APPLICATION OF PROBLEM-BASED LEARNING METHODS DURING ONLINE LEARNING IN READING CLASS 3

FEBI NUR BIDURI [1]*, YESSY HARUN [2], ROBIHIM [3], EKA YUNIAR ERNAWATI [4] and WIDIASTUTI [5]

[1,2,3,4,5] Universitas Darma Persada, Indonesia.
Email: [1]feibinurr@gmail.com (*Corresponding Author), [2]02yessyharun@gmail.com, [3]robi_donald@yahoo.com, [4]ekayuniar170395@gmail.com, [5]widiastuti.unsada@gmail.com

Abstract

Mandarin has linguistic elements that differ from other languages globally, and Mandarin linguistic elements differ from Indonesian. A type of learning model is needed to study various existing linguistic elements under learners' characteristics in Indonesia. This study discusses applying problem-based learning strategies in the reading class of 3 study programs of Mandarin and Chinese culture study programs at Darma Persada University. This study uses qualitative and quantitative research data collection through questionnaires. The results of this study are that the application of problem-based methods can help students define and organize learning tasks and work together to solve problems.

Keywords: Learning Method, Success, Learning, Critical Thinking.

1. INTRODUCTION

The Covid-19 virus pandemic hit the world in early 2020 and began to affect Indonesia in March 2020, making significant changes in the world community and Indonesia. The world began to quarantine at home for every citizen. Work and school were carried out all at home using the internet network. (Prakoso et al., Vo.12 No 1(2022)) states that online education is a mandatory requirement for every educational institution during the pandemic, including higher education institutions.

Online learning is carried out at the University level from 2020 to 2022, the perception of face-to-face learning changes to learning that can be carried out anywhere and anytime. This changes the entire learning process paradigm, and educators also try to adapt suitable learning methods for classes, students, and study programs' needs.

Mandarin itself has linguistic elements that are different from other languages globally, and Mandarin linguistic elements are different from Indonesian. To study the various linguistic elements that exist, a learning model is needed under the characteristics of learners in Indonesia. The linguistic elements studied for essential mandarin learners are vocabulary, script, grammar, phonetics, and culture. These five linguistic elements become an inseparable unit in the teaching and learning process.

Problem-based learning can be used as an appropriate learning model. Problem-based learning is a learning approach that presents contextual problems to stimulate students to learn. Thus, problem-based application learning requires students to work in teams to solve real-world problems.

Problem-based learning is carried out by providing stimulation in the form of problems which are then carried out by problem-solving by students, which are expected to increase students' skills in achieving learning materials. The problems given are adapted to specific learning themes in a class.

The learning theme for basic mandarin uses a Chinese cultural story text which is an exciting learning theme, and this story text also has some problems related to the real world. The text of Chinese cultural stories matches the learning theme is a story about Chinese society holidays celebration, some of which are also celebrated in Indonesia. Thus, it is significantly related to students' lives.

(Kadir, Subki, Jamal, & Ismail, 2014) Stated critical reading skills are skills that will help students to be able to analyze, synthesize, and evaluate what is read. According to (Amin 2019), reading consists of two realities: what we can see and what we cannot see. As a result, the learning focus in reading class 3 is reading and how students can understand, interpret, and analyze a reading text and apply positive things from the text in students' daily lives.

Ibrahim (In Trianto, 2007) stated that problem-based learning was developed to help students develop thinking, problem-solving, and intellectual skills.

Putu Ayu (Litera Jurnal Bahasa Dan Sastra 2017) states that learning a language not only deals with theories and concepts but must do something, practice it, know the purpose of learning itself. Thus, the novelty in this research is that students are trained in thinking and intellectual skills in reading class 3 during online learning.

Based on these things, learning using problem-based methods in reading class 3 during online learning will suit learning objectives. The application of problem-based learning is expected to improve students' thinking skills, and students can analyze problems well.

This study discusses the implementation of problem-based learning strategies in reading class 3 during the Mandarin language and Chinese culture study program Online at Darma Persada University. Based on the problems above, this study aims to (1) determine the application of problem-based learning strategies in reading class 3 while learning Mandarin language and Chinese culture study program Online at Darma Persada University; (2) acknowledge the difficulties to implementing problem-based learning strategies in reading class 3 while learning Mandarin language and Chinese culture study at Darma Persada University.

2. METHODS

This research uses qualitative research. This qualitative descriptive research design describes problem-based learning strategies application in reading class Online learning. The subjects in this study were students of reading class 3 of Mandarin and Chinese culture study at Darma Persada University in the 2020/2021 academic year. The data collection methods used in this study were observation and questionnaire methods.

**Table 1: Data and Instruments**

Data Collection Techniques		Instrument
Qualitative data: 1) Field notes report the learning process focused on teacher and student activities.	Observation	Observation Sheet
2) Questionnaire related to teacher's and student's opinions and expectations related to research.	Questionnaire	Interview Guide

3. RESULTS AND DISCUSSION

The following are the results of a questionnaire about teachers' and students' opinions and expectations related to research. Twelve respondents Semester 3 students majoring in Mandarin and Chinese culture at Darma Persada University. The following are the results of the first part of the question, which consists of 4 questions.


Figure 1: Respondents' results who answered Yes in the First Part of the Questionnaire
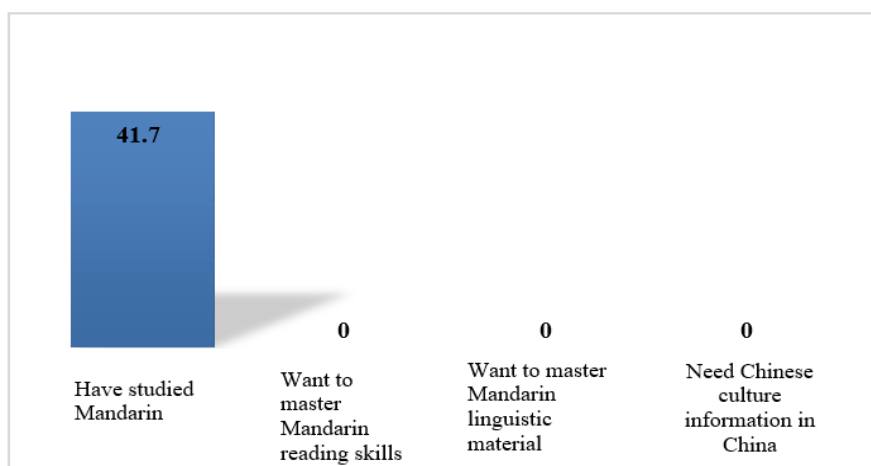
Figure 2: Respondents' results who answered not in the first part of the questionnaire

From these results, it can be seen that as many as 58.3% of students have never studied Mandarin, and 41.7% have studied Mandarin. Meanwhile, 100% of students want to master Mandarin reading skills, can master Chinese language material, and need information about Chinese culture in China.

Thus, it can be concluded that the 3rd-semester students majoring in Mandarin and Chinese Culture at Darma Persada University mostly learn Mandarin from the basics, students want the reading class to get results in knowledge about Chinese linguistic material, namely mastery of new Han script vocabulary, proper pinyin pronunciation and use proper grammar. Students also need knowledge about Chinese culture in China. As a result, the teaching materials should contain material on Chinese culture in China in particular.
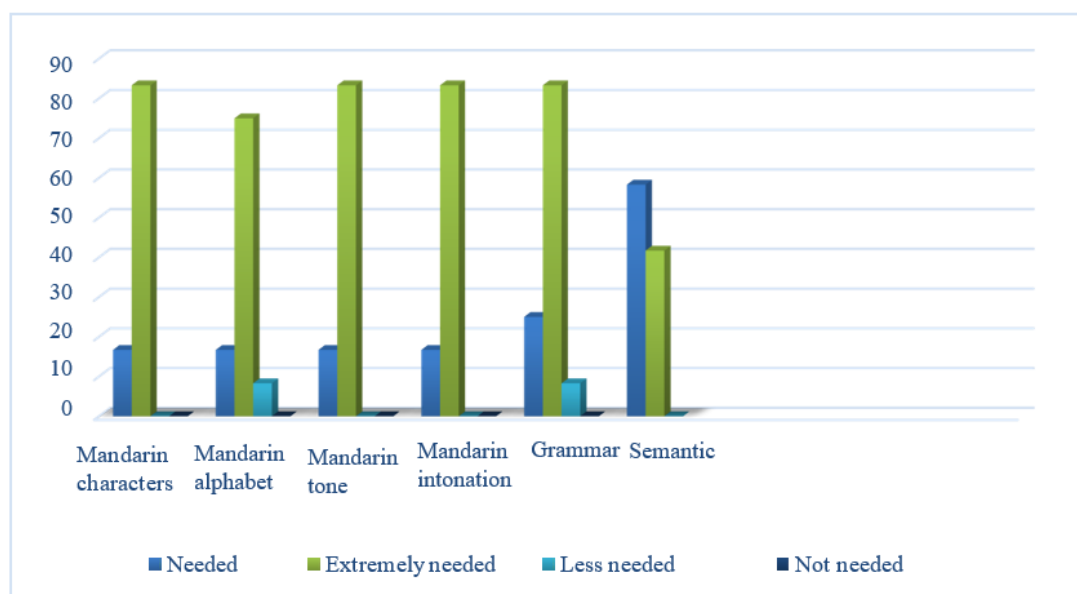
**Figure 3: Respondents' results Language Material Requires**

Based on diagram 3, it can be concluded that learning Chinese characters, Chinese tones, Chinese reading intonation, and grammar, there are less needed learning materials.

Furthermore, for the problem-based learning method questionnaire, it was concluded that learning by the needs of cultural learning through story texts and PBM in cultural learning through story texts by reading competence three as many as 75% agreed, the PBM method could be used to achieve the competence of reading skills expected to 3rd-semester students as many as 58.3%. The PBM method is also considered appropriate in cultural learning through story texts as 75%. PBM can also make students analyze cultural elements in story texts as 83.3%, as shown in diagram 4.
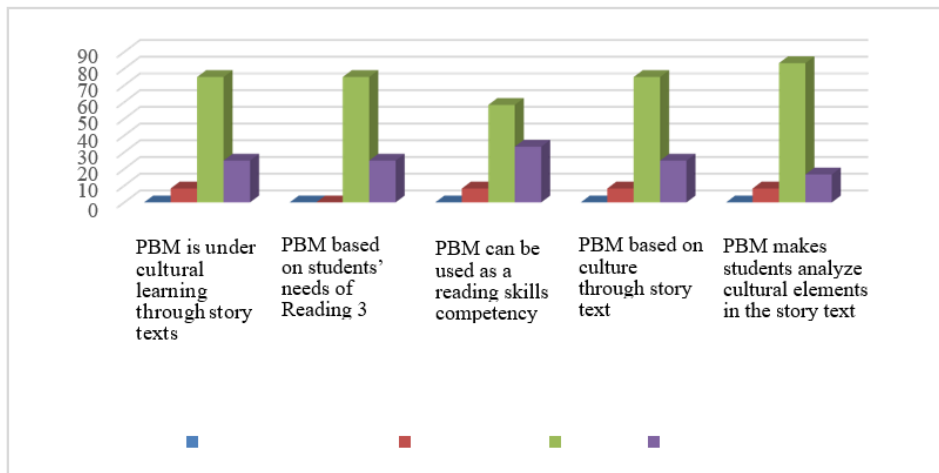
Figure 4: Respondents' results regarding the PBM method

For the cultural elements contained in the story text, it is known that PBM supports students to find it, which is 75%; for the provision of training/assignments, the PBM method is by the 3rd-semester student ability standards, which is 66.7%. Students agree that it is appropriate. The task can be done either individually or in groups.
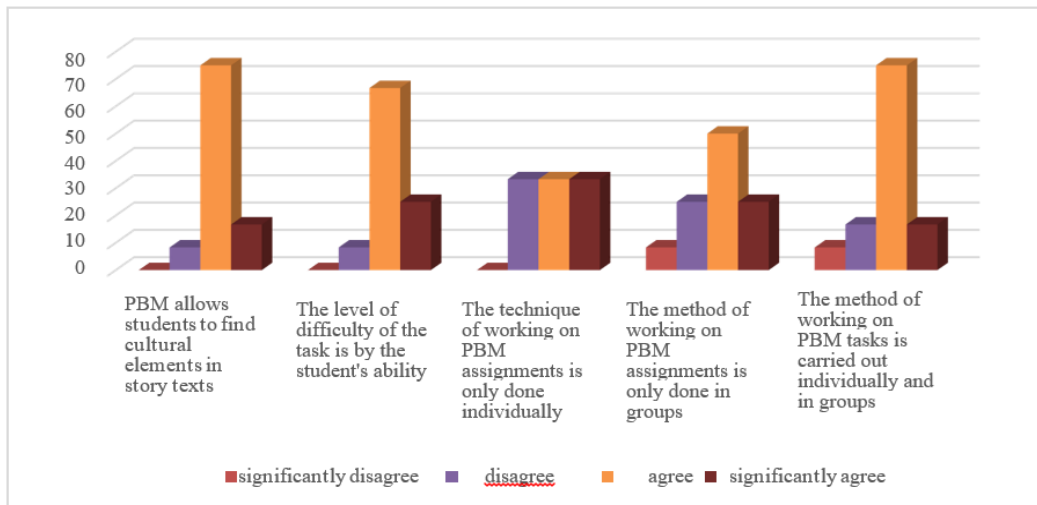
Figure 5: Respondents' results regarding tasks implementation in PBM

After looking at the constraints and the results of the questionnaire, it can be seen that problem-based learning strategies implementation in the reading class is as follows.

a) Student orientation on the first problem is to mention the learning objectives, explain the expected process, motivate students to participate in problem-solving activities.

b) Organizing Students to learn using methods, educators assist students in defining and organizing learning tasks and working together in solving problems.

c) Guiding individual and group investigations using a method, namely educators encourage students to collect appropriate problems, carry out experiments, create and obtain explanations and problem-solving.

d) Disseminate and present the results and use the teacher's method to assist students in planning and preparing work according to the report.

e) Analyzing and evaluating the problem-solving process, educators help students to reflect or evaluate student investigations and the processes used in the learning process.

The study's findings indicate that using problem-based methods is beneficial for improving students' reading comprehension during the reading learning process. In addition, exciting reading themes also motivate students to analyze and read. Even though the learning process is carried out in online class, group learning can be carried out well.

The difficulties to implementing problem-based learning strategies in reading classes are learning that is carried out remotely (on the online class) are:

a) In reading skills, students find it difficult to understand Chinese texts.

b) Students still have poor vocabulary mastery.

c) Students still have less knowledge of Chinese.

d) Students still lack knowledge of Mandarin grammar to understand the text.

e) Students rarely make reading strategies and even translate word for word.

4. CONCLUSION

Based on the discussion above, it can be concluded that learning to use cultural themes in story texts is very suitable for Chinese language learners in Indonesia; the use of problem-based learning methods is considered appropriate for students, where students can find various problems in the story texts being studied such as vocabulary problems, text understanding, and grammar. In reading class, reading and understanding reading text is an essential skill. The benefit of this research is acquiring a Mandarin reading learning method by the conditions of independent learning where students are required to have the freedom to think, innovate and be creative.

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