

## Implementation of the Problem-Based Learning Model with Spotlight Techniques in Increasing Motivation for Learning History of Class XI MIPA 6 Students at SMAN 2 Banda Aceh

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**Abstract:** This research aims to look at the implementation of the problem-based learning model with the spotlight technique on the learning motivation of class XI MIPA 6 students at SMAN 2 Banda Aceh. This type of research is Collaborative Classroom Action Research which is carried out synergistically with the teacher in class, to increase student learning motivation. The subjects in this study were students of class XI MIPA 6 which amounted to 23 people. The data collection techniques used were observation and questionnaires. The data obtained were analyzed qualitatively descriptive. Based on the research results, it was found that there was a change in student behavior from the pre-cycle to cycle 1 and cycle 2. This was demonstrated by the questionnaire's pre-cycle results, which had a proportion of 67.60% in the "Enough" category. Cycle 1 was 77.42% and met the "Good" standard. Cycle 2 saw a difference of 81.50% using the "Good" criteria. The learning process using problem based learning with the spotlight technique is considered very interesting by students because it focuses them on learning and is able to increase their motivation or desire to learn history in themselves.

**Abstrak:** Penelitian ini bertujuan untuk melihat implementasi model pembelajaran problem based learning dengan teknik spotlight terhadap motivasi belajar siswa kelas XI MIPA 6 di SMAN 2 Banda Aceh. Jenis penelitian ini adalah Penelitian Tindakan Kelas Kolaboratif yang dilakukan bersama dengan guru secara sinergis di kelas, untuk meningkatkan motivasi belajar siswa. Adapun yang menjadi subjek pada penelitian ini ialah siswa kelas XI MIPA 6 yang berjumlah 23 orang. Teknik pengumpulan data yang digunakan adalah observasi dan angket. Data yang diperoleh dianalisis secara deskriptif kualitatif. Berdasarkan hasil penelitian diperoleh adanya perubahan tingkah laku siswa dari pra siklus hingga siklus 1 dan siklus 2. Hal ini dibuktikan dengan perolehan presentase hasil angket motivasi pada pra siklus sebesar 67.60% berada pada kategori "Cukup". Siklus 1 sebesar 77,42% dengan kriteria "Baik". Sementara pada siklus 2 sebesar 81.50% dengan kriteria "Baik". Proses pembelajaran menggunakan problem based learning dengan teknik spotlight dianggap sangat menarik oleh siswa karena memusatkan mereka pada pembelajaran dan mampu meningkatkan motivasi atau keinginan belajar sejarah pada diri mereka.



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### INTRODUCTION

Humans are living things that are always evolving, as seen by their dynamic and ever-changing side. Education is one method that this growth and transformation can take

place. For every person and community, education is crucial and greatly needed. The word "education" is derived from the Greek word "paedagogie," which meaning child guiding. In English, "education" refers to

guiding a child's soul to reveal what is hidden there in order to help it grow and develop.

According to Langeveld (Syafri, 2017:27), education is the guidance or assistance provided by adults to a child's development in order to reach adulthood, with the aim of preparing the child to engage in life's activities independently and without assistance from others. Consequently, it is possible to state that education is an attempt to humanize people so that they can live better lives and realize their full potential.

Education comprises primarily of the duties of instructing, training, and educating. The three main components of this activity are teachers, students, and open resources (Anwar, 2023:1). If any of these three components are lacking, the activity will not be generated. In order to make learning more relevant and enjoyable, a teacher must also pay attention to a variety of other factors, including student motivation, particularly in history-related courses.

The covid-19 event required students to learn remotely using learning-supporting electronic media such as smartphones, laptops, and other electronic devices. Some students developed a new habit of using their devices for extended periods of time as a result of approximately two years of distance learning. It is still the case that students would rather engage on their smartphones than study.

According to the findings of observations conducted by researchers at SMAN 2 Banda Aceh, many students view attending class as a daily routine consisting of filling out the attendance list, checking their grades, taking a snack break in the canteen, and then returning home. Unbeknownst to them, they are attempting to expand their knowledge and refine their skills at school, but they are not applying it.

The low level of student motivation to learn is also evident, with some students claiming that history classes are uninteresting and unnecessary. As a result, it has been discovered that many students secretly use their smartphones to play games or scroll through social media that is unrelated to learning. There is also a lack of participation and involvement in class, as well as a lack of intellectual and emotional contribution, rarely have queries, ideas or opinions that are

present from students, often leaving, making noise to try to negotiate not learning and others.

Integrating the model with a learning technique and involving students in the problem-solving process via a problem-based learning model, specifically a problem-based learning model with spotlight techniques, is one solution. The problem-based learning model is a learning model in which students are confronted with a problem presented by the instructor on a Student Worksheet, then work in groups to find a solution to the problem before presenting it to another group. jointly come up with remedies. The highlighting technique, on the other hand, is a method that requires students to work and think quickly, and it is also a technique that can provide instructors and students with direct feedback. In addition to increasing students' motivation to learn, this technique is designed to boost their confidence.

The researcher is interested in conducting research titled "Implementation of the Problem-Based Learning Model with Spotlight Techniques in Increasing Motivation for Learning History of Class XI MIPA 6 Students at SMAN 2 Banda Aceh"

## **METHODS**

This is Classroom Action Research (CAR). Classroom action research is research that explains the causes and effects of action, as well as the entire process from the commencement of the action to its impact (Arikunto et al, 2015: 1-2). This investigation consists of three words: research, action, and class. Research is interpreted as the activity of examining an object attentively, action is interpreted as an activity that is deliberately carried out for a specific purpose, and the classroom is interpreted as a classroom where learning takes place. According to Johann Amos Comenius in (Arikunto et al., 2015:2), "class" refers to the concept of social stratification. Education and teaching are a group of pupils who simultaneously receive the same instruction from the same teacher. Therefore, a teacher must recognise that the classroom is more than just a place for learning; they must also pay attention to

students, open materials, learning methods, and other instructors.

Mc Niff emphasised in (Sukidin et al., 2009:37) that the primary reason for implementing CAR is improvement. Improvement must be understood within the context of the learning process. This objective can be accomplished by reflecting to diagnose the situation, designing a variety of alternative actions, systematically implementing them in the learning process, and evaluating their efficacy in problem-solving.

In this research, we used a collaborative CAR. Collaborative CAR is research conducted in class with the assistance of instructors by observing other class groups. In this condition, CAR is conducted in collaboration with tutor instructors and field lecturers to examine the implementation of the problem-based learning model with spotlight techniques to increase students' motivation to study history. In addition to observing, teaching teachers also engage in collaborative reflection with mentor teachers, field lecturers, and colleagues.

In CAR, there are four stages that must be completed: 1) identifying the problem, 2) analysing the problem and determining the factors suspected to be the main cause, 3) developing ideas to solve the problem by collecting and interpreting data to sharpen ideas. and to develop an action hypothesis as a solution, and 4) the viability of the solution or action choice to address the problem. There are four research components in this cyclical paradigm of classroom action research: planning, action, observation, and reflection.

Each cycle of this investigation contains a series of stages. The first cycle's results will serve as the foundation for the second cycle, and if the second cycle fails to produce significant results, the process will continue with the third cycle, and so on, until results are obtained that meet the predetermined success indicators.

Students in class XI MIPA 6 at SMAN 2 Banda Aceh, located on Jl. Tgk. Hassan Banta Muda, No. 8, Mulia, District. Kuta Alam, Banda Aceh City, Aceh, were the subjects of this classroom action research. There were 23 students who responded to the survey. The investigation will be conducted during the even semester of the academic year 2022-2023.

The obtained data was described qualitatively and descriptively. Among the data collection methods utilised in research are the following:

- a. Observation, specifically a technique of observing, collecting data directly from the field, and analyzing the data contained in the location under study, which is then utilized as a valid data source. This observation was conducted through direct observation and data collection using an observation sheet supplied by PPG Universitas Syiah Kuala.
- b. respondents with a collection of written questions or previously validated questions to answer. This variable's measurement instrument employs a Likert scale with a range of 1 to 5. This questionnaire can be used to collect students' learning motivation after implementing a problem-based learning model with spotlight techniques. This questionnaire will be distributed directly to all MIPA 6 class 11 students and history instructors, as well as via Google form. This questionnaire consists of 30 queries, both positive and negative in nature. The learning motivation indicators used are those described by B. Uno, which include six indicators: 1) the desire to succeed, 2) the encouragement and need for learning, 3) the hope and aspirations for the future, 4) the existence of appreciation in learning, 5) there are interesting activities in learning, and 6) there is a conducive learning environment.

The following are guidelines for scoring questionnaires and classifying value ratings in the current research:

Table 1. Questionnaire Scoring Guidelines

Respond Options	Score	
	positive	negative
1 Strongly Agree	5	1
2 Agree	4	2
3 Doubtful/Neutral	3	3

4 Disagree	2	4
5 Strongly Disagree	1	5

Source: (Sugiyono, 2015:93-95)

Table 2. Classifying Value Ratings

Score Interval	Category
1 84-100%	Very Good
2 69-84%	Good
3 54-69%	Enough
4 0-54%	not enough

Source: (Hidayatullah, 2018: 54)

After obtaining the data, it is necessary to analyze it using the following stages:

- a. Observation data, data obtained from the analysis of evaluations provided by colleagues, tutor teachers via observation sheets, and analyzed in conjunction with tutor teachers, will be described in descriptive form.
- b. Research data collected through questionnaires and analyzed using the percentage equation formula. The formula for the percentage equation is as follows (Trianto, 2009:243):

$$P = \frac{A}{B} \times 100\%$$

Information:

P = Student Response Percentage

A = proportion of students

B = Maximum total score of students

## RESULTS AND DISCUSSION

### Pre-Cycle

SMA Negeri 2 Banda Aceh continues to use the curriculum from 2013. This curriculum's primary objective is to develop students' cognitive, affective, and psychomotor potential more comprehensively. In this research, however, the researcher attempted to implement an independent curriculum (Kurikulum Merdeka) that emphasizes on student

learning. This pre-cycle learning implementation is teacher-centered, with the teacher serving as the primary information source without student participation. Some students appeared to be paying attention to the teacher's explanation, but when prompted again, they failed to recall. Observation results also showed that many students were boisterous and asked the teacher not to study because there was nothing they could do other than follow the teacher's instructions.

The observation revealed instances in which students yawned, entered and exited, played games in recesses, etc. This can be partially attributed to the fact that the teacher concentrates on delivering content and pays less attention to the students in class. This situation demonstrates that the learning motivation in this class is insufficient. The results of the initial motivation survey to support the data from the observations are as follows:

Table 3. Present Pre-Cycle Motivation

Indicators by B. Uno	Percentage	Category
Indicator 1	67.68 %	Enough
Indicator 2	65.94 %	Enough
Indicator 3	69.04 %	Good
Indicator 4	70.43 %	Good
Indicator 5	66.09 %	Enough
Indicator 6	66.43 %	Enough
<b>Average</b>	<b>67.60%</b>	<b>Enough</b>

Examining the table reveals that the overall classification falls within the sufficient category. Several aspects must be addressed in order to increase the learning motivation of this class of students. The third and fourth indicators are already solid, but they can be enhanced further. Before beginning cycle 1, the researcher consulted with the history teacher and field assistant lecturer to determine the type of learning that would be used to increase students' motivation to learn.

### Cycle I

The first cycle's implementation consists of multiple phases, beginning with the design of learning tools, student

worksheets, required assessments, and learning-related tools. The learning process lasts for 90 minutes; when the learning period begins, the researcher provides the observer with an observation document to collect data regarding the day's learning.

In addition, implementation occurs in person during a single meeting. The material that will be studied is the History of Indonesian Independence in the sub-material "National and Regional Figures in the Fight for Indonesian Independence". The teacher begins with an introductory activity, followed by a core activity in which she asks students thought-provoking questions. Next, she explains the related material in general, and then moves on to group division to solve the problems on the students' worksheet.

Students then document the results of their discussion in front of the class, adding a spotlight technique in which each group provides a representative to portray the character they have previously selected. Other students will evaluate the likeness between the figure and the presenter. Each representative received an award, and the teacher provided encouragement to the students. This activity can also serve as a cognitive, affective, and psychomotor assessment for students. The teacher records the identities of every student, both those in progress and those seated, who will be awarded stars. With these grades, it is anticipated that their interest in studying history will increase. The lesson then proceeds with closing activities, during which the teacher gives each group the opportunity to summarize and reflect on the day's learning by drawing and writing emoticons. Generally, students create smiling emoticons and compose memorable words for the day's instruction.

After the learning is carried out, it continues with a discussion with the observer to find out the advantages and disadvantages that occurred during the learning process. Based on the results of data processing through observation, it can be concluded that learning can make the class more interesting, many students are interested when their friends play a character, students who previously were jealous and played games changed their views on their friends who played roles. The discussion also seems to

have been carried out as well as possible so that students can solve the problems given by the teacher. However, there are several shortcomings, such as very limited time in the last hour, so problems can be resolved but are not yet fully contextual, then tools should be provided so that the characters can play them well.

Based on the survey results, the following information was discovered:

Table 4. Cycle 1 Motivation Percentage

Indicators by B. Uno	Percentage	Category
Indicator 1	76.23 %	Good
Indicator 2	75.07 %	Good
Indicator 3	74.61 %	Good
Indicator 4	78.26 %	Good
Indicator 5	81.39 %	Good
Indicator 6	78.96 %	Good
<b>Average</b>	<b>77.40%</b>	<b>Good</b>

According to the data in the table above, there has been an increase of 9.82% in the good category. Examining the six indicators reveals that they have also increased. The first indicator increased by 8.55 percent, the second indicator by 9.13 percent, the third indicator by 5.57 percent, the fourth indicator by 7.83 percent, and the fifth indicator by 15.30 percent. The sixth indicator increased by 12.5 percent.

It can be concluded that engaging learning activities increase students' motivation to study. Numerous students who responded to this questionnaire agreed that this learning was engaging and enjoyable, resulting in visible progress. So the problem based learning model using the spotlight technique can help this class increase their motivation. In addition, the teacher's role in attending to every aspect of student learning has a significant impact on student learning motivation. You will receive a positive response from students if you smile and always appear cheerful.

Based on the results of the reflection that has been explained, the researcher will look at student development in cycle 2 using the same models and techniques but with different materials and methods. Due to the

final hour and short time, several follow-up plans were carried out, namely reducing the problems presented to students, reducing the scope of the group, providing open material that students could read and access, and presenting the work by coming to other groups to explain the results and then conclude become one.

## **Cycle II**

The second cycle commences with new planning based on previously made reflections and follow-up plans. Several students who are unable to study due to illness participate in paskibraka activities, while others take part in school activities. In the design of this second cycle, the instructor incorporates rewards and consequences for groups that successfully solve the problem and those that do not.

The teacher then performs out the learning implementation in person during a single meeting. The material to be examined is the sub-material "The Proclamation of Indonesian Independence and Its Significance in Indonesian Society: The History of Indonesian Independence." The teacher initiates the inaugural activity, which consists of greetings, prayer, and the addition of prayers for previous heroes in the Indonesian independence struggle. This is done to ensure that students retain information from previous lessons. Then, with the aid of technology, such as videos and presentation transparencies, the teacher provides a general explanation of the material. The activity proceeded by dividing the group into four groups. According to the student worksheet provided to each group, each group receives distinct problems.

Next, students participate in group discussions. Because the existence of rewards and punishments encourages cooperation within each group. Students are the focal point of learning activities, allowing instructors to circulate frequently and attend to their discussions. Students then incorporate the outcomes of their discussion into their work, with each group's representative explaining the outcomes of their discussion to the other groups for three to four minutes. The presentation's results will then be used as a conclusion and recorded in the notebook. The

evaluation is then conducted using the spotlight technique. As described, this method can facilitate a rapid response to student and teacher development. Different from cycle I which demonstrated characters, in cycle II representatives who come forward to represent their group will be asked questions in the form of "True or False" questions. Each pupil is given a sheet of paper with a circle for correct answers and a cross for incorrect answers. The representative in the front chooses which query to answer, and then his peers verify his choice. Each activity completed will yield points, which can later be accumulated and redeemed for teacher-provided rewards. The reward consists of helpful writing instruments for students.

The lesson then proceeds with closing activities, during which the teacher gives each group the opportunity to summarize and reflect on the day's learning by drawing and writing emoticons. The shapes of emoticons that are created vary. Most students draw emoticons alongside their writing. Students are instructed to express gratitude for the day's learning by praying and giving thanks.

According to observers, the learning in cycle II was more structured and organized this time. With a little limited time, learning is carried out according to the planned plan. This time, the learning was more meaningful because all of the students avidly followed the spotlight technique when it was implemented. When selecting representatives to come forward, the male students raised their hands to propose themselves because they found the excitement they felt to be very fascinating and a challenge to try it themselves. In this instance, it is evident that the problem-based learning model employing the spotlight technique can help students increase their motivation to learn, particularly when it comes to studying history.

Additionally, at the conclusion of the lesson, students complete a questionnaire regarding their reaction to today's learning. Based on the survey results, the following information was discovered:

Table 5. Cycle 2 Motivation Percentage

Indicators by B. Uno	Percentage	Category
Indicator 1	84.49 %	Very Good
Indicator 2	78.55 %	Good
Indicator 3	77.91 %	Good
Indicator 4	84.06 %	Very Good
Indicator 5	84.17 %	Very Good
Indicator 6	79.83 %	Good
<b>Average</b>	<b>81.50%</b>	Good

Students responded positively to the implementation of the problem-based learning model using the spotlight technique, despite the fact that the instructional material was different, according to the results of the questionnaire analysis. This is demonstrated by the increase in each achievement indicator. The first indicator increased by 8.26%, the second indicator by 3.48 %, the third indicator by 3.30 %, the fourth indicator by 5.80 %, the fifth indicator by 2.78 %, and the sixth indicator by 0.87%. Overall, the increase was 2.54 percent. The rise is depicted in the graph below:

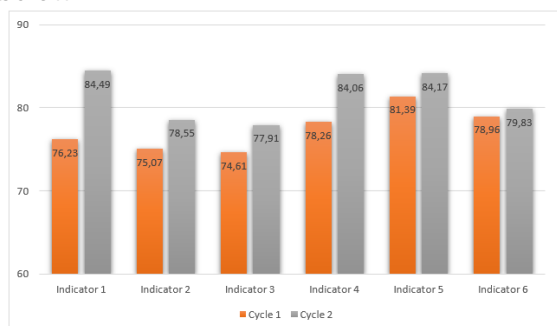


Figure 1. Increased Student Motivation Graph

The graph demonstrates an increase compared to the previous cycle. Therefore, it can be concluded that the problem-based learning model incorporating the spotlight technique can enhance the learning motivation of students in this class. Because students are focused on learning, the presence of observers in the classroom does not disrupt the ambiance. Upon observing the ongoing learning process, the observer came to the conclusion that the model with this technique can be applied to almost all teaching sub-materials, as the technique can be modified according to the instructor's preferences

without losing the original concept. Students play an active role in the learning process without supplanting the teacher's primary responsibility, which is teaching, when learning is conducted in this manner. Therefore, the implementation of the problem-based learning model utilizing the spotlight technique has increased the learning motivation of class XI MIPA 6 students at SMAN 2 Banda Aceh to "Good" status.

## CONCLUSION

The implementation of the problem-based learning model utilizing the spotlight technique in class XI MIPA 6 SMAN 2 Banda Aceh is proceeding according to the prepared learning plan. According to the results of observations in both cycles, when students were given action, their behavior changed. Students who play games, create noise, and disrupt the learning process in general are no longer visible when they demonstrate their desire to learn by actively participating in every learning process. In addition, the results of the survey indicate that the six indicators of student achievement have improved. In cycle I, the overall percentage obtained was 77.42% in the "Good" category, while cycle II saw an increase of 4.08% to 81.50 % in the "Good" category. The results indicate that there is an increase in motivation or desire to learn when using a problem-based model with the spotlight technique to teach history. In order for these models and techniques to be used as references or for future learning planning.

## SUGGESTION

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