *Guru Penggerak* gave an explanation of how and how easy it is to combine two different methods. (*extract 3*), that is using Problem based to give assessment about knowledge and using Project based learning to give assessment about skills. On the other hand, *Guru non-penggerak* cannot combine problem-based learning with other methods because of the rare use of such methods. It's a distinct perceptual difference between *Guru Penggerak* and *Guru non-penggerak*.

The fourth, the next perspective is on consideration between *Guru Penggerak* and *Guru non-penggerak* in implementing Problem based learning. The *Guru Penggerak* argues that the learning material and student condition are two things that are considered in the application of problem-based learning while non-p teachers only make the lesson material as a consideration when applying Problem based learning. Thus it can be concluded that there are differences in perception in this regard.

The fifth, in terms of experience, the *Guru Penggerak* gives a perspective that after becoming a *Guru Penggerak*, the mindset of the teaching learning process is more open, thereby giving more freedom to the pupils in terms of learning. Moreover, by applying Problem based learning, the *Guru Penggerak* can better understand why students are determining groups, choosing tasks and so on. On the other hand, although there is no special experience in using Problem based learning, *Guru non-penggerak* advise that anyone can use Problem-based learning while still considering the substance of learning.

Based on some explanation above, the researcher concluded that in the implementation process Problem based learning is syntactically the same between *Guru Penggerak* and *Guru non-penggerak*. Because basically, the *Guru Penggerak* program is aimed at forming individual teachers who give priority to their pupils. On the other hand, *Guru non-penggerak* provide learning based on goals to be achieved and measured by evaluation. So the explanation, the main factor that distinguishes

between *Guru Penggerak* and *Guru non-penggerak* is the question of perspective as described earlier.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings it can be concluded that:

1. Using Problem based learning in learning can have a significant impact and give stimulation to learners to become more creative, courageous, and critical in acquiring learning during discussion. In the implementation of problem-based learning, there are several phases that are carried out, namely, orienting students on problems related to the materials studied, both directing students to form groups and compile findings related to problems faced. Thirdly, the teacher then develops and helps the student to compile the findings and then finally concentrates the results of the report and gives an assessment. In the implementation of problem-based learning, there's no significant difference between the way the *Guru Penggerak* and *Guru non-penggerak* use it. Both apply the syntax of Problem based learning. The only thing that makes the difference is the way student study.
2. The differences in perspective between *Guru Penggerak* and *non-penggerak* related to problem-based learning depend on the experience, abilities, individuals, learning materials, student conditions and facilities. But it's worth noting that after the *Guru Penggerak* program, everything goes back to the individual teachers, whether they want to bring change or not, whether to move or not. But it is obviously expected that the *Guru*

Penggerak can be an agent in improving the learning process of good teaching. As a final conclusion, what distinguishes between *Guru Penggerak* and *Guru non-penggerak* perspectives is the question of mindset in teaching and learning.

B. Suggestions

Based on findings reported in previous chapter several suggestions can be taken as a consideration as follows:

1. Suggestion for the teachers

The researcher hopes that this study can give a contribution to teachers related to the application of Problem based learning methods, becoming *Guru Penggerak*, and more consideration of the students' involvement in teaching.

2. Suggestion for the students'

For the students, I hope this research can make a real contribution to giving every student an opportunity to boldly analyze and think critically.

3. Suggestion for the other researcher

This research is not final so if it is necessary to be reviewed and reviewed for other researchers, the researchers are happy to accept it.

BIBLIOGRAPHY

- Amaludin L, et al. 2021. Problem-Based Learning Model: Its Application and Effect on Learning Outcomes. *BIOEDUPAT: Pattimura Journal of Biology and Learning*, 1(1).
- Afdareza M, et al. 2020. Development of Learning Device Based on 21st Century Skill with Implementation of Problem Based Learning to Increase Critical Thinking Skill of Students on Polyhedron for Grade 8th Junior High School. *Journal of Educational Sciences*, 4(2).
- Arif A, Andy Eddy. 2019. Desain Modul Model Problem Based Learning (PBL) Berbasis Mind Mapping. *Journal Pendidikan MIPA*, 9(1).
- Asrial A, et al. 2021. Problem-Based Learning Model in Classroom Management with Scaffolding Techniques on Learning Outcomes and Student Independence. *International Journal of Elementary Education*, 5(4).
- Christian P, et al. 2023. Efektivitas Program Guru Penggerak Kementerian Pendidikan Kebudayaan Riset dan Teknologi di SMP Negeri 3 Tumpa. *Jurnal Administrasi Publik* 2 (IX).
- Farisha, AB, et al. 2022, June. *The Students' Perception of Teaching English Paragraph Writing Based on Problem Based Learning Method*. *Asian Journal of Humanities and Social Studies*. Indonesia.
- Hamdan A, et al. 2014. Implementation of Problem Based Learning Among Nursing. *International Education Studies*, 7(7).
- Hardika, S. 2020, April, 27. Pembelajaran Berbasis Masalah (Problem Based Learning). <https://www.researchgate.net/publication/340950123>. Perpustakaan IAI Agus Salim.
- Hendrawati E, et al. 2021. The Collaborative Problem Based Learning Model Innovation. *Journal of Educational and Social Research*, 11(4).
- Hidayati R, Wagiran W. 2020. Implementation of Problem-Basd Learning to Improve Problem Solving Skills in Vocational High School. *Jurnal Pendidikan Vokasi*. 10(2).
- Husnul, H. (2020) *Penerapan Metode Pembelajaran Problem-based Learning dalam Meningkatkan Kemampuan Bercerita Pada Siswa*. *Jurnal Edukasi* VII (3).
- Hoyi, R, et al. (2021). Efforts to Improve Students' Attitudes with The Problem

- Based Learning Model. *Indonesian Journal of Educational Research and Review*, 4(1).
- Jannati P. (2023). *Peran Guru Penggerak Dalam Implementasi Kurikulum Merdeka di Sekolah Dasar*. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidayah* 7 (1).
- Juniman, et al. (2021). The Effectiveness of The Cooperative Problem-Based Learning Model In Learning Statics In Vocational Education. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(3).
- Kemendikbud. (2019). Nadiem Program Guru Penggerak. <https://sekolah.penggerak.kemendikbud.go.id/gurupenggerak>
- Loppies M, et al. (2021). The Effect of Problem Based Learning Models in Online Learning Settings on Student Cognitive Learning Outcomes In History Subjects. *Journal of Education Research and Evaluation*, 5 (1).
- Margaret M, Penelope L. (2020). Conceptualizing Problem-Based Learning: Ensuring Realization of Curriculum Intentions. *Journal of Problem-Based Learning*, 7(1).
- Michael, O. (2010). *Emerging Perspectives on Learning, Teaching and Technology*. Zurich: The Global Text Project.
- Miles, Mathew B., and A. Michael Huberman. 1994. *An Expanded Sourcebook: Qualitative Data Analysis*. London. Sage Publications.
- Mudhofir A. (2021). Effect of Problem Based Learning Model Combination Flipped Classroom Against Problem Solving Ability. *The International Journal of High Education Scientists (IJHES)*. 6(1).
- Nur'aini. (2020). Penerapan Metode Studi Kasus *Yin* Dalam Penelitian Arsitektur dan Perilaku. *INERSIA Vol. XVI:1*
- Rahmani R, Mahayana M. (2022). The Implementation Of Problem Based Learning Model On Science Problem Solving Ability Of Elementary School Students. *Proceedings of International Conference on Multidiciplinary Research*, 4(1).
- Rika Argusni, Ike Sylvia. (2019, September). Implementasi Pelaksanaan Model Problem Based Learning Untuk Meningkatkan Kemampuan Problem Solving Siswa Kelas XI IIS SMA Negeri 16 Padang. *Jurnal Sikola: Jurnal Kajian Pendidikan dan Pembelajaran*, 1(1).
- Rusman. (2014, Juni). Penerapan Pembelajaran Berbasis Masalah. *Edutech*, Tahun 13, Vol.1, No.2, Juni 2014

- Sanjaya, Wina. (2013). *Penelitian Pendidikan, Jenis, Metode, Prosedur*. Jakarta: Pradana Media Group.
- Kurt, S. 2020. Teaching and Learning Problem Based Learning. <https://educationaltechnology.net/problem-based-learning-pbl/>
- Sofyan, H. (2016). *Pembelajaran PBL dalam Implementasi Kurikulum*.6, 265
- Sutikno, et al. (2021, Juli). Penelitian Kualitative. https://www.researchgate.net/publication/353587963_PENELITIAN_KUALITATIF
- Slamet A. (2020). The Implementation of Problem Based Learning in Teaching Writing Report Text Through Online to the 9Th Grade Students at SMP Hang Tuah 1 Surabaya. *Repository.stkipgri-sidoarjo.ac.id*
- Sugiarsi. (2020). Instrumen Penelitian Kualitatif. *publikasi.apfirmik.or.id*
- Yani, K. (2012). Studi Kasus (John W Craeswell). http://file.upi.edu/Direktori/FPIPS/JUR_PEND_SEJARAH
- Yanto F, Festiyed F, Enjoni E. (2021). Problem Based Learning Model for Increasing Problem Solving Skills in Physics Learning. *JIPF (Jurnal Ilmu Pendidikan Fisika)*, 6(1).



1. 1 Appendix A: Observation Checklist

	Learning activity	Occurs		Quality		
		Yes	No	Suitable	Less suitable	Not suitable
A	Preliminary activities					
	1. Teachers ensure that all students are already in class and ready to follow the learning activities.					
	2. Send greetings and give motivation to always be enthusiastic about learning with whatever conditions.					
	3. Give an instruction to one of the students to lead prayer.					
	4. Check the student's learning equipment such as package books and notes.					
B	Main activities					
	Phase 1 <i>Students' orientation towards learning materials and methods</i>					
	1. Delivering learning topics to students.					
	2. Convey of learning objectives					
	3. Explaining the subject matter of the material being studied.					
	4. Divide the students into groups					

Phase 2 Organizing students to learn						
	1. Teacher make sure each member understands their role.					
	2. Explaining the steps to be performed by students until the end of the activity					
	3. Encourage each group to think logically and creatively to find solutions and results of the investigation					
Phase 3 Guiding investigation of the students/groups						
	1. Teacher monitor the involvement of each groups in discussion					
	2. Help each group to search about the material					
Phase 4 Developing and presenting the results found						
	1. Support each group in planning and preparing the report					

	2. Encourage, check, and help each group write a report in the format of learning materials					
Phase 5 Analyze and evaluate the problem-solving process						
	1. Ask each group of students to present their findings					
	2. Helping to analyze and evaluate the problem-solving process.					
	3. Provide encouragement and feedback either verbal or written on student work.					
	4. Providing explanation and straightening out					
C. Closing activities						
	1. Reflecting on all learning activities					
	2. Pray					

(Adopted and modified from: Nur'aini (2020))

1. 2 Appendix B: Interview Guidelines

(For Guru Penggerak and Guru non-penggerak)

Guru Penggerak and *Guru non-penggerak*-perception on the implementation of problem-based learning in language teaching at SMA Negeri 8 Makassar. The data collected by the researcher through semi-structured interviews. There will be six questions composed and will be developed during the questions and answer sections, the interview script is using a set of standard questions after reviewing at related research. These questions are expected to provide answers to this research questions in this study. The following questions will be used in the interviews with the participants of this study:

1. How long do you use Problem-based learning?
2. Why do you use Problem-based learning?
3. Do you combine PBL with the other methods?
4. Considerations of using PBL due the students or the materials?
5. What conclusions can you give about your experience in implementing PBL?

(Adopted and modified from: Sugiarsi, 2020)

1. 3 Appendix C: Result Observation Checklist

	Learning activity	Occurs		Quality		
		Yes	No	Suitable	Less suitable	Not suitable
A	Preliminary activities					
	1. Teachers ensure that all students are already in class and ready to follow the learning activities.	✓		✓		
	2. Send greetings and give motivation to always be enthusiastic about learning with whatever conditions.	✓		✓		
	3. Give an instruction to one of the students to lead prayer.	✓		✓		
	4. Check the student's learning equipment such as package books and notes.	✓		✓		
B	Main activities					
	Phase 1 Students' orientation towards learning materials and methods					
	1. Delivering learning topics to students.	✓		✓		
	2. Convey of learning objectives	✓		✓		
	3. Explaining the subject matter of the material being studied.	✓		✓		
		✓		✓		

	4. Divide the students into groups	✓		✓		
Phase 2 Organizing students to learn						
	1. Teacher make sure each member understands their role.	✓		✓		
	2. Explaining the steps to be performed by students until the end of the activity	✓		✓		
	3. Encourage each group to think logically and creatively to find solutions and results of the investigation	✓		✓		

Phase 3 Guiding investigation of the students/groups						
	1. Teacher monitor the involvement of each groups in discussion	✓		✓		
	2. Help each group to search about the material	✓		✓		
Phase 4 Developing and presenting the results found						

	1. Support each group in planning and preparing the report	✓		✓		
	2. Encourage, check, and help each group write a report in the format of learning materials	✓		✓		
Phase 5 Analyze and evaluate the problem-solving process						
	1. Ask each group of students to present their findings	✓		✓		
	2. Helping to analyze and evaluate the problem-solving process.	✓		✓		
	3. Provide encouragement and feedback either verbal or written on student work.	✓		✓		
	4. Providing explanation and straightening out	✓		✓		
C.	Closing activities					
	1. Reflecting on all learning activities	✓				
	2. Pray	✓		✓		

1. 4 Appendix D: Transcript Interview Results

(Guru Penggerak)

Guru penggerak (GP)
Name: N

1. How long do you use Problem-based learning?
 “It’s been a long time. Since kurikulum 2013, imagine even before I become Guru Penggerak”
2. Why do you use Problem-based learning?
 “Jadi begini, penggunaan metode atau pendekatan adalah untuk memberikan akses yang mudah. PBL itu kan membuat siswa gampang’i terstimulus untuk berfikir, itumi makanya saya gunakan. Jadi saya juga tidak terlalu sulit to explain ke meereka ”
3. Do you combine PBL with the other methods?
 “Yes of course, so here the curriculum now has two assessment that are inserted in the student’s report, namaely skill and knowledge. So I use PBL for assessing the knowledge and also use PjBL for assessing skill”
4. Considerations of using PBL due the students or the materials?
 “yes, both of them. Baik itu materinya maupun kondisi siswanya karena inikan proses yang berlangsung dalam pembelajaran jadi semuanya harus dipertimbangkan, kita tidak boleh melihat satu sisi saja.”
5. What conclusions can you give about your experience in implementing PBL?
 “the question is actually not how the experience, but apa yang membedakan dalam menggunakan PBL Sebelum dan setelah menjadi guru penggerak’
 The different is just about mindset. Setelah menjadi guru penggerak saya merasa harus lebih memahami kondisi siswa yang saya ajar.

1. 5 Appendix E: Transcript Interview Results

(Guru non-penggerak)

**Guru non-penggerak
(GNP)Name: S**

1. How long do you use Problem-based learning?
 “Saya menggunakan PBL sejak 2018, dan hanya beberapa subjek pembahasan yang cocok untuk menggunakannya”
2. Why do you use Problem-based learning?
 “PBL itu lebih mudah menerapkannya dan pengaruhnya juga signifikan, jadi itu juga salah satu alasan”
3. Do you combine PBL with the other methods?
 “Nda pernah kaa kombinasikan dengan metode lain karena kurasa cukup mi itu metode untuk 1 subjek materi, terus susah juga kurasa kalau harus pakai dua metode yang berbeda”
4. Considerations of using PBL due the students or the materials?
 “saya menganalisa dulu materinya apa, lalu menentukan apakah bisa menggunakan PBL atau tidak, biasanya saya menggunakan PBL itu untuk materi yang diskusi.”
5. What conclusions can you give about your experience in implementing PBL?
 “untuk pengalaman sebenarnya tidak ada yang berbeda saat menggunakan metode ini dan menggunakan metode lainnya. Jadi kayak biasa ji”.

1. 6 Observation and Interview









MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl. Sultan Alauddin No.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Agus Salim

Nim : 105551103519

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	1%	10%
2	Bab 2	7%	25%
3	Bab 3	7%	10%
4	Bab 4	2%	10%
5	Bab 5	4%	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 15 Agustus 2023

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,


Nursyah Hani, S.I.P.
NBM. 964 591



BAB I AGUS SALIM 105351103519

ORIGINALITY REPORT

4%	0%	5%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Savin Saden, Maggi Wilkie Kay. "EBOOK: Challenging Research In Problem-based Learning" EBOOK: Challenging Research in Problem-based Learning, 2004 Publication	2%
2	Savin Saden, Maggi. "EBOOK: Facilitating Problem-based Learning", EBOOK: Facilitating Problem-based Learning, 2003 Publication	2%

Exclude quotes On Exclude matches < 2%

Exclude bibliography On





Submission date: 14-Aug-2023 03:50PM (UTC+0700)

Submission ID: 2145640300

File name: CHAPTER_II_AGUS.docx (262.65K)

Word count: 2349

Character count: 13223





BAB III AGUS SALIM 105351103519

ORIGINALITY REPORT

7%

SIMILARITY INDEX

5%
INTERNET SOURCES

4%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1

doaj.org
Internet Source

3%

2

www.deepdyve.com
Internet Source

2%

3

Rifky Dora Wijayati, Zalik Nuryana, Andri Pranoic, Alfian Ma'Arif, Sularso, Suyadi.

"Higher Education Response to The COVID-19: Do Students Feel Comfortable Studying With Distance Learning?", 2022 XII International Conference on Virtual campus (ICV), 2022

Publication

2%

Exclude quotes On

Exclude matches < 2%

Exclude bibliography On



BAB IV AGUS SALIM 105351103519

ORIGINALITY REPORT

2%	0%	2%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1 Savin Badri Magg, Howell Major, Centre. "EBOOK Foundations of Problem-based Learning". EBOOK, Foundations of Problem-based Learning, 2004. Publication 2%

Exclude quotes

Exclude matches 2%

Exclude bibliography On





Submission date: 14-Aug-2023 03:51PM (UTC+0700)

Submission ID: 2145640938

File name: CHAPTER_V_AGUS.docx (19.65K)

Word count: 365

Character count: 2025

BAB V AGUS SALIM 105351103519

ORIGINALITY REPORT

4%	4%	0%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	123dok.com Internet Source	4%
---	-------------------------------	----

Exclude quotes Exclude matches
Exclude bibliography



LULUS



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Jalan Seroja No. 29 Makassar
Telp: (0411) 469171 - 469172 (Kantor)
Email: info@umh.ac.id
Web: www.umh.ac.id

Nomor: 14319/FKIP/A.4-1/VI/1445/2023
Lampiran: 1 (Satu) Lembar
Perihal: Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di:
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh
Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

- Nama : Agus Salim
- Stambuk : 105351103519
- Program Studi : Pendidikan Bahasa Inggris
- Tempat/Tanggal Lahir : Watubangga / 08-09-1998
- Alamat : Jalan Karunrung Raya 04 kecamatan Papponi kota Makassar

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: The ways of implementation of problem based learning by Guru Penggerak in English Language Teaching at SMAN 8 Makassar

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan Jazaakumullahu Khaeran Katsiraan.

Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
26 Juli 2023 M

Dekan



Erwin Akib, M.Pd, Ph.D.
NBM. 860 934



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 2073/05/C.4-VIII/VII/1444/2023

09 Muharram 1445 H

Lamp : 1 (satu) Rangkap Proposal

27 July 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar nomor: 14319/PKIP/A.4-II/VII/1445/2023 tanggal 26 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : AGUS SALIM

No. Stambuk : 10535 1103519

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"THE WAYS OF IMPLEMENTATION OF PROBLEM BASED LEARNING BY GURU
PENGGERAK IN ENGLISH LANGUAGE TEACING AT SMAN 8 MAKASSAR"**

Yang akan dilaksanakan dari tanggal 31 Juli 2023 s/d 31 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ



Dr. Ir. Abubakar Idhan, MP,
NBM 101 7716



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448938
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor : 22213/S.01/PTSP/2023 Kepada Yth.
Lampiran : - Kepala Dinas Pendidikan Prov. Sulsel
Perihal : Izin penelitian

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2073/05/04-VIII/VIII/1444/2023 tanggal 27 Juli 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : AGUS SALIM
Nomor Pokok : 105351103519
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Sit Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE WAYS OF IMPLEMENTATION OF PROBELM BASED LEARNING BY GURU PENGGERAK
INI ENGLISH LANGUAGE TEACHING AT SMAN 8 MAKASSAR "

Yang akan dilaksanakan dari : Tgl. 31 Juli s/d 30 September 2023

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 27 Juli 2023

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth

1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*

Nomor : 2073/2023



**MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-8690000 / 0411-3137247
Email : prodi@umh.ac.id
prodi@fkip.umh.ac.id
prodi@fkip.umh.ac.id
Website: fg.fkip.umh.ac.id

Nama Mahasiswa : Agus Salim
 NIM : 105351103519
 Judul Penelitian : The ways of Problem Based Learning Implementation by Guru Penggerak in English Language Teaching at SMA Negeri 8 Makassar
 Tanggal Ujian Proposal : 08 Juli 2023
 Tempat/Lokasi Penelitian : SMA Negeri 8 Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Senin, 27 Juli 23	Observasi awal	Hikmah, S.Pd.	
2	Senin 31, Juli 23	Observasi kelas art dan antar surat		
3	Rabu 02 Agustus 23	wawancara		
4	Kamis 09 Agustus 23	observasi kelas dan dokumentasi		
5				



**MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

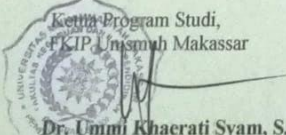
بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

6		
7		
8		
9		
10		

Makassar,2023

Mengetahui,

Ketua Program Studi,
 FKIP, Umh Makassar


Dr. Umri Khaerati Syam, S.Pd., M.Pd
 NBM. 977 807

Pimpinan Kepala sekolah/Instansi


W. W. S.Pd
 NIP. 197312252005021003

PEMERINTAH PROVINSI SULAWESI
 UPT
 SEKOLAH MENengah MA
 KOTA MAKASSAR
 DINAS PENDIDIKAN



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 8 MAKASSAR

Jln . A. Mangerang II No. 24 Makassar 80411-873790 Kode Pos 90223
Web: www.sman8makassar.scb.id E-mail : sman8makassar@yahoo.co.id



SURAT KETERANGAN PENELITIAN
Nomor : 800/252/UPT- SMA.8/MKS /VIII/DISDIK/2023

Yang bertanda tangan di bawah ini Kepala SMA Negeri 8 Makassar

N A M A : IWANUDDIN, S.Pd
N I P : 197312252005021003
PANGKAT/GOLONGAN : Pembina Tk.I IV/b
J A B A T A N : Kepala Sekolah

Menerangkan bahwa :

N A M A : AGUS SALIM
NOMOR POKOK : 105351103519
PROGRAM STUDI : Pendidikan Bahasa Inggris
PEKERJAAN/LEMBAGA : Mahasiswa (S1)
A L A M A T : Jl. Sln Alauddin 259 Makassar

Yang bersangkutan telah selesai mengadakan Penelitian di SMA Negeri 8 Makassar pada *Tanggal, 07 Juni s/d 09 Agustus 2023* berdasarkan Surat Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Bidang Penyelenggaraan Pelayanan Perizinan Nomor : 22213/S.01/PTSP/ 2023 untuk penelitian Penyusunan SKRIPSI dengan Judul

**“THE WAYS OF IMPLEMENTATION OF PROBLEM BASED LEARNING BY GURU
PENGGERAK IN ENGLISH LANGUAGE TEACHING AT SMAN 8 MAKASSAR ”**

Demikian Surat Keterangan ini di buat untuk di gunakan sebagaimana mestinya.-

Makassar, 09 Agustus 2023
Kepala Sekolah,
IWANUDDIN, S.Pd
Pangkat : Pembina,Tk.I IV/b
NIP.19731225 200502 1 003



MAJELIS DIKELITIBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Abdillahi No. 299
Makassar
Telp: 041-860037/041-115222
Email: prodiib@unismuh.ac.id
Research Service:
research@unismuh.ac.id
Website: <http://depanunismuh.ac.id>

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

BERITA ACARA
Perubahan Judul Penelitian Mahasiswa

Kepada Yang Terhormat, Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Di tempat,

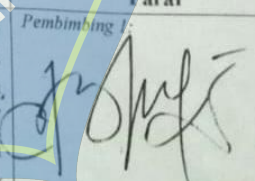
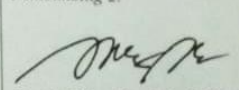
Assalamualaikum Warahmatullahi Wabarakatuh,
Semoga segala aktifitas kita senantiasa selalu bernilai ibadah di sisi Allah SWT. Amin.
Pada hari ini, tanggal 12 bulan Juni, tahun 2023 kami selaku pembimbing tugas akhir mahasiswa Skripsi, dengan identitas:

- Pembimbing 1 : Dr. Nurdevi Bte Abdul, S.Pd., M.Pd
NIDN : 0910048402
- Pembimbing 2 : Dr. Andi Asri Jumiaty, S.Pd., M.Pd
NIDN : 0920038104

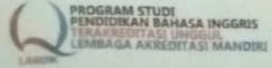
Akan menyampaikan perubahan judul pada penelitian mahasiswa bersangkutan beserta alasan yang menguatkan, baik secara teori maupun praktik, dengan identitas di bawah ini:

Nama Mahasiswa : Agus Salim
Nomor Induk Mahasiswa : 105351103519
Judul lama : ' THE WAYS OF IMPLEMENTATION OF PROBLEM BASED LEARNING BY GURU PENGGERAK IN ENGLISH LANGUAGE TEACHING AT SMA NEGERI 8 MAKASSAR

Berikut informasi perubahan judul yang dimaksudkan di bawah ini:

No.	Perubahan Judul	Alasan	Paraf
1	The Ways of Problem Based Learning Implementation by Guru Penggerak in English Language Teaching	Pada judul sebelumnya terdapat redaksi kata yang kurang tepat, kata 'Implementation' di depan, kata 'Problem based learning' seharusnya menjadi 'Implementing' dan itu tidak sejalan dengan tujuan penelitian yang akan dilakukan sehingga Pembimbing menganjurkan untuk mengganti redaksi kata sebagaimana seharusnya	Pembimbing 1:  Dr. Nurdevi Bte Abdul, S.Pd., M.Pd Pembimbing 2:  Dr. Andi Asri Jumiaty, S.Pd., M.Pd

Demikian penyampaian kami, sebagai laporan dan konfirmasi kepada Kaprodi Pendidikan Bahasa Inggris untuk ditindak lanjuti dan dipergunakan sebagaimana maksud dan tujuannya





**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodig@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE

0809/BG-FKIP/LOA/B/VIII/1445/2023

Dear AGUS SALIM

It is our pleasure to inform you that, after reviewing your paper:
**GURU PENGGERAK AND NON-PENGGERAK TEACHER PERCEPTION ON
IMPLEMENTATION OF PROBLEM BASED LEARNING IN ENGLISH
LANGUAGE TEACHING**

The manuscript ID: 1049

Detail checklist:

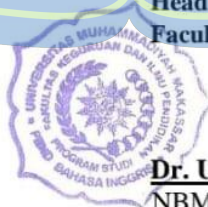
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Language Teaching and Assessment**, ISSN (online) 2809-5707. ISSN (printed) 2810-0468. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jlta@bg.unismuhmakassar.ac.id

Makassar, 15 August 2023 M
28 Muharram 1445 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807

CURRICULUM VITAE



The researcher, **Agus Salim** was born in Watubangga on 08th September 1998. He is the last child of three siblings. In 2010, he graduated from SD Negeri 1Tondowolio and continued his study at MTSs Annurain Tondowolio and graduated in 2013. In the same year, he continued his study at SMA Negeri 1 Watubangga and finished in 2016. After 3 year, he enrolled his study at Universitas Muhammadiyah Makassar, he accepted in English Education Department of Teacher Training and Education Faculty. At the completion of his studies, he was able to complete his thesis entitled “**The Ways of Problem Based Learning Implementation by Guru Penggerak in English Language Teaching at SMA Negeri 8 Makassar**”.

