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Improving the Ability to Write Observation Report Texts through the Application of the Problem Based Learning Model

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Abstract: This study aimed to enhance Grade X students' observation report writing skills and learning activities at SMA Negeri 1 Tungkal Jaya by implementing Problem Based Learning (PBL). A Classroom Action Research (CAR) design was employed, conducted over two cycles, each comprising planning, implementation, observation, and reflection. Data were analyzed using descriptive statistical techniques. Results demonstrated significant improvement. Students achieving the mastery score (≥70) increased from 37% (Cycle I) to 87% (Cycle II), representing a 38.89% skill enhancement. The class average rose from 75.60 to 85.00. Polite learning behaviors improved from 56% to 90%. All assessed aspects showed gains, with language and creativity exhibiting the highest increases. The study provides empirical, cycle-based evidence for applying PBL specifically to observation report writing, a foundational academic genre, within a local Indonesian high school context. Findings strongly support adopting PBL as an effective pedagogical strategy for improving both the product (writing skills) and process (classroom engagement) of learning in similar educational settings. The research contributes actionable insights to educational practice, validating PBL's role in fostering active learning and significantly improving specific compositional competencies among secondary school students.

Keywords: Classroom Action Research, Observation Report Text, Problem-Based Learning

A. Introduction

Education is the main means of forming quality human resources. Through education, individuals not only acquire knowledge and skills, but also develop the attitudes, values, and character necessary to face life's challenges (Tyas, et. al., 2020; Lanzi, 2007; Maidugu, & Isah, 2024; Iksal, et. al., 2024). Thus, education is an important foundation in building an intelligent, noble, and productive society, as well as one of the indicators of a nation's progress (Tilaar, 2015). Therefore, the government continues to strive to improve the quality of education through policies, curriculum updates, and learning innovations that are relevant to the times (Ministry of Education and Culture, 2020).

The education system in Indonesia consists of several levels, namely primary education, secondary education, and higher education. Basic education includes elementary schools (SD) and junior high schools (SMP), which function to equip students with basic skills to read, write, count, and instill discipline and character values (Sanjaya, 2016). Furthermore, the secondary education level consists of Senior High School (SMA) and Vocational High School (SMK), while higher education includes universities, academies, and institutes (Rusman, 2023).

SMA Negeri 1 Tungkal Jaya is one of the state high schools located in Peninggalan Village, Tungkal Jaya District, Musi Banyuasin Regency, South Sumatra Province. Geographically, the school is located at the coordinates of -2.3890000 latitude and 103.9410000 longitude. The school has been accredited A and is always committed to realizing the vision and mission of superior education. The number of students of SMA Negeri 1 Tungkal Jaya reached 435 people, consisting of 235 male students and 200 female students, which were divided into three levels of education, namely classes X, XI, and XII.

In the implementation of learning, SMA Negeri 1 Tungkal Jaya has implemented the Independent Curriculum. This curriculum is designed to form a Pancasila Student Profile who have faith, fear God Almighty, have noble character, are independent, have critical reasoning, are creative, work together, and have global diversity. Learning in the Independent Curriculum is not only oriented towards the final result, but also emphasizes the critical thinking process, problem solving, and students' ability to construct knowledge independently. In this context, teachers play the role of facilitators who encourage students to actively think, opinion, create, and explore in finding the meaning of learning.

Indonesian language subjects have an important role in the Independent Curriculum because they are a means of developing language, thinking, and communication skills. One of the competencies that students must master is writing skills, especially the ability to produce texts according to the characteristics of each type of text. At the high school level in class X, the skill of writing observation report texts is a basic competency that needs to be mastered because it hones the ability to think scientifically and present data objectively. This is in line with the 2022 Edition of the Independent Curriculum Content Standards, which emphasizes learning outcomes (CP) in the aspects of attitudes, knowledge, and skills in an integrated manner. Learning Indonesian is directed so that students are not only able to write texts structurally, but also understand the scientific and contextual values in each text.

The results of observations show that many students of SMA Negeri 1 Tungkal Jaya still have difficulties in writing the text of the observation report. These difficulties include a lack of understanding of the structure of the text, an inability to distinguish between facts and opinions, and weaknesses in composing logical and coherent paragraphs. In addition, the use of inappropriate scientific terms and low interest and

motivation to write are also inhibiting factors. This condition is exacerbated by learning that is still conventional, such as lecture methods and assignments without guidance in the thinking process. This situation demands innovation in learning that focuses on critical thinking, problem-solving, and active student involvement.

One of the learning models that is considered relevant to the characteristics of the Independent Curriculum and effective in improving students' writing skills is *Problem Based Learning* (PBL). This model places students at the center of learning through direct involvement in real problem-solving. According to Hmelo Silver (2004), *Problem Based Learning* is able to develop the ability to think critically, collaboratively, and solve problems are all important foundations in writing writing skills, including in writing observation report texts. *Problem Based Learning* has the main characteristics, namely: (1) student-centered, (2) based on real problems, (3) fostering teamwork, and (4) integrating various sources of information in producing solutions. In writing learning, the application of *Problem Based Learning* encourages students to make direct observations, analyze data, and compile it into a systematic and fact-based text.

The application of *the Problem Based Learning* model is also in line with the theory of social constructivism put forward by Schunk (2020) and Brophy & Good (2023). This theory emphasizes that learning is an active process in which students build knowledge through social interaction and hands-on experience. In this context, teachers play the role of facilitators who help students reach the proximal developmental zone (ZPD). Thus, the application of *Problem Based Learning* can create a learning environment that supports collaboration, discussion, and critical reflection in observation-based writing activities.

From a psychological perspective, the success of learning also depends on the student's motivation to learn. Based on *the Self-Determination Theory* developed by Deci and Ryan (2020), students' intrinsic motivation increases when three basic needs are met, namely autonomy, competence, and social *connectedness*. PBL provides space for students to choose relevant observation objects, work independently and collaboratively, and feel valued in the learning process. Thus, this model can increase students' motivation, active participation, and learning meaning.

In addition, in today's digital era, learning needs to be integrated with technology. According to Roh, & Kim, (2015), the integration of *Problem Based Learning* with digital technology can enrich the learning experience, accelerate access to information, and increase creativity in the presentation of observation reports. Through the use of technology, students can record observation activities, compile digital reports, and present them in an attractive manner, so that learning becomes more interactive and contextual with the characters of Generation Z.

Research conducted by Mazrur, et. al., (2024) and Juliawati, et. al., (2015) shows that the application of *Problem Based Learning* in learning Indonesian language, especially

writing skills, has been proven to improve the quality of students' writing in terms of structure, cohesion, coherence, and use of scientific language. Students who learn through PBL tend to produce more informative, systematic, and data-driven texts. This proves that *Problem Based Learning* is an innovative and empirically effective approach.

Based on this description, it can be concluded that the low ability to write observation report texts in grade X students of SMA Negeri 1 Tungkal Jaya needs to be overcome through an active, contextual, and problem-solving oriented learning approach. The Problem Based Learning learning model, which is in line with the principles of the Independent Curriculum, writing skills theory (Tarigan, 2008), text theory of observation reports (Ministry of Education and Culture, 2017), constructivism theory (Schunk, 2020), learning motivation theory (Deci & Ryan, 2020), and the integration of technology in education (Roh, & Kim, 2015), are considered appropriate to comprehensively improve students' writing skills. Therefore, this study aims to examine the effectiveness of the application of *the Problem Based Learning* model in improving the ability to write the text of the observation results of grade X students at SMA Negeri 1 Tungkal Jaya. The formulation of the problem in this study is 1) how to apply the *Problem Based Learning* (PBL) learning model in writing observation report texts in grade X students of SMA Negeri 1 Tungkal Jaya? 2) how to improve the ability to write student observation report texts after the application of *the Problem Based Learning* (PBL) learning model?

B. Methods

The subject of this study is a class X student of SMA Negeri 1 Tungkal Jaya for the 2025/2026 school year. Odd semesters, precisely for class X1 students amounted to 36 with details of 18 male students and 18 female students. The selection of this subject is based on learning problems found in the classroom, especially in the skill of writing observation report texts. In this study, the researcher used a Classroom Action Research design that focused on improving students' ability to write observation report texts as part of learning Indonesian. According to Nurlaela, (2023), PTK is a reflective investigation activity by teachers that aims to systematically improve learning practices and increase professional awareness of the teaching and learning process. This research aims to improve the ability to write observation report texts through the application of *the Problem-Based Learning* (PBL) model, which is carried out in two cycles including the planning, implementation, observation, and reflection stages. The application of this model is expected to be able to develop students' critical thinking skills and writing skills in a more systematic and targeted manner.

The data collection techniques used by the researcher in this study were written tests, observations, and documentation. The validity of the data in this study was obtained through the test of writing the text of the observation report and through observations carried out by collaborators. Learning completeness refers to the Indonesian

Language KKTP, with a minimum individual score limit of ≥70 and classical completeness is achieved if more than 85% of students meet these criteria. Observation is used to assess the suitability of the implementation of the action with the planning and evaluate the effectiveness of the action. The aspects observed included the implementation of student learning and activities, with collaborators providing an objective assessment of the students' processes and activities.

C. Results and Discussion

Classroom action research using *the problem-based learning* model was carried out in two cycles, each of which included planning, implementation, observation, and reflection, with the aim of improving the ability to write the text of the observation report of class X students of SMA Negeri 1 Tungkal Jaya. Initial observations show that students' writing skills are still low, which is caused by limited vocabulary mastery, conventional and teacher-centered learning approaches, and low interest in learning. This is reflected in most of the students' works that have not reached the Learning Goal Achievement Criteria (KKTP) of 70, both in terms of language, text structure, and creativity.

Classroom action research is carried out through four main stages that are mutually continuous, namely planning**,** action, observation, and reflection. The four stages form a spiral of reflective action that allows to continuously examine the learning practices that have been implemented. Classroom action research is a reflective process carried out by teachers systematically to improve the effectiveness of learning and student learning outcomes in the classroom. PTK is not just a research procedure, but a practice-based problem-solving approach, where teachers consciously identify learning problems, plan improvement actions, implement these actions, and conduct continuous evaluation of their impacts. Classroom action research is a systematic and reflective process carried out by educators to improve the quality of learning practices and understanding of students' learning processes. Calhoun emphasized that PTK departs from the real problems faced by teachers in the classroom and is implemented through planned actions based on critical reflection on the learning practices that have taken place.

The implementation of actions in Cycle I applies the Problem-Based Learning (PBL) learning model. as a pedagogical strategy oriented to the active involvement of students in authentic problem solving to develop critical thinking skills and writing skills in the text of observation reports. In general, the learning process is conducive to class dynamics which shows an increase in student participation compared to pre-action conditions. The results of the observation showed that the teacher's activity increased significantly, from a score of 78 (adequate) in the first meeting to 91 (very good) in the second meeting. Meanwhile, the results of observations of student learning activities in Cycle I, which were carried out during two meetings, showed an improvement in the quality of learning involvement. In the first meeting, the total

observation score was recorded at 48 with an average of 3.2, in the classification of the "good" category. At the second meeting, the total score increased to 54 with an average of 3.6, which remained in the "good" category, indicating consistent improvement.

In Cycle I, the average class score reached 75.69, which has exceeded the individual Learning Goal Achievement Criteria (KKTP) of 70. However, the percentage of classical completeness was only recorded at 52.78%, indicating that learning outcomes have not been evenly distributed among all students. A detailed analysis of each aspect of writing assessment reveals the heterogeneity of students' abilities. The average score in the aspect of text structure was recorded at 16, the aspect of observation content was 15.14, the linguistic aspect was 15.71, the aspect of clarity and completeness of information was 16.57, the aspect of creativity and originality was 14.14, while the aspect of collaboration and delivery of results They obtained scores of 15.28 and 16.14, respectively. These findings confirm that, despite positive improvements in learning dynamics and student performance, they have not reached optimal levels and indicate the need for strategic interventions in subsequent cycles to balance the achievement of all aspects of assessment, strengthen basic competencies, and improve overall classical completeness.

Based on the results of reflection in Cycle I, it was found that students still faced a number of obstacles in compiling the text of the observation report. These barriers are mainly related to the demand to follow problem-based learning measures, which are still relatively new to them so their implementation is not yet optimal. In addition, some students show an inadequate understanding of the learning stages, so that their work results are not in accordance with the expected standards. On the other hand, the emergence of less conducive behaviors during the learning process such as lack of concentration, lack of participation, and the tendency to do activities outside of assignment also have an impact on the low effectiveness of the implementation of the learning model in this cycle. So that the researcher and the teacher carried out a number of corrective actions in Cycle II. These actions include the implementation of group rotation to expand interaction and collaboration between students, the addition of a variety of text examples as a source of inspiration in writing, and more systematic guidance in compiling reports, especially related to the structure and clarity of information. This improvement is designed to encourage students to be more active, creative, and independent in writing the text of the observation report.

The implementation of the improvement strategy resulted in a significant improvement in all aspects of the learning process and outcomes, as seen from the increase in teacher activity scores from 81 (good) to 96 (very good). Meanwhile, in Cycle II, the results of observations of student learning activities carried out in two meetings showed that the quality of learning had improved compared to the previous cycle. In the first meeting, the total score obtained was 60 with an average of 4.0, which is included in the good category. In the second meeting, the total score remained at 60

with an average of 4.0. The consistency of this score indicates that the improvement in the quality of learning activities that occurred at the beginning of the cycle can be maintained stably.

In Cycle II, the average class score reached 85.93, that the majority of students had demonstrated the ability to write the text of the observation report with a more systematic structure, factual content, and more appropriate and communicative use of language. The percentage of classical completeness which increased significantly to 91.67%, exceeding the completeness target of 87%, confirms that learning goals are not only achieved quantitatively but also reflected in the quality of writing skills that are more consistent among students. This achievement shows the effectiveness of the corrective actions implemented, while confirming that *the Problem-Based Learning* (PBL) strategy combined with systematic guidance and group interaction can facilitate the development of overall writing skills, increasing students' independence, creativity, and communicative competence on an ongoing basis.

Each improvement action implemented in Cycle II contributes significantly to improving the achievement of each aspect of assessment. The increase in the linguistic aspect from 15.71 to 19.00 can be attributed to the provision of appropriate vocabulary use models and intensive guidance from teachers in the application of language rules, so that students are able to express ideas accurately and communicatively. In the Creativity and originality aspects, which increased from 14.14 to 18.85, it was strengthened through interaction in group rotations that facilitated the exchange of ideas, critical discussion, and exploration of creative ideas between students. The aspect of observation increased from 15.14 to 18.71 because students were guided to systematically compile facts with the support of varied text examples, while the aspect of delivering results, which increased from 16.14 to 18.57, is a consequence of collaborative practices that demand effective communication skills. The Collaboration aspect increased from 15.28 to 18.45 through wider and dynamic group interaction, and the aspect of clarity and completeness of information increased from 16.57 to 18.14 thanks to the teacher's guidance in arranging ideas coherently and sequentially. The aspect of text structure experienced a slight decrease from 16.00 to 14.71, showing that although creativity and collaboration increased, some students still needed additional assistance to systematically prepare a report framework in accordance with the rules of scientific writing. These findings confirm that the integration *of Problem-Based Learning* with group interaction and teacher guidance is able to systematically improve writing skills holistically, while simultaneously developing students' critical thinking, creativity, collaboration, and reflection.

Based on the results of reflection in Cycle II, it can be seen that from the student's side, the series of learning strategies improvements implemented have an impact on their involvement in the learning process. Students showed significant improvements in terms of activeness, enthusiasm, and ability to follow each stage of writing the text of the Observation Results Report. They are more active in discussions, more confident

in expressing opinions, and better able to work together in groups. This development is reflected in almost all aspects of assessment, including aspects of observation content, language, clarity and accuracy of content, creativity in the development of ideas, collaboration skills, and the quality of delivery during presentations. The findings show that students not only understand the material better, but are also able to apply it more effectively in writing tasks. However, there is still a decline in the structure aspect of the text. This condition shows that even though students have become more active and creative, they still need additional guidance in implementing the structure of writing the Observation Results Report appropriately and consistently.

The results of the comparative analysis showed that almost all aspects of assessment experienced a significant increase, The aspect of the structure of the text experienced a change of −1.29, which indicates a decrease in the preparation or organization of the text. The aspect of observation content has increased by +3.57, which illustrates that the observation results presented are more complete and in-depth.

In the linguistic aspect, there was an increase of +3.29, which shows an improvement in the use of language, both in terms of word choice, sentence structure, and conformity with linguistic rules. The aspect of clarity and accuracy of the content also increased by +1.57, which indicates that the content of the text is conveyed more clearly and precisely according to the topic being discussed. The greatest increase occurred in the aspects of creativity and idea development, which was +4.71, which reflected the development of the ability to develop ideas and display ideas more variedly. Furthermore, the collaboration aspect showed an increase of +2.86, which illustrates a positive change in cooperation during the activity process. The aspect of delivery or presentation also increased by +2.43, which shows an improvement in the way of delivering work results.

These findings clearly confirm the causal relationship between the corrective actions implemented in Cycle II which include the implementation of *Problem-Based Learning* (PBL) combined with group rotation, the addition of text sample variations, and systematic teacher guidance with increased achievement in each aspect. Overall, the integration of this learning strategy shows that PBL is effective not only in improving technical writing skills, but also simultaneously developing students' creativity, critical thinking skills, collaboration, and reflection, thereby supporting holistic and continuous learning.

The results of the comparison of actions in Cycle I and Cycle II showed a significant increase, both in the average grade of the class and the level of student learning completeness. In Cycle I, out of 36 students, only 19 students (52.78%) achieved a score of ≥ 70 according to the KKTP, while 17 students (47.22%) have not completed, with an average class score of 75.60%. On the other hand, in Cycle II there was a more optimal increase. Of the same number of students, as many as 33 students (91.67%)

managed to achieve learning completion, while only 3 students (8.33%) were still under the KKTP. The average grade of the class also increased to 85%. The comparison shows that the actions in Cycle II have a more effective impact compared to Cycle I. Although classically the learning in Cycle II has met the success criteria, there are still three students who have not reached the KKTP so that special treatment is needed so that all students get optimal learning opportunities. Therefore, the three students were given assistance individually or in small groups to identify the learning difficulties experienced, both cognitive, motivational, and technical in understanding the learning material. Furthermore, students are given additional practice tasks that are arranged in stages and structured as an effort to strengthen concept understanding and improve skills in accordance with the set learning indicators.

These findings are in line with previous research that states that the ability to organize ideas is highly dependent on an active and integrated thought process. In problem-based learning, students not only receive information passively, but actively relate various observed data to the problems they face. This process helps students systematically organize the main ideas and supporting ideas, so that ideas that were previously scattered can be put together into a logical unit in the form of the text of the observation report. Writing is a productive and expressive language skill reinforcing the results of this research. Writing requires the ability to think regularly and the ability to develop ideas clearly and concisely. Through the application of PBL, students are trained to think critically in solving real problems related to the object of observation, so that they have a clear direction in compiling reports, both in terms of text structure and the accuracy of language use.

The findings of this study confirm that *Problem Based Learning* is a learning model based on the constructivist approach, where students build their own knowledge through active involvement in real problem solving. In PBL, students not only receive information passively, but are trained to think critically, cooperate, and be responsible for their learning process. The success of improving student learning outcomes in Cycle II. Learning that requires students to organize ideas systematically through problem-solving can improve writing skills. In the context of *Problem Based Learning*, students are trained to understand real problems, collect observation data, analyze information, and compile solutions in the form of observation report text. This process helps students develop structured thinking skills so that the resulting writing becomes more coherent and logical. Learning that emphasizes organizing ideas and problem-solving can train students' critical and creative thinking skills. This is in line with the main characteristics of PBL which places students as active subjects in learning. In Cycle II, students were seen to be better able to identify problems, relate the results of observations to the context of the problem, and compile reports systematically based on the results of group discussions and analysis.

The improvement in learning outcomes can also be explained through the theory of constructivism, which states that meaningful learning occurs when students actively

build their own knowledge through hands-on learning experiences (Jumaat, et. al., 2017; Srivastava, & Mishra, 2021). The implementation of PBL provides an opportunity for students to experience the learning process in real life through observation, discussion, and presentation of problem-solving results. This process encourages students to be more active, confident, and responsible for their learning outcomes.

The results of this study also support the view that writing is a thinking activity that requires logical and systematic skills (Venter, 2005). In problem-based learning, students are not only asked to write, but also think critically in selecting facts, compiling information, and drawing conclusions based on observation data. This makes writing activities more meaningful and contextual, so that the quality of the text of the student observation report increases. Classroom action research is a reflective and cyclical process that aims to improve learning practices in a sustainable manner (Banegas, et. al., 2019; Kunlasomboon, et. al., 2015 Meesuk, et. al., 2020). Reflection on the implementation of PBL in Cycle I is the basis for improving actions in Cycle II, so that learning takes place more effectively and has an impact on significantly improving student learning outcomes.

The results of this study are in line with research conducted by Anin, & Nurhasanah, (2023) which stated that the average score of students' writing ability increased from 71.88 in the first cycle to 82.47 in the second cycle. The similarity between this study and the research of Anin, & Nurhasanah, (2023) lies in the effectiveness of the application of the PBL model in improving the ability to write observation report texts. This research is also related to research conducted by Nursidik (2021) which found that the application of the PBL model was able to significantly improve writing skills as well as develop students' critical thinking skills. The similarity lies in the application of *the PBL model* and the focus on learning the text of the observation report. However, the difference lies in the level of education and the focus of the research variables. Didik Nursidik's research focuses on improving the critical thinking skills of junior high school students, while this research focuses on improving the writing skills of high school students. Thus, the application of the PBL learning model not only improves student learning outcomes in writing observation report texts, but also fosters confidence, critical thinking skills, and cooperation between students in learning activities.

D. Conclusions

This classroom action research demonstrates that the systematic implementation of the Problem-Based Learning (PBL) model is highly effective in enhancing the ability of tenth-grade students at SMA Negeri 1 Tungkal Jaya to write observation report texts. The key findings reveal significant improvement both quantitatively and qualitatively. Quantitatively, the class average score rose from 75.69 in Cycle I to 85.93 in Cycle II, while the rate of classical learning completion jumped from 52.78% to

91.67%, indicating that the majority of students successfully surpassed the minimum competency criteria. Qualitatively, the PBL approach fostered a more dynamic, student-centered learning environment, markedly increasing student engagement, critical thinking, collaboration, and creativity during the writing process. However, the study also identified a persistent weakness in students' mastery of the systematic textual structure required for observation reports, suggesting that gains in engagement and idea generation have not fully translated into formal writing precision. The practical implication of this study is twofold. For classroom practice, it validates PBL as a powerful strategy for teaching complex writing skills and 21st-century competencies. Teachers are encouraged to adopt PBL but must complement it with explicit, structured scaffolding such as targeted modeling, detailed outlines, and continuous feedback specifically focused on the organizational framework of report texts. For school policy, these findings support investing in professional development that equips teachers to design and facilitate effective PBL sequences. For future research, it is recommended to investigate specific instructional interventions that can be integrated within the PBL cycle to directly strengthen students' understanding and application of scientific text structures. Furthermore, studies could explore the adaptability of this PBL framework to other genres of academic writing. Finally, a longitudinal study is recommended to assess the long-term retention of writing skills and the transferability of the cultivated critical thinking abilities to other subject domains.

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