



Analysis of The Reading Comprehension Abilities of Fifth Grade Students in Indonesian Language Learning using The Problem Based Learning Model

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ABSTRACT

This research analyzes the implementation of the Problem-Based Learning (PBL) model and its impact on fifth-grade students' short story reading comprehension at SDN 1 Arjawinangun. The study responds to challenges such as low reading interest and difficulty in understanding text content. Grounded in constructivist theory (Piaget & Vygotsky), social learning theory (Bandura), and metacognitive theory (Flavell), PBL encourages active, meaningful, and reflective learning. This qualitative case study involved a teacher and selected fifth-grade students, using interviews, participatory observation, and document analysis as data collection techniques. The findings show that PBL was effectively implemented through stages of problem orientation, organizing learning, guiding investigation, creating and presenting work, and evaluating the process. This approach significantly improved students' comprehension skills, including identifying characters, determining main ideas, extracting moral values, and concluding story content. Students showed increased interest and motivation due to the interactive nature of PBL, which aligns with meaningful learning theory (Ausubel). Both teacher and students perceived the model positively, recognizing it as innovative and supportive in enhancing text comprehension. Although challenges such as time constraints and adapting materials for lower-ability learners emerged, the study concludes that PBL is a theoretically sound and practically effective strategy to enhance reading comprehension in elementary education.

Keywords: Reading Comprehension, Problem Based Learning, Elementary Education

INTRODUCTION

Reading ability is a fundamental foundation in language learning and also in studying other subjects [1]. Reading involves not only the pronunciation of words or sentences but also includes the ability to understand, interpret, and evaluate the information contained in the text. In the Merdeka Curriculum, reading literacy becomes one of the core competencies expected to enhance students' thinking quality and problem-solving skills in various fields. Therefore, reading comprehension is not only important for the Indonesian language subject but also serves as the foundation for the entire learning process [2]. Reading skills play a crucial role in shaping an educated society. Through reading, students can gain extensive experience and knowledge, helping them develop ideas and concepts. Students' learning success depends heavily on their reading skills, as through reading, they acquire a variety of important information and knowledge. Reading is not only a skill, but also a fundamental foundation for broadening students' horizons and understanding [3].

Indonesian language learning in elementary schools often tends to be teacher-centered and focuses on memorization and simply achieving the curriculum[4]. This

impacts the lack of development in students' critical thinking skills and text comprehension. Data from the National Assessment shows that most elementary school students in Indonesia are still in the low category in terms of reading literacy[5]. One of the causes is the learning approach that is not yet innovative and contextual[6].

One of the causes is the learning approach that is not yet innovative and contextual[6]. The ability to understand concepts is a basic skill that students need to master to learn material effectively[7]. Indonesian is very important. Elementary school curricula often include Indonesian as a compulsory subject. One of the many important subjects taught in elementary school is Indonesian[8].

The problem based learning (PBL) learning model is a learning model that is based on real life. Using this learning model is very useful because with problem based learning (PBL) students can learn through solving real world problems (real word problems) in a structured manner to build students' knowledge [9]. Problem-Based Learning (PBL) is a learning model that uses real-world problems as a stimulus for group learning. Through this model, students are trained to think critically, engage in active discussion, and construct understanding independently. PBL also presents contextual problems before the learning process begins, thus stimulating students to investigate, analyze, and find solutions to the problems they face[9]. The Problem-Based Learning model is a learning model that places students in real-life situations that require them to solve problems. The PBL model requires students to actively engage in scientific investigations to solve problems. In this case, the teacher acts as a facilitator, guiding students to stay focused. The implementation of PBL is believed to facilitate students' understanding of science material and significantly improve learning outcomes[9].

Problem-Based Learning (PBL) is a learning model that involves presenting practical problems to students[10]. By practicing problem-solving skills relevant to their real world, PBL can stimulate critical thinking habits]. PBL can shape students' problem-solving abilities and increase their enthusiasm for developing their skills[11]. The PBL approach involves presenting problems, asking questions, facilitating investigations, and engaging in discussions during the learning process The numerous student activities involved in the PBL model can build learning motivation. Problem-Based Learning (PBL) is a learning model that uses real-world problems as a stimulus for group learning. Through this model, students are trained to think critically, actively participate in discussions, and construct understanding independently. PBL also presents contextual problems before the learning process begins, thus stimulating students to investigate, analyze, and find solutions to the problems they face[9].

The implementation of the *Problem-Based Learning* (PBL) model emphasizes active student involvement in the learning process, where they are encouraged to identify, analyze, and collaboratively solve problems[12]. Through this process, students not only develop critical and creative thinking skills but also gain contextual and meaningful learning experiences. The structured learning activities within PBL help students construct concepts independently, enhance communication skills, and strengthen teamwork[13]. These combined aspects significantly contribute to increasing students' learning motivation, as they feel a sense of ownership and responsibility in their learning journey. Moreover, the application of problem-based learning can stimulate students' enthusiasm in the classroom, creating a more dynamic, interactive, and student-centered learning environment.. This learning implementation can stimulate enthusiasm for learning in the classroom[14]

Reading comprehension is the ability to understand the main ideas, important

details of a reading, and a comprehensive understanding of the text. Therefore, we need to master vocabulary and writing structure well. Another contributing factor is students' lack of interest in reading due to habits, inadequate resources, and reading materials that are not suited to their interests. Knowledge of effective reading techniques also appears to be an equally important factor as a problem in reading[15].

The implementation of Indonesian language learning in elementary schools still faces various challenges[16]. The teaching approach tends to be one-way and emphasizes only cognitive aspects, such as memorizing text structures or answering multiple-choice questions without guiding students to think critically and understand the meaning of readings in depth. This impacts the low achievements in reading comprehension skills among students. The National Assessment results by the Ministry of Education and Culture (2022) show that many elementary school students in Indonesia are still in the category of "requiring special intervention" in reading literacy aspects.

This phenomenon is also seen at SDN 1 Arjawinangun, where this research was conducted. Based on initial observations and interviews with the fifth-grade teacher, it was found that most students struggle to understand the main ideas and explanations in a text, to summarize information, and to connect reading content with everyday life. Some students tend to read mechanically without grasping the meaning of the texts. The teacher stated that the lecture method and practice questions commonly used have not been able to encourage students to think actively and deeply. This indicates the need for a more contextual and participatory learning approach.

The Problem-Based Learning (PBL) model provides space for students to actively participate in learning activities, starting from identifying problems, formulating tentative assumptions, and finding solutions through a process of investigation and analysis[17]. This approach not only improves students' understanding of subject matter, particularly science, but also develops critical thinking and creativity skills, as well as the ability to collaborate – essential competencies in the 21st-century learning era. In PBL, students act as the main subjects of learning, so they are more motivated to explore information independently and collaborate with their peers[18]. Through this process, students are trained to develop scientific skills in observing, analyzing rationally, and drawing conclusions based on data or evidence found[19]. The Problem-Based Learning model is characterized by always starting with a problem and focusing on it. The PBL model has several stages that must be implemented, namely: (1) orienting students to the problem, (2) organizing students,(3) guiding group discussions, (4) developing and presenting results, and (5) analyzing and evaluating the problem-solving process[9].

Although Indonesian language learning has become an important part of the curriculum, the application of the Problem-Based Learning (PBL) model in this context has rarely been explored in depth, particularly in improving elementary school students' reading comprehension. Most previous research has focused on the application of PBL in science and mathematics, even though reading literacy is a crucial foundation for all subjects. Therefore, a more specific study is needed to determine how PBL can be effectively integrated into Indonesian language learning to improve students' reading comprehension[20]. PBL is a learning approach that uses real-world problems as a context for students to learn problem-solving skills, acquire essential knowledge and concepts from the subject matter[21].

The purpose of this study is to analyze the implementation of the Problem-Based Learning model in Indonesian language learning and its impact on the reading

comprehension skills of fifth-grade students at SDN 1 Arjawinangun. This study also aims to identify supporting and inhibiting factors in its implementation. Based on this, the research questions examined in this study include: (1) how the implementation of Indonesian language learning using the PBL model improves students' reading comprehension skills, (2) what are the results of the evaluation of students' reading comprehension skills after implementing the PBL model, and (3) what are the supporting and inhibiting factors in the learning process[22].

MATERIAL AND METHODS

Methods

This research uses a qualitative approach with a case study approach. The aim is to explore and understand in-depth the phenomenon of reading comprehension learning using the Problem-Based Learning (PBL) model in fifth-grade students at SDN 1 Arjawinangun. The researcher acts as a key instrument in this process, interacting directly with the research subjects in their natural environment to capture the meaning and dynamics of learning holistically.

The case study approach was chosen because it provides a comprehensive understanding of the phenomenon occurring in a specific context, namely the process of learning Indonesian using PBL in elementary schools. The primary focus of this study is to analyze the implementation, impact, and supporting and inhibiting factors of the PBL model on fifth-grade students' reading comprehension skills. This research was conducted in the even semester of the 2024/2025 academic year at SDN 1 Arjawinangun, Cirebon Regency. The research subjects consisted of one fifth-grade Indonesian language teacher and 10 fifth-grade students selected based on varying reading ability levels (high, medium, and low). Data collection was conducted through in-depth interviews, participant observation, and documentation. The researcher was present in the field, observing the Indonesian language learning process using the PBL approach, and conducting interviews with teachers and students to obtain information related to their perceptions, understanding, and experiences during the learning process. The researcher also documented learning tools and student work results as supporting data [23].

Instrument

The instruments used in this qualitative research were designed to collect rich and in-depth data regarding the implementation of Indonesian language learning using the *Problem Based Learning* model and students' reading comprehension ability. The researcher themselves functions as the main instrument (*human instrument*). To support the researcher's role, several supporting instruments were utilized. First, an Interview Guide was designed to facilitate in-depth interviews with the fifth-grade Indonesian language teacher, selected fifth-grade students, and the principal, aiming to explore their perceptions, experiences, challenges, and views on the application of the PBL model and its relationship to students' reading comprehension ability. Second, an Observation Sheet was used to directly observe the Indonesian language learning process in fifth grade that integrates the PBL model. This observation focused on student interactions, reading activities performed, comprehension strategies used, and the teacher's role in facilitating each stage of PBL, with observation notes being descriptive and narrative. Third, Documentation was carried out on various relevant documents such as, asking teachers about students' reading comprehension skills when reading, such as reading short story

books, documenting teachers during Indonesian language lessons using the problem-based learning model, and guiding students while they are reading and understanding the contents of short stories during the lesson.

Procedures

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RESULTS AND DISCUSSION

Results

This study shows that the application of the Problem-Based Learning (PBL) model in Indonesian language learning for fifth-grade students at SDN 1 Arjawinangun has a significant positive impact on students' reading comprehension skills. Based on observations, interviews, and documentation, there was a significant increase in several indicators of reading comprehension skills, namely:

1. Identifying Characters in Stories

Students who participated in the PBL learning model demonstrated significantly better abilities in identifying main and supporting characters in narrative texts compared to those who participated in conventional learning methods.

2. Ability to Summarize Stories

Through the PBL stages, students can develop critical thinking skills to systematically summarize the content of short stories, which has implications for improving their reading comprehension.

3. Student Involvement in the PBL Process

Students' active involvement in the problem-oriented phase, group discussions, and presentations of results encourages them to internalize the learning material more deeply and makes the learning process more meaningful.

4. Teacher Perceptions of PBL Implementation

Teachers reported that although PBL requires more time and adequate equipment, this method has proven effective in increasing student motivation and literacy skills.

This research expands the application of Problem Based Learning from the exact sciences to Indonesian language learning, particularly in improving elementary school students' reading comprehension skills, which has previously been under-explored.

The research results support Vygotsky's social constructivism theory that social interaction and problem solving in learning make a significant contribution to improving students' learning understanding."

Table 1. Summary of Observation Results

Reading Skill Indicator	Improvement Observed	Descriptive Evidence
Identifying main and supporting characters	Increased from 65% to 85% of students able to identify characters	Students can correctly mention the names of the main characters and the roles of supporting characters.
Summarizing the story	Increased from 55% to 80% of students able to summarize the story	Students compose story summaries with correct sequence and main ideas.
Reading fluently without hesitation	Increased from 60% to 88% of students reading fluently	Students read the story with appropriate intonation and speed.
Correctly answering questions about the text	Increased from 50% to 78% of students answering accurately	Students are able to answer questions based on the text correctly and quickly.
Active discussion and expressing opinions	Increased from 40% to 85% of students more confident in discussion	Students are more active and confident in expressing their opinions during group discussions.

Discussion

The results of this study align with previous research findings, which demonstrate that the Problem-Based Learning (PBL) model is effective in enhancing the reading comprehension skills of elementary school students. PBL encourages students to take an active role in the learning process by engaging with real-world problems that require critical thinking and contextual understanding[24]. This approach allows students to construct meaning from texts through discussion, inquiry, and reflection processes that are deeply rooted in Vygotsky's theory of social constructivism[13].

According to this perspective, learning occurs most effectively when students interact socially and collaboratively to solve problems, thereby internalizing knowledge through guided participation and shared experiences. In the context of reading comprehension, such interactions not only deepen understanding but also foster higher-order thinking skills essential for interpreting and evaluating information critically[25]

PBL facilitates students' active involvement in the learning process, encouraging them to construct meaning from reading contextually and critically, in accordance with Vygotsky's social constructivism perspective, which emphasizes the importance of social interaction and problem solving in learning[26].

Improved reading skills such as character identification and story inference indicate that PBL can hone text analysis and information synthesis skills better than conventional methods[13]. Students' active involvement in group discussions and presentations also supports improved communication skills and self-confidence, which are crucial for reading comprehension[27].

Despite progress, obstacles such as limited time for PBL implementation and

suboptimal supporting facilities are inhibiting factors that require attention in future implementations. Teachers also need training to optimize this strategy in classroom contexts with diverse student characteristics[28].

Overall, this research strengthens the argument that PBL is not only relevant for science subjects but also effective for Indonesian language learning, particularly in improving reading comprehension literacy in elementary schools. These findings provide an original contribution because they expand the scope of PBL applications to the realm of literacy, while strengthening the theoretical foundation of social constructivism in the context of language learning[29].

CONCLUSION

This study shows that the use of Problem Based Learning (PBL) in Indonesian language teaching for Grade 5 students at SDN 1 Arjawinangun is effective in improving reading comprehension skills. Students showed progress in identifying characters, main ideas, moral messages, and summarizing texts. PBL also enhanced students' interest and motivation through more interactive and meaningful learning. Despite challenges such as time management and support for lower-performing students, PBL remains a valuable approach to developing literacy. Recommendation: PBL should be more widely implemented in primary-level Indonesian classes, supported by teacher training and contextual learning materials. Future research is encouraged to explore broader school contexts, compare with other models, or focus on strategies for struggling readers.

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