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IMPLEMENTATION OF PROBLEM-BASED LEARNING MODEL USING FILMS IN EXPOSITORY TEXT WRITING

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ABSTRACT

This study aims to analyze learning activities and the effectiveness of applying the problem-based learning (PBL) model using film media in teaching expository writing to tenth-grade students at SMAS NU Kaplongan in the 2024/2025 academic year. The research employed a quasi-experimental method with a non-equivalent control group design. The sample consisted of two classes: the experimental class, which used the PBL model with film media, and the control class, which used conventional methods (lectures). Learning activity data were collected through observation, while students' writing abilities were assessed using pretests and posttests. Observation results showed that the average learning activity score in the experimental class was 68.63% (high category), while the control class scored 54% (moderate category). An independent sample t-test yielded a t-value of 16.755 with a significance level of 0.00 < 0.05, indicating a significant difference in expository writing skills between the experimental and control classes. Additionally, the paired sample t-test produced a t-value of 39.26 with df = 24 and a significance level of 0.00 < 0.05, indicating a meaningful effect of the treatment on each variable. These findings suggest that the use of the PBL model with film media is effective in enhancing students' expository writing skills. Therefore, problem-based learning using film media is an effective and engaging instructional strategy for improving writing skills.

Keywords: Film Media; Writing; Problem-Based Learning; Expository Text.

INTRODUCTION

Language is the most effective means of human communication. This is in line with the opinion of Mailani et al. (2022), who stated that language is the most powerful and reliable tool in communication. Through language, humans are able to convey and understand information. Therefore, language is a very important aspect of human life wherever they are.

Historically, the Indonesian language was created as a unifying language for the Indonesian people, who have diverse local languages in each region. This has been regulated in the 1945 Constitution, Chapter XV, Article 36, which states, "The State Language is Indonesian." As a national language, Indonesian is an important asset that must be preserved from generation to generation. Therefore, it is crucial to continue teaching Indonesian to the future generations of the nation.

Broadly speaking, in learning the Indonesian language, there are at least two skills that students must master: receptive skills and productive skills. Receptive skills consist of reading, listening, and viewing, while productive skills consist of writing, speaking, and presenting. In accordance with the Decree of the Head of the Standards, Curriculum, and Assessment Agency Number 008/Kr/2022 concerning Indonesian language learning outcomes, the development of receptive language skills (reading, listening, and viewing) and productive language skills (writing, speaking, and presenting) are emphasized. Productive skills, such as speaking and writing, are the abilities to produce language based on the understanding that has been developed through receptive skills (Saleh et al., 2024).

In Indonesian language learning, there are many forms of writing skills that need to be taught and mastered by students, especially at the secondary education level. In Phase E of the Kurikulum Merdeka, several writing skills are taught, one of which is in grade 10, where students are directed to be able to write expository texts. Learning to write expository texts is intended as a medium that can be used by students to express criticism they wish to convey (Aulia, Gumilar, & Kurniawan, 2023:60).

An expository text is a piece of writing that contains information accompanied by the writer's ideas, feelings, and knowledge (Aulia, Gumilar, & Kurniawan, 2023:60). In other words, an expository text is writing intended to convey accurate information, supplemented with the writer's ideas, feelings, and knowledge.

Gemnafle and Batlolona (2021) state that in instructional planning, there are several processes that must be carried out and components that must be prepared, including the preparation of materials/learning resources, models/approaches, learning media, and assessment systems to be implemented within a certain period in order to determine whether the learning objectives and outcomes have been achieved. One learning model that can sharpen students' basic abilities, especially writing skills, is the Problem-Based Learning (PBL) model. Salhuteru et al. (2023) argue that Problem-Based Learning is a model that focuses on problem-solving and the application of concepts to real-world situations. Saragih (2022) added that the Problem-Based Learning (PBL) model is a learning model that presents contextual problems, thereby stimulating students to engage in learning. Furthermore, the PBL model will be more effective if integrated with effective learning media.

Film media is one example of audio-visual media that can serve as an alternative learning medium in today's era of technological advancement. As stated by Alfathoni and Manesah (2020:1), films can be used as an alternative to convey messages or information to the audience—in this case, learning material to students. Mollah et al. (2023) further add that learning through short films has proven to be effective.

The results of observations on December 22, 2023, at SMAS NU Kaplongan showed that Indonesian language learning still employed conventional models, namely lectures and textbooks. This model was less engaging for grade 10 students, who are already familiar with technology, thereby impacting their comprehension and writing skills, particularly in expressing ideas and opinions through expository texts. Learning that focuses on memorization also hinders the development of creativity. Therefore, research is needed on more innovative and contextual learning models and media.

This study aims to examine learning activities and the effectiveness of applying the Problem-Based Learning model using film media in expository text writing instruction for grade 10 students of SMAS NU Kaplongan in the 2024/2025 academic year.

Based on the aforementioned background, this study is guided by the following research questions:

1. How do students engage in learning activities during expository writing instruction using the Problem-Based Learning model supported by film media?

2. Is the Problem-Based Learning model supported by film media effective in improving the expository writing skills of Grade X students at SMAS NU Kaplongan?

Research Gap and Novelty

This study offers novelty through the integration of the Problem-Based Learning (PBL) model with film media in teaching explanatory (expository) writing. Previous studies have demonstrated the effectiveness of PBL in fostering critical thinking and problem-solving skills (Saragih, 2022; Sulolipu et al., 2023), while audiovisual media have been shown to enhance students' motivation and comprehension (Mollah et al., 2023; Wahyuti, 2023).

However, research that specifically combines PBL with film media in the context of teaching expository writing at the senior high school level remains scarce. This study addresses that gap by showing that film media can strengthen the problem-orientation stage of PBL, thereby promoting more robust argumentative processes and improving the quality of students' writing. Accordingly, this research provides both empirical and pedagogical contributions to instructional innovation within the Merdeka Curriculum framework.

RESEARCH METHODS

This study employs a quantitative approach with two main methods, namely non-experimental and experimental methods. The non-experimental method is used to describe students' learning activities during the process of writing expository texts, in which the researcher conducts observations without manipulating variables. Data on learning activities are collected descriptively to obtain a real picture of student engagement in the learning process.

Meanwhile, the experimental method is used to examine the effectiveness of applying the Problem-Based Learning model with film media in improving expository text writing skills. This experimental study employs a non-equivalent control group design, with the experimental group receiving treatment using the Problem-Based Learning model with film media, and the control group using conventional teaching methods. Through this method, the researcher can validly measure the effect of the treatment on learning outcomes and compare differences in writing ability between the two groups.

This combined approach enables the research to provide a comprehensive overview, both in terms of learning activities and the effectiveness of the learning model implemented.

The assessment of students' expository writing skills in this study employed an analytic rubric designed to evaluate writing performance comprehensively. The rubric consists of five main components that represent the essential dimensions of writing quality according to standard competency criteria: (1) structural completeness, which evaluates the presence and accuracy of the thesis, arguments, and reiteration; (2) spelling accuracy, which includes the use of capital letters, punctuation, and adherence to standardized Indonesian orthographic conventions; (3) coherence and content organization, which assess the logical flow of ideas, relationships among concepts, and topic consistency; (4) sentence structure accuracy, encompassing the correctness of sentence patterns, clarity of subject–predicate relationships, and compliance with syntactic rules; and (5) word choice accuracy, which evaluates diction, correctness of word forms, and the appropriateness of meaning within the context of argumentation. Each component is scored using five categories: Excellent (81–100), Good (51–80), Fair (41–60), Poor/Needs Guidance (21–40), and Very Poor (<20). The use of this analytic rubric enables a more objective and measurable evaluation process, as each dimension of the writing product is assessed separately based on systematically developed performance indicators.

The sample in this study was determined using purposive sampling, a technique in which participants are selected based on specific criteria relevant to the research objectives (Sugiyono in Sihotang, 2023:94). Class selection was carried out through consultation and recommendations from the Grade X Indonesian language teacher at SMAS NU Kaplongan, taking into account academic equivalence, previous learning outcomes, and classroom dynamics. These considerations are essential to ensure that the experimental and control groups possess relatively comparable initial conditions, allowing differences in learning outcomes to be more validly attributed to the instructional treatment.

Based on these criteria, Class X4 was designated as the experimental group because it demonstrated stable learning readiness and met the required number of students for implementing the PBL model supported by film media. Class X2 was assigned as the control group because it exhibited similar classroom characteristics but continued to receive instruction through conventional

methods. The participant composition—23 students in the experimental class and 27 in the control class—was deemed sufficiently representative for analysis as the study sample.

RESULTS AND DISCUSSION

Potential Research Bias

This study may encounter several potential biases, including:

1. variations in students' initial abilities,
2. differences in class characteristics despite being taught by the same teacher,
3. differing motivational influences during the learning process.

Mitigation measures were implemented by using identical instruments, maintaining a consistent instructional schedule, and applying standardized assessment procedures for both classes.

Teacher and Student Learning Activities

In this teaching and learning process, the researcher was assisted by the Indonesian language teacher of SMAS NU Kaplongan as an observer to assess the implementation of the Problem-Based Learning (PBL) model in expository text writing instruction. The results of the teacher's activity observation can be seen in the table below.

Table 1. Observation Results of Teacher Activities

No.	Observed Aspect	Score
1.	Explaining Problem Orientation	2
2.	Organizing Students	3
3.	Providing Guidance	5
4.	Developing Students' Work	5
5.	Conducting Analysis and Evaluation	1
Total Score		**16**
Value		**80**
Category		**Good**

Based on the table above, it is known that the teacher's activity score in implementing the Problem-Based Learning (PBL) model using film media in expository text writing instruction obtained a total score of 16 out of 20, with a score of 80 in the "Good" category. This indicates that the teacher (in this case, the researcher) has implemented the PBL model effectively.

The activities of the experimental class students in learning to write expository texts using the Problem-Based Learning model assisted by film media were assessed using the Guttman scale. The results of the experimental class students' activities can be seen in the table below.

Table 2. Experimental Class Activities

Category	Frequency	Percentage
High	15	65%
Medium	8	35%
Low	0	0%
Total	**23**	**100%**

Based on the table above, it can be seen that there were 15 students in the High category with a percentage of 65% and 8 students in the medium category with a percentage of 35%. This indicates that most of the students' activities in the experimental class fell into the High category.

The activities of the control class students in learning to write expository texts using the lecture method assisted by textbooks were assessed using the Guttman scale. The results of the control class students' activities can be seen in the table below.

Table 3. Control Class Activities

Category	Frequency	Percentage
High	6	26%
Medium	12	52%
Low	5	22%
Total	**23**	**100%**

Based on the table above, it can be seen that there were 6 students in the High category with a percentage of 26%, 12 students in the Medium category with a percentage of 52%, and 5 students in the Low category with a percentage of 32%. This indicates that most of the students' activities in the control class fell into the Medium category.

Description of Expository Text Writing Ability Data

The data on expository text writing tests were obtained from the tests completed by the students, in this study referring to those in the experimental and control classes. These data were collected using a test instrument determined by the researcher. The form of the test instrument was an expository text writing test, which was assessed based on aspects and criteria as presented in the test assessment criteria table. The test data obtained were then analyzed to produce a data description that could be used to address the research questions and hypotheses of this study. The following are the pretest score data of the experimental class.

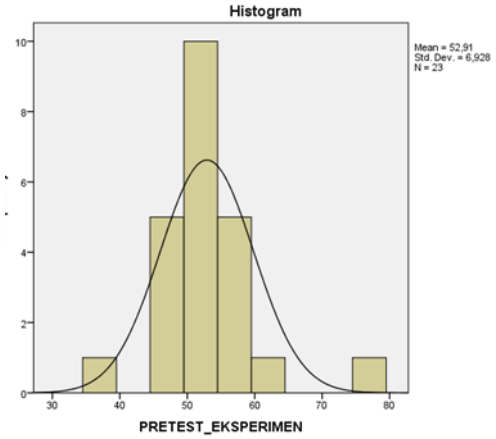

Figure 1. Histogram of Experimental Class Pretest

From the histogram above, it can be seen that the average (mean) pretest score in the experimental class was 52.91, categorized as Good, with the highest score being 75 (Good) and the lowest score being 37 (Poor/Needs Guidance). The categorization of the pretest scores can be seen in the table below.

Table 4. Pretest Score Categories (Experimental Class)

Category	Sample	Percentage
Excellent	0	0%
Good	17	74%
Fair	5	22%
Poor	1	4%
Very Poor	0	0%
Total	**23**	**100%**

Based on the table above, in the experimental class, 17 students obtained scores in the Good category with a percentage of 74%, 5 students obtained scores in the Fair category with a percentage of 22%, and 1 student obtained a score in the Poor category with a percentage of 4%. This indicates that the initial writing ability of most students in the experimental class was in the Good category.

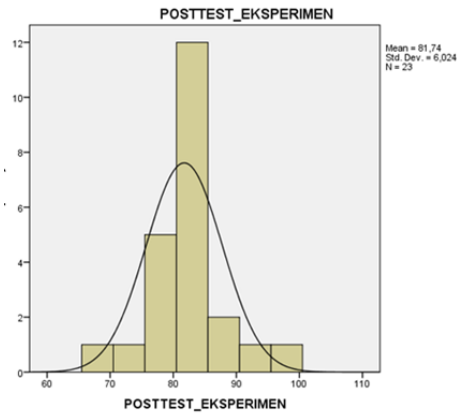

Figure 2. Histogram of Experimental Class Posttest

Based on the histogram above, it is shown that the mean posttest score of the experimental class is 81.74, with a standard deviation of 4.668, which falls into the Excellent category. The highest score obtained was 98 (Excellent), while the lowest score was 68 (Good). The categorization of posttest scores can be seen in the table below.

Table 5. Posttest Score Categories (Experimental Class)

Category	Sample	Percentage
Excellent	16	70%
Good	7	30%
Fair	0	0%
Poor	0	0%
Very Poor	0	0%
Total	**23**	**100%**

Based on the table above, in the experimental class, 16 students achieved scores in the Excellent category (70%), while 7 students achieved scores in the Good category (30%). This indicates that, in the experimental class, the majority of students' final writing ability fell into the Excellent category.

The following is the data of the initial test (pretest) scores of the control class.

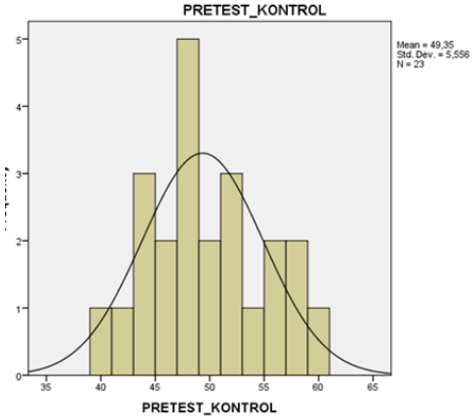

Figure 3. Histogram of Control Class Pretest

Based on the histogram above, it is known that the average (mean) pretest score in the control class is 49.34, which falls into the Fair category, with the highest score being 60 (Good) and the lowest score being 40 (Poor/Needs Guidance). The number and percentage of students' pretest score categories in the control class are presented as follows.

Table 6. Pretest Score Categories (Control Class)

Category	Sample	Percentage
Excellent	0	0%
Good	9	39%
Fair	13	57%
Poor	1	4%
Very Poor	0	0%
Total	**23**	**100%**

Based on the table above, in the control class there are 9 students who obtained scores in the Good category with a percentage of 39%, 13 students in the Fair category with a percentage of 57%, and 1 student in the Poor category with a percentage of 4%. This indicates that the initial writing ability of most students in the control class falls into the Fair category.

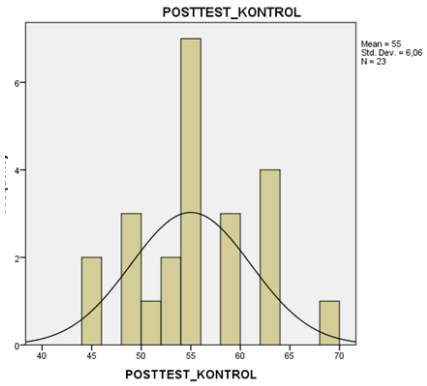

Figure 4. Histogram of Control Class Posttest

From the histogram above, it is known that the mean score of the posttest in the control class is 55 with a standard deviation (Std. Dev.) of 6.06, which falls into the Good category, with the highest score being 68 and the lowest score being 45. The number and percentage of posttest score categories of students in the control class are as follows.

The data on the final ability (posttest) of the control class can be seen in the table below.

Table 7. Posttest Score Categories (Control Class)

Category	Sample	Percentage
Excellent	0	0%
Good	18	78%
Fair	5	22%
Poor	0	0%
Very Poor	0	0%
Total	**23**	**100%**

Based on the table above, in the control class there are 18 students who obtained scores in the Good category with a percentage of 78% and 5 students in the Fairly Good category with a percentage of 22%. This indicates that most of the final writing abilities of students in the control class fall into the Good category.

Hypothesis Testing

To answer the research questions and hypotheses in this study, hypothesis testing was carried out using two statistical tests, namely the independent sample t-test and the paired sample t-test. The results of the independent sample t-test were used to determine the differences in the final test results between the experimental class, which received treatment, and the control class, which did not. Meanwhile, the results of the paired sample t-test were used to determine whether the Problem-Based Learning (PBL) model had an effect on the writing ability of expository texts among Grade X students of SMAS NU Kaplongan. Before conducting hypothesis testing, prerequisite statistical tests were first carried out, namely the normality test and the homogeneity test.

The normality test was used as a prerequisite test before the data were analyzed to examine the hypothesis. In this study, the normality test was conducted using the SPSS 20 application, and the results can be seen in the table below.

Table 8. Normality Test Results (Kolmogorov-Smirnov)

Class	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Pretest Experiment (PBL)	0,164	23	,109
Posttest Experiment (PBL)	0,151	23	,190
Pretest Control (Conventional)	0,118	23	,200*
Posttest Control (Conventional)	0,152	23	,180

Decision Rules:

1) If the Sig. value or p-value > 0.05, the data are considered normal.
2) If the Sig. value or p-value < 0.05, the data are considered not normal.

Based on the results of the Kolmogorov-Smirnov normality test presented in the table above, the significance (Sig.) value of the pretest data for the experimental class is 0.109 and for the control class is 0.200. This indicates that the significance values of both pretests are greater than 0.05. Furthermore, the Sig. value of the posttest data for the experimental class is 0.190 and for the control class is 0.180. This also indicates that the significance values of both posttests are greater than 0.05. Therefore, it can be concluded that the data obtained from the pretest and posttest results are normally distributed.

The homogeneity test is the next prerequisite test to determine whether the variance of the population is equal or not (Machali, 2021:124). In this study, the homogeneity test was conducted using the pretest data from both classes with the assistance of the SPSS 20 application. The results are presented in the table below.

Table 9. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pretest Results of Exposition Text Writing	Based on Mean	0,087	3	88	0,967

Decision Rule:

1) If the Sig. value (Based on Mean) > 0.05, the data are considered homogeneous.
2) If the Sig. value (Based on Mean) < 0.05, the data are considered not homogeneous.

Based on the output shown in the table above, the Sig. value Based on Mean of the exposition text writing test results is 0.967, which is greater than 0.05. This indicates that the test result data from both the experimental and control classes are homogeneous.

The Independent Sample T-Test is a statistical test used to measure the difference in posttest results between the experimental class and the control class. This test is intended to determine whether there is a significant difference between the learning outcomes of the group that received the treatment (experimental group) and the group that did not receive the treatment (control group). The results of the Independent Sample T-Test are presented in the table below.

Table 10. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results of Expository Writing Test	Equal variances assumed	,271	,605	15,007	44	,000	26,739	1,782	23,148	30,330
	Equal variances not assumed			15,007	43,998	,000	26,739	1,782	23,148	30,330

Decision Criteria:

1. If the Sig. value < 0.05, the data are considered significant.
2. If the Sig. value > 0.05, the data are considered not significant.

Based on the analysis results above, the t-value was 15.007 with a Sig. (2-tailed) of 0.00, which is less than 0.05, indicating that the data are significant. This shows that there is a significant

difference between the expository text writing test results of the experimental class and the control class, suggesting that the learning model used had a distinct effect on students' expository writing skills in Grade X at SMAS NU Kaplongan.

The paired sample t-test is used to examine whether the Problem-Based Learning (PBL) model has an effect on students' expository text writing skills. The data used consist of pretest and posttest scores from the experimental class that received the treatment. This test is necessary to determine which hypothesis is accepted in this study. The hypotheses formulated are as follows:

H_a : The use of the PBL model with film media in expository text writing instruction for Grade X students at SMAS NU Kaplongan is effective.

H_0 : The use of the PBL model with film media in expository text writing instruction for Grade X students at SMAS NU Kaplongan is not effective.

Tabel 11. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_Eksperimen - Post_Eksperimen	-28,826	3,055	,637	-30,147	-27,505	-45,255	22	,000

Decision Criteria:

1) If the Sig. value < 0.05, the data are considered significant and H_0 is rejected.
2) If the Sig. value > 0.05, the data are considered not significant and H_0 is accepted.

Based on the table above, the t-value was -30.147 with df = n-1 = 22 and a significance (2-tailed) of 0.00, which is less than 0.05. This indicates a significant difference between the pretest and posttest variables. It shows that the treatment had a meaningful effect on the measured variables. In other words, the use of the Problem-Based Learning (PBL) model with film media in expository text writing instruction for Grade X students at SMAS NU Kaplongan is effective.

The results of this study align with learning engagement theory, which emphasizes the need for contextual stimuli to enhance student involvement. Film media provide visual context that strengthens the problem-orientation stage within the PBL model (Salhuteru et al., 2023).

These findings are also consistent with the studies of Mollah et al. (2023) and Wahyuti (2023), which demonstrate that film-based media are more effective than text-based materials in improving students' focus, comprehension, and quality of argumentation. The integration of PBL and film offers a richer learning experience, as students can observe events visually before analyzing and articulating them in the form of expository texts.

Discussion

The average student activity in the experimental class was 68.63%, categorized as High. Meanwhile, in the control class, the average was 54%, categorized as Medium. This indicates that student activity in the experimental class, which used the Problem-Based Learning (PBL) model with film media, was higher compared to the control class, which used the lecture method with textbook media.

The average pretest score in the experimental class was 52.91, categorized as Good, with the highest score being 75 (Good) and the lowest score being 37 (Good). In contrast, the control class had an average pretest score of 49.34, categorized as Fair, with the highest score being 60 (Good) and the lowest score being 40 (Poor).

Based on the posttest results, the average learning outcome of the experimental class (X4) was 81.74 with a standard deviation (Std. Dev.) of 2.668, while the average score of the control class (X2) was 55 with a standard deviation (S) of 6.06.

From the independent sample t-test results, the t-value was 16.755 with a Sig. (2-tailed) of 0.00 < 0.05, indicating that the data are significant. This shows a significant difference in expository text writing results between the experimental and control classes, suggesting that the learning model used had a distinct effect on students' expository writing skills in Grade X at SMAS NU Kaplongan.

Meanwhile, the paired sample t-test results showed a t-value of -39.26 with df = n-1 = 24 and a significance (2-tailed) of 0.00 < 0.05, indicating a significant difference between the initial and final variables. This demonstrates that the treatment had a meaningful effect on each variable. In other

words, the use of the PBL model with film media in expository text writing instruction for Grade X students at SMAS NU Kaplongan is effective.

The findings of this study are not only relevant to Indonesian language instruction at the senior high school level but also carry broader social implications for the implementation of problem-based learning in the era of the Merdeka Curriculum. The PBL model supported by film media has the potential to be applied in other schools that face challenges such as low student participation or the predominance of teacher-centered lecturing. Consequently, the results of this research may support broader instructional innovation beyond the context of the sample school.

CONCLUSIONS

Based on the results of the study entitled "The Implementation of Problem-Based Learning Model Using Film Media in Expository Text Writing Instruction for Grade X Students at SMAS NU Kaplongan in the 2024/2025 Academic Year", it can be concluded that expository text writing instruction using the PBL model with film media is more effective than instruction using the lecture method with textbook media. Therefore, the PBL model with film media can be used by teachers in expository text writing instruction for Grade X, as it encourages greater student engagement and significantly improves learning outcomes. With this study, it is expected that the implementation of problem-based learning using film media can continue to be developed and contribute more effectively to improving the quality of expository text writing instruction in schools. Based on the findings of this study, several implementable recommendations can be applied in teaching expository writing using the Problem-Based Learning model supported by film media. Teachers are advised to select films with a duration of 3–10 minutes that present contemporary issues, as such films can serve as effective triggers for discussion during the problem-orientation stage. The film should ideally be shown at the beginning of the lesson to help direct students' focus toward the contextual problem to be analyzed. In addition, future research may expand the sample size or explore other types of films—such as documentaries, animations, or news videos—to examine the effectiveness of this instructional model across more diverse contexts.

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