

## Enhancing fourth-grade students' writing skills through a problem-based learning module: A research and development

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### ABSTRACT

Writing is a necessary skill, especially for elementary school students, as it cannot be naturally gained. However, students in the Indonesian language classroom in elementary schools, struggle to learn how to write. Therefore, the purpose of this study was to develop a thematic module based on problem-based learning with the theme "Kayanya Negeriku" and investigate the feasibility of the teaching materials for this module to help elementary school students with their writing. Fourth-grade students from two elementary schools in rural areas in Lampung were the participants in this study, which used a research and development design based on the Borg and Gall's model. Data were collected using observation and a questionnaire. The collected data were analyzed descriptively. The findings indicate that the fourth-grade students found the problem-based learning module to be "extremely intriguing". The experimental class's pretest average for writing was 68.43, while the posttest average was 86.50. In the control class, the average pre-test score was 61.83, and the average post-test score was 78.16. Therefore, the average post-test score was higher in the experimental class than it was in the control class. The implications and suggestions for further investigation are also highlighted.

### KEYWORDS

Module; problem-based learning; writing skills; elementary schools

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## Introduction

The writing skill is learned through a learning process rather than instinctively.

In writing, it is vital to have a continuous and logical progression of ideas by using specific vocabulary so that it can describe or present information that is expressed clearly. Defines writing as "the act of communicating ideas/ideas through the use of written language as a medium of communication." Writing is one of four language skills, along with listening, speaking, and reading (Henry Guntur Tarigan, 1985).

Writing is important in the field of education since practically all activities cannot be separated from text activities, from making proposals, scientific works, and a thesis to taking notes and copying writing from the blackboard. According to Henry Guntur Tarigan, the role of writing in the world of education is as follows: (1) facilitating students to think critically; (2) making it easier for students to feel and enjoy relationships; (3) deepening students' comprehension and perception; and (4) explaining students' thoughts, ideas, and thoughts (Henry Guntur Tarigan, 1985).

When the researchers conducted observations in grade 4 at SDN 01 Cahaya Negeri and SDN 1 Bumi Nabung, they discovered challenges in Indonesian language learning activities, in which children struggled to learn to compose. Based on observations conducted by researchers, researchers observed various elements that caused the low skills of students in writing essays in grade 4 at SDN 1 Cahaya Negeri and SDN 1 Bumi Nabung, among others (1) Students were unable to articulate concepts or an idea when writing good essays; (2) Writing an essay still takes a long time; and (3) Students struggled with generating language while writing essays. (4) In writing, students are less attentive to EYD (Enhanced Spelling of Indonesian Language).

The evaluation on writing in grade IV of SD Negeri 1 Cahaya Negeri and SDN 1 Bumi Nabung only yielded an average of 67, where the acquisition was still below the KKM standard for writing skills of 75%. The low writing skills of students are due to the students' assumption that writing skills are less important than other subjects (language), which ultimately has a direct impact on the abilities of students who have difficulty when given writing assignments. The difficulty faced by students is determining the right theme and choice of words in learning to write. As a result,

students must be given a perspective or an overview of the theme. These findings also show that pupils have not been able to enhance their Indonesian language communication skills, particularly their writing abilities. Skills can only be learned and mastered via practice, and extensive training can be provided through the creation of PBL modules.

The PBL learning model was chosen for this study because it has greater potential to improve students' higher-order thinking skills, deepen students' understanding, make students happy in learning, develop positive attitudes students, develop students' leadership attitudes, develop students' curiosity, and increase students' confidence. PBL is employed because it offers various advantages, including the ability to assist students in better understanding the material of the lesson, boost the effectiveness of student learning, and help students understand real-world situations.

This is supported by Herawati's past research findings (Herawati et al., 2013). The findings of this study show that students in class IX of SMP Negeri 4 Metro have improved their writing skills by using the Problem Based Learning learning approach. Conducted research using the Problem Based Learning paradigm to construct writing learning modules. According to the findings, the writing learning module designed using the Problem Based Learning approach was categorized as very valid in all four categories of module feasibility, content feasibility, core competency suitability (KD), and presentation feasibility (Hasanah et al., 2020).

On November 15, 2021, questionnaires and interviews were distributed to two fourth-grade elementary school educators from SDN 1 Cahaya Negeri and SDN 1 Bumi Nabung. There is no self-created module, but there is compliance with the Learning Competency Standards, and the existing module offers instructions on acceptable and correct writing steps, but operational steps and examples are still unclear. The pre-survey questions were then focused on the problem of the requirement for teaching materials, which included aspects of the availability of teaching resources, adequacy of learning objectives, and presentation. The findings of interviews with two educators from different SDNs revealed that the teaching materials utilized were not developed by the educators themselves and that the information given was not in line with the learning objectives, particularly in the area of writing abilities. The interview results also show that, according to educators, kids require learning that is not boring and requires fresh innovations, either through teaching media or teaching materials, to encourage the process of creating innovative ideas in writing.

The researchers discovered that, despite having implemented K-13 and using teaching materials such as thematic textbooks, Indonesian language learning resources were for students based on the results of distributing questionnaires and conducting needs analysis interviews with two fourth-grade educators at SDN 1 Cahaya Negeri and SDN 1 Bumi Nabung in North Lampung. It is insufficient. Furthermore, the instructional materials utilized are obtained from publishers that do not fulfill the needs of students or the expectations of the curriculum and tend to merely provide knowledge of conceptual material completion. This means that students are not allowed to use and apply learning resources in their daily lives.

Based on past research, the implementation of this study was carried out in conditions different from previous research, where there had been no research on improving writing skills through the establishment of the PBL model with primary school pupils as objects in earlier studies. This is what makes the research's novelty a reality in comparison to past research investigations. Therefore, the researchers took the initiative to develop module teaching materials based on the Problem Based Learning model on theme 9 "The Richness of My Country" theme for grade IV SD/MI. The author expects that by creating a module based on the Problem Based Learning approach, students would be able to enhance their writing abilities. Based on these issues, the researchers want to create teaching materials with the following title: "Development of Problem Based Learning-based Thematic Modules on the Theme of My Country's Richness to Improve the Writing Skills of 4th Grade Elementary School Students."

## Methods

### *Types of research*

The type of research method used was the Research and Development method. This research approach is based on the Borg and Gall model, with slight adjustments based on the study setting. Borg and Gall's adaption processes are divided into three major stages: basic investigation, development, and product evaluation. These stages are then broken down into sections such as 1) potential and difficulties, 2) gathering data on the needs of teaching materials, 3) generating teaching materials through product design and developing first product forms, and 4) product assessment through validation by experts/experts, 5) product design change as a consequence of validation, 6) testing of the product on peers and small class trials, and revision of the product based on test findings, followed by larger trials in learning to write (20-30 students), and 7) revise it into an operational product in the form of a module that is ready to be tested for its effectiveness.

### *Data Analysis Techniques*

The descriptive analysis based on the results of expert data analysis and data analysis during product testing was employed in this study's data analysis activities. The scoring rules here are based on the theory (Sugiyono, 2013).

### 1. Student Questionnaire Sheet

The step of data analysis on the student questionnaire sheet is carried out using a score from 1-5 with the following criteria:

1	Excellent
2	Good
3	Fair
4	Poor
5	Very Poor

### 2. Interview of Class IV Guardian Educators

The data obtained from the teacher interviews were written in the form of a description, then summarized and selected the main things that became the need for teaching materials.

### 3. Validation of Eligibility of Experts, Practitioners

Data analysis activities from the questionnaire responses were carried out by determining the average Likert Scale score for each aspect. These are the following aspects: (1) content feasibility, (2) language feasibility, (3) presentation feasibility, and (4) visual feasibility. According to the substance of the question, the respondent's questionnaire on the product contains five answer choices: 5 = very suitable, 4 = suitable, 3 = quite suitable, 2 = less suitable, and 1 = very less suitable. The calculated score will show the amount of practicality of teaching materials based on expert/experts, practitioners, and students' assessments. The percentage score values are then translated into qualitative data using the interpretation of scores as described by Riduwan and Sunarto (2009: 23) in table 3.

## Results and Discussion

### *Potential and Problems*

The potential issue in this study is the development of problem-based learning-based Thematic Modules. This study was carried out in the SD Negeri 01 Bumi Nabung and the SD Negeri 01 Cahaya Negeri, both of which are elementary schools on Jalan Lintas Sumatra in North Lampung. To gather information, it was important to create a guided problem-based learning (PBL) module based on theme material 9 "The Richness of My Country". This step begins with the completion of a questionnaire form mailed to the fourth-grade teacher at SD Negeri 1 Bumi Nabung and SD Negeri 01 Cahaya Negeri. The development examines how teachers carry out learning activities and the learning material used to assist learning activities. The existing problem is based on past research on learning activities that currently include a learning module. The modules that are owned, however, are not problem-based. Students cannot utilize the modules presented thus far as independent learning media since they are perceived as less appealing. Furthermore, pupils are not forced to investigate and discover their understanding of the content being studied, but must instead accept the teacher's interpretation of the material. The teacher and students also stated that the use of the existing modules was not enough to be used as a learning medium, so other learning media were needed, namely in the form of a problem-based learning module on theme 9 "The Richness of My Country".

Direct observations were conducted to determine the completeness of the school's facilities and infrastructure as a source of learning for instructors and students who support learning activities. The availability of modules, the availability of student learning activity sheets, and the availability of the library were all observed. Direct inspections at SDN 1 Bumi Nabung and SD Negeri Cahaya Negeri revealed that while facilities and infrastructure to support teaching and learning activities, such as the availability of modules, student learning activity sheets, and libraries, were present, their utilization was nevertheless uncommon. Appendix 1 contains the findings of the thorough observation of facilities and infrastructure. The results of the complete observation of facilities and infrastructure can be seen in appendix 1. The results of filling out the questionnaire and this observation serve as a reference for writing the background of this development research problem.

### 1. Data Collection

The next stage was gathering information once the potential and issue procedures were done. The data acquired is a printed book of school teaching materials obtained via the use of a data collecting instrument in the form of documentation. Following the completion of the prospective difficulties, the following phase is to collect data and diverse information that will be utilized as a material for product planning that is expected to overcome these challenges. The findings of direct observations were used to establish the completeness of the school's facilities and infrastructure as a learning resource for instructors and students that support learning activities, such as the availability of modules, student learning activity sheets, and libraries. All facilities and infrastructure are available, except for the learning activity sheets that have been used to do practice questions and homework, and while facilities and infrastructure to support learning activities such as libraries already exist, their management is inefficient and students rarely use them.

Based on the questionnaire on the needs of students in class V Negeri 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri regarding student needs for the module, an average score range is obtained; if 0-50% of the students answer "yes," there is no need to develop a problem-based learning module on "The Richness of My Country" 's thematic material. If it is 51-100%, a problem-based learning module based on "The Richness of My Country" theme material is required. The average percentage score for responding "yes" on the student needs analysis questionnaire was 72.25%, while the average percentage score for answering "yes" on the teacher needs analysis questionnaire was 72%. Based on the findings of the needs analysis of students and instructors, a problem-based learning module based on "The Richness of My Country" theme material was created.

## 2. *Product design*

The steps for compiling the product design of this module include adjusting the competency standards and basic competencies as well as the syllabus based on the 2013 Curriculum curriculum which is adapted to problem-based learning. This module uses A4 paper size; a 1.5 spacing scale; The fonts used are Times New Roman (Aa Bb Cc Dd), Free Neue (Aa Bb Cc Dd), Humanist Cn Bt (Aa Bb Cc Dd). The product design development module is composed of:

## 3. *Validation*

An expert in the field of master of education conducted the design test assessment in analyzing the design of the problem-based learning module on Theme 9 "The Richness of My Country". Based on the findings of the design expert test, the image display of the problem-based scientific learning module on Theme 9 "The Richness of My Country" that needs to be enhanced is provided with natural examples in the form of images rather than cartoons. If the theme is too huge, it may be scaled down to fit the layout composition of the cover design and the word positioning can be adjusted to make it more appealing. The title must also include this module, which was created based on problem-based learning. The module should include explicit instructions or commands. Direct statements should be used to abbreviate the description. The images are fascinating and vary in their layout. Except for huge headlines and theme titles, the typeface used is the regular Times New Roman font. Based on the expert test, modifications were made in line with the expert's suggestions for improvement. The goal of media expert validation is to put the module's presentation to the test using a problem-based learning model-based method. The results of the material validation test assessment are in the very good category, as can be seen from the results of the validation by material experts, which show that the validation of media experts, who carried out 9 aspects of the assessment, resulted in a total score of 31 points while the maximum score was 36. As a result, the score obtained was 0.86.

The content test was evaluated by a material expert. The material test results for the problem-based learning module on Theme 9 The Richness of My country has to be improved since learning is not offered independently, the idea map is unclear, and there are no conclusions for each content. Material expert validation tries to assess the completeness, veracity, and systematics of the material. Based on the validation by material experts results, it can be seen that the validation of material experts who carried out 11 aspects of the assessment resulted in a total score of 36 points while the maximum score was 44, so the value obtained was 0.82, indicating that the material validation test assessment results are in the very good category.

A linguist conducted the assessment of the language content test. The material test results for the problem-based learning module on Theme 9 "The Richness of My Country" has to improve in several areas, including the usage of non-standard language, the use of punctuation marks, and the explanation of orders. Linguist validation attempts to examine the completeness of language and words, as well as the accuracy of the sentences used in the module, the correctness of language use, and the accuracy of word and phrase spelling. Based on the validation by material experts results, it can be seen that the validation of material experts who carried out 11 aspects of the assessment resulted in a total score of 36 points while the maximum score was 44, so the value obtained was 0.82, indicating that the material validation test assessment results are in the very good category.

## ***Product Trial***

A produced product necessitates progressive and continual testing actions in development research. Before the media trial stage in the field test or use trial, a one-on-one test is conducted to determine the compatibility of the medium in learning. Three students from Negeri 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri were chosen at random to perform the one-on-one test. At this stage, students use the product independently and then are given a questionnaire to state whether the product is attractive and easy to use, and helps students in the learning process with the answer choices "Yes" and "No". The first student 100% answered "yes", the second student answered 100% "yes" and the third student answered 100% "yes" where the students only provided input and suggestions that they needed guidance from the teacher in carrying out learning in the learning process. According to the findings of product trials, the module is intriguing to study since the module design is interesting. The module's material is simple to grasp, and the questions are simple to answer, therefore the module can be effective for developing student understanding.

### **Product Revision**

If the developer does not make any adjustments to the product after testing it since it has no flaws or drawbacks, the product is ready for trial use.

### **Trial Usage**

The final level of formative evaluation is the usage trial or field test. The field exam was carried out on 40 students from State 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri. The goal of the field test is to determine the product's attractiveness, simplicity of use, product benefits, and product efficacy. The following table shows the results of the usage test based on the attractiveness, convenience, and usefulness questionnaire: [Table of Test Types]

No	Test Type	Average Score	Qualitative Statement
1	Module Attractiveness	3,91	Excellent
2	Module Ease	3,77	Excelent
3	Module Benefit	3,98	Excellent

In addition to the product attractiveness test, the convenience of use, the benefits of the product, and the effectiveness of the product are all evaluated. Appendix 18 contains the entire module. Other results acquired from this usage experiment include pretest and posttest scores to determine the module's efficiency. Before beginning learning, students are given a pretest and a posttest, and then they make purchases utilizing the module as a learning medium. The following is a summary of the pretest and posttest results. The following table shows the results of the pretest:

No	Description	Pre-test Score	Post-test Score
1	Highest Score	72,3	93,0
2	Lowest Score	22,1	73,0
3	Average Score	64,7	85,0

The results of the pretest and posttest were analyzed by calculating the normalized gain. Based on the results of the calculation of the gain obtained an average gain of 0.67. The score has reached an average score of  $0.3 < g < 0.7$  which is included in the moderate normalized gain. This shows that the problem-based learning module on Theme 9 "The Richness of My Country" is feasible and effective to be used as a learning medium.

### **Design Improvements**

After the product design is validated through assessments from material experts, media experts, and fifth-grade educators, the next step was to make improvements. The results of the design improvement were added to and improved the cover of the module with a cartoon nuance into a module with realistic photo illustrations of landscapes that show the wealth of the country of Indonesia. In addition, a re-layout was carried out for the placement of the writing on the cover so that it was proportional. The title of this module has been equipped with a description of the new problem-based learning module to improve writing skills on theme 9 "The Richness of My Country".

Changes to the module layout before and after revision were based on media or design validator corrections, where the module must be equipped with clear instructions or commands, the description must be shortened by using direct sentences, the layout of attractive and varied illustrations, and the type of font used to use Times New Roman standard font, except for large titles and theme titles. Based on these corrections, appropriate revisions were made, including replacing the editorial commands with clear sentences to make them easier for students to understand, shortening descriptions and explanations with direct sentences, changing completed and reproduced pictures and illustrations to make them more varied, and replacing the typeface with standard letters, namely Times New Romance.

From the advice of material experts, changes before and after revision have been described based on corrections from the material validator, where learning has not been given separately and concept maps are felt to be unclear and asked to provide or add sub-learning. Based on these corrections, the authors make changes by dividing learning according to the existing KD and clarifying the concept map so that students can understand the commands that require students to write something according to the command and improve each lesson by providing sub-chapters on each material.

The linguist's suggestion is to improve sentence writing to be more effective and to use the correct EYD. Writing improvements must be made because the writing is not following the EYD, in the initial product of the module before being revised the language used is less effective. The validator suggests changing the sentence to make it more effective so that improvements are made to the writing of the sentence.

## **Data Analysis Results**

### *PBL Module Feasibility Hypothesis Test*

Based on the calculation of the validator's assessment of media expert material experts and student respondent questionnaires, the percentage of the feasibility of using the problem-based learning (PBL) module on the theme material 9 "The Richness of My Country" is obtained in the fourth grade of SD Negeri 01 Cahaya Negeri and SD Negeri 01 Bumi Nabung. The calculation results obtained the percentage of the feasibility of the problem-based learning model on the theme of 9 "The Richness of My Country" where material experts with an average of 0.82 (very good category), the results of the assessment of media experts were 0.86 (very good category) and the assessment of linguists was 0.80 (very good category).

### *Product effectiveness test results of Problem based learning (PBL) Module development*

The level of effectiveness is determined by comparing the group that uses the problem-based learning (PBL) module on theme 9 "The Richness of My Country" at SD Negeri 01 Cahaya Negeri (experimental group) with the group that does not use the problem-based learning module at SD Negeri Bumi Nabung (control group), students were given a pre-test to determine their initial ability before being given action or learning by using the module, and students were given a post-test. The Normalized Gain was used to examine the pre-test and post-test findings. Based on the results of the Gain calculation, the average gain for the experimental class was 0.50. The score has reached an average score of  $0.50 < g < 0.7$  which is included in the classification of moderate normalized gain.

### *Test the differences in students' writing skills using LKPD based on the PBL model*

The experimental class's average pretest writing competence was 68.43, with a standard deviation of 5.88. The average post-test score was 86.50, with a standard deviation of 6.51. The control group's average writing competence was 61.83, with a standard deviation of 7.30. Meanwhile, the post-test average was 78.16, with a standard deviation of 7.34. The post-test averages of the experimental writing skills and the control class are different, with the experimental writing skills having a higher average value than the control class.

## **Discussion**

### *The Form of PBL Module in Improving Writing Skills*

The results of pre-research observations at SD Negeri 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri Lampung Utara, both elementary schools in Rajabasa, North Lampung City, are described below. In terms of educational facilities, it includes good prerequisites because educators are good at preparing teaching materials such as educational equipment, educational media, books, and other learning resources that allow them to be an attraction when students begin learning, such as using textbooks and learning media provided by the school. However, educators continue to play a larger part in learning activities than students. Educators use lecture, discussion, assignment, and question-and-answer methods to deliver the curriculum. This strategy is quite beneficial in learning activities. This strategy, however, will be more appealing if it is combined with problem-solving models so that students are more engaged in the learning process. The problem-based learning approach attempts to enhance student behaviors such as observing, asking questions, obtaining knowledge, reasoning, and communicating to train students to learn optimally.

Learning activities at SD Negeri 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri Lampung Utara utilize school-supplied teaching materials, notably printed books as a source of material used by educators and school-supplied learning media. Educators employ school-supplied instructional materials, specifically printed books. There is no module teaching resources for students using the problem-based learning paradigm, and the module consists of five broad subjects: Citizenship Education (PKn), Indonesian Language, Mathematics, Natural Sciences (IPA), and Social Sciences (IPS). Educators have also never created a program based on a problem-solving methodology. Especially in topic learning, when multiple texts must be studied separately or in groups, worksheets must be used. As a result, instructors have a larger role in the application of learning than students do in learning activities. Based on the issues raised above, the researcher proposes creating module teaching resources for thematic learning. Because there has never been a thematic module, particularly on theme 9 "The Richness of My Country", allowing students to apply problem-solving where teachers and students interact in learning, learning is no longer uninteresting. There are two goals for research and development. The first goal of this project is to create a product in the form of a module. The second goal is to determine how students and educators reacted to the program. Using a problem-based learning model. This module is organized around basic competencies, competency standards, and learning objective indicators. This is augmented by problem-based learning processes. The research and development techniques employed by researchers are the development method of Research and Development (R&D). To develop Module products, researchers used Borg and Gall research and development procedures modified by Sugiyono and were only limited to seven research and development steps, namely potential and problems, data collection, product design, design validation, design improvement, product testing, and product revision. The results of the material expert validation assessment resulted in a very good problem-based learning aspect score. The validation assessment of the media expert provided an average score of the design aspect with very good criteria, as did the validation assessment of the linguist, who received an average score of the word and sentence accuracy aspect with very good criteria.

According to the findings of the research, the initial output of learning media employed in SD Negeri 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri Lampung Utara was fairly good in the form of thematic printed books covering 9 general courses, including Civics, Indonesian Language, Mathematics, IPA, and IPS. However, it needs to be improved to support the learning process. To formulate the module, the first thing to do is to collect information that is necessary to develop a guided problem-based learning (PBL) module on the theme material 9 of "The Richness of My Country".

This development process will investigate how teachers carry out learning activities and the learning material used to support learning activities in the form of learning modules. The next stage is to collect information and data so that potential difficulties are inventoried that students already have learning media in the form of modules and LKPD but students are still having difficulty improving writing skills. can complete and develop writing skills on the particular theme 9 "The Richness of My Country". Based on the results of this research, it is required to employ media that students may use independently in the form of a PBL module that includes material and assignments that allow students to practice writing skills based on the difficulties in the theme material 9 "The Richness of My Country". The produced module's form was carried out in stages from the start of the process to the completion of the process in the form of product design. The procedures for creating this module's product design involve modifying the competency standards and basic skills, as well as the syllabus, which is based on the 2013 Curriculum curriculum and is converted to problem-based learning. The design results have been validated by experts who provide input and suggestions to improve the module design by replacing the image display with natural illustrations in the form of natural photos, then improving the layout for the placement of writing on the cover so that it is proportional, and finally, the title of this module has been equipped with a description of the new module. To develop writing abilities on theme 9 "The Richness of My Country", use problem-based learning to replace editorial directives with plain sentences that students can understand, then simplify descriptions and explanations with direct sentences. The validation of media experts, who completed 9 aspects of the assessment, yielded a total score of 31 points while the maximum score was 36; consequently, the score obtained was 0.86, indicating that the outcomes of the material validation test assessment fall into the very good category. This result can be drawn from the findings of the validation by material experts. Results of the Theme 9 "The Richness of My Country" problem-based learning module material test have to be improved because the lessons were not provided separately, the concept map was unclear, and there were no sub-lessons or conclusions for each lesson. The structure of the PBL module has also been put to the test by professional validators. Among the findings are the need to adjust learning to basic competencies, clarify concept maps so that students can understand them, and enhance each lesson by offering sub-chapters on each topic. The results of the material validation test assessment were validated by material experts who completed 11 aspects of the assessment, yielding a total score of 36 points while the maximum score was 44. As a result, the score obtained was 0.82, indicating that the results of the test assessment fall into the very good category. The learning module's format passed the language test administered by the linguistic validator. The findings of the problem-based learning module material test on Theme 9 "The Richness of My Country" require improvement due to the use of nonstandard language, improper punctuation, and unclear command descriptions. The validation of linguists attempts to assess the accuracy of the sentences used in the module as well as the fullness of the language and words used, the correctness of the language used, and the accuracy of the spelling of words and sentences. As can be seen from the results of the material validation test assessment, the validation of material experts who complete 11 aspects of the assessment results in a total score of 36 points, whereas the maximum score is 44. As a result, the value obtained is 0.82, indicating that the outcomes of the material validation test assessment fall into the very good category. The trials on attractiveness were conducted in two phases, small group testing and field tests, which raised the overall average score in this area. In the small group test, an average score of 3.29 was attained with extremely appealing criteria, while in the field test, an average score of 3.33 was attained with very attractive criteria.

### *Feasibility of PBL Module in Improving Writing Skills*

Trial activities are used to test the viability of PBL-based thematic modules for enhancing writing abilities over time. Before the media trial stage in the field test or usage trial, a one-on-one test is conducted to determine the compatibility of the media for learning. The module is intriguing to examine because of the interesting module design, according to the findings of the product trials. The module can help enhance students' knowledge because its content is simple to comprehend, and simple to understand, and its questions are simple to answer. A sample class of 40 students from SD Negeri 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri participated in the field test. The purpose of the field test is to evaluate the product's level of appeal, usability, advantages, and efficacy. Scores from the pretest and posttest used to gauge the module's effectiveness are further findings from this trial use. Before beginning their studies, students are given a pretest and a posttest. They then use the module as their learning tool and make purchases. Based on the calculation's findings, a gain of 0.67 on average was found. The score has reached an average score of  $0.3 < g < 0.7$  which is included in the moderate normalized gain. This shows that the PBL module on Theme 9 The Richness of My Country is feasible and effective to be used as a learning medium.

To find out the level of effectiveness, it is done by comparing the group that uses the PBL module on theme 9 "The Richness of My Country" at SD Negeri 01 Cahaya Negeri (experimental group) with the group that does not use the PBL module at SD Negeri Bumi Nabung (control group). In this stage, students are given a pre-test to see students initial abilities before being given action or learning by using the module. Furthermore, students are given a post-test to determine the level of objectives that can be achieved and see the effectiveness of the module. The results of the pre-test and post-test were analyzed by calculating the Normalized Gain. According to the Gain calculation results, the average gain for the experimental class is 0.50. The score has attained an average of 0.50  $g < 0.7$ , which falls into the category of moderate normalized gain. The experimental class's average pretest writing competence was 68.43, with a standard deviation of 5.88. The average post-test score was 86.50, with a standard deviation of 6.51. The control group's average writing competence was 61.83, with a standard deviation of 7.30. Meanwhile, the post-test average was 78.16, with a standard deviation of 7.34. The post-test averages of the experimental writing skills and the control class are different, with the experimental writing skills having a higher average value than the control

class. The adoption of the PBL paradigm in writing instruction can help students enhance their writing skills. Because the PBL learning model motivates students to think critically and build initiative, as well as active and independent learning in learning to write, it is very helpful for students in accomplishing the tasks assigned by the teacher. Because the teacher did not use the appropriate learning model during the writing learning process, learning became monotonous at times. The learning process is still dominated by the teacher. The teacher has employed the learning model on occasion, but it is still undirected. Teachers did not apply an effective learning strategy for writing skills. The use of the PBL learning model. PBL encourages students to be active, autonomous, creative, and critical thinkers, as well as to take the initiative in problem-solving. This PBL model's learning process encourages students to apply their knowledge. The PBL learning paradigm is highly beneficial to students when it comes to writing courses and interpreting writing since students can discuss their challenges with their peers. Writing PBL lessons makes it easier for children to study since it is more effective and interesting because students may work together with their peers to discuss something essential and assist the brain to work to be more active. Students can develop their potential using preset materials when learning to write utilizing PBL, and students are more active and can enhance their writing skills. The researcher concluded that teaching writing skills through the PBL learning paradigm improved the learning process and boosted student competence. Using the PBL learning paradigm to develop writing skills can yield beneficial effects in learning and assist students in improving writing competence. The teacher's capacity to organize lessons and implement learning to develop an interest learning and foster student initiative so that students become active and creative in learning by applying the PBL learning model is a supportive factor for writing learning. Students can choose what to learn, where to get knowledge, and how to learn while being guided by the teacher. Students can strengthen their critical thinking skills and interpersonal interactions by working in groups. The implementation of the PBL learning approach makes students appear to be passionate about learning to produce drama scripts. The students' perception of writing as challenging began to deteriorate. The teacher provides students with a brief, clear, and straightforward explanation of the writing content's important points of discussion so that they can better understand the writing material. Students can solve difficulties in groups and individually by thinking critically and logically and taking initiative in learning to produce theatrical plays based on true occurrences. The assessment was implemented well during the evaluation activities.

## Conclusion

The conclusion of the development of the Problem-based learning module on Theme 9 "The Richness of My Country" to improve the writing skills of students at SD Negeri 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri is worthy of being used as thematic learning materials. The conclusions that can be drawn from this development research are as follows:

- (1) Development of a problem-based learning module based on the theme "The Richness of My Country" attempts to develop student's writing skills by employing the Borg and Gall Research and Development methodology, which comprises steps such as potential and problem identification, data collection, product design, design validation, design revision, product testing, and product revisions.
- (2) Students respond positively to a problem-based learning module on "The Richness of My Country" theme, which attempts to develop writing skills.
- (3) The experimental class's average writing skill pretest score was 68.43. The average posttest score is 86.50. In the control group, the average pretest writing competence was 61.83, and the post-test average was 78.16. According to these findings, the experimental class's post-test average of writing skills is higher than the control class's.

Some suggestions for the development of the Problem-based learning module on Theme 9 namely "The Richness of My Country" to improve students' writing skills are that teachers should be more creative in modifying the available teaching materials so that learning is not monotonous. It is also suggested that teachers and researchers implement modules based on learning models and problem-based learning on a broader scope and material.

This module is arranged based on student characteristics so that students can utilize it independently. Time budgeting should be particularly careful, as the deployment of learning modules based on problem-based learning models takes a long time.

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