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Improvement of Indonesian Language Learning Outcomes with the Use of a Literacy-Based, Problem-Based Learning Model

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A B S T R A C T
One of the learning models applied to improve writing skills is the PBL model. This model aims to make learning more active because it involves students when learning takes place. This model is a teacher's strategy in giving problems to students and students are asked to find information about the problems discussed. This study uses a class action research approach (Classroom Action Research). Suharsimi (Asrori, et al, 2009: 8) defines classroom action research through a combined presentation of the definitions of the words "research", "action", and "class". Research is an activity of examining an object through a set of methodologies to obtain useful information or data to improve quality that is of interest and importance to researchers. Results ShowThe literacy-based problem-based learning model can be used to improve Indonesian language learning outcomes in the material for writing historical texts on Morotai Island for class IV SDN Featured 1 Morotai Island. This can be seen from the increase in the percentage score obtained from the pre-action test until cycle II. In the pre-action test, a percentage score of 61.56% was obtained, in the first cycle test, a percentage score was 71.84%, and in the second cycle test, a percentage score was 88.52%.

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INTRODUCTION

Indonesian is a subject that must be followed in the learning process. There are various demands that must be mastered by students, including listening, writing, reading and speaking skills. In the learning process various methods must be applied to provide maximum results for students, because education must be adapted to the conditions and abilities of students so that they can achieve maximum results to achieve better educational results.

Literacy is communication through visually legible inscriptions, not through auditory channels and cues. Visual inscription here includes written language mediated by the alphabet, script (Alfi Syahriani, 2010:70). The roots of a literacy culture are very crucial for humans to advance their lives, because the roots of a literacy culture will make people accustomed to being critical and reviewing what is happening

around them (Pujo Sakti, 2012: 259). Writing is an activity of interpreting thoughts and ideas in the form of letters that have meaning. Writing means communicating ideas, thoughts and ideas in written form. To carry out writing activities, a person needs input in the form of information into his mind. And to communicate his ideas effectively writing activities must be done from habit. Students' lack of understanding in writing skills will certainly have a negative impact on their cognitive, psychomotor, or affective development. In fact, it is possible that students will feel that learning Indonesian, especially writing, is not important at all. So it is very natural that the development of skills in writing, especially writing, is decreasing over time. This is also due to the use of conventional methods carried out in class does not attract students' interest. In fact, it is possible that students will feel that learning Indonesian, especially writing, is not important at all. So it is very natural that the development of skills in writing, especially writing, is decreasing over time. This is also due to the use of conventional methods carried out in class does not attract students' interest. In fact, it is possible that students will feel that learning Indonesian, especially writing, is not important at all. So it is very natural that the development of skills in writing, especially writing, is decreasing over time. This is also due to the use of conventional methods carried out in class does not attract students' interest.

The low interest in writing and reading in Indonesia has prompted the government through the Ministry of Education and Culture to launch a literacy movement in schools. This movement was developed based on the Minister of Education and Culture Regulation Number 21 of 2015 concerning the Growth of Character. The purpose of this movement is to familiarize and motivate students to want to read and write in order to cultivate character. The School Literacy Movement is also expected to produce children who have high literacy skills. Then in 2017, the literacy movement was also intensified by starting to incorporate it into learning by revising the 2013 Curriculum.

One of the learning models applied to improve writing skills is the PBL model. This model aims to make learning more active because it involves students when learning takes place. This model is a teacher's strategy in giving problems to students and students are asked to find information about the problems discussed. Problem based learning is a learning model, in which students are faced with a problem from the start, then followed by a process of seeking information that is student centered (Suprihatiningrum, 2013: 215) in (Husadaningsih, 2019). Furthermore, the PBL model as a learning approach describes real world problems as a context for students to learn about critical thinking and problem solving skills, as well as acquire knowledge. The PBL model aims to train and develop the ability to solve problems that are oriented to authentic problems and students' actual lives, to stimulate higher-order thinking skills (Sagapa, 2011) in (Rahayu, 2019:33). Therefore the teacher in teaching is actually the application of the teacher when teaching and guiding which aims to build students' understanding to think critically and find solutions to real problems.**Scope of problem**

Based on the identification of these problems, not all problems can be investigated by researchers. Therefore, researchers need to limit the problem. Researchers in this study will focus on identifying problems in Indonesian language learning outcomes and literacy-based problem-based learning models. The results of learning Indonesian are limited to the cognitive domain.

A. *Formulation of the problem*

Based on the introduction that has been put forward, the research problem is formulated as follows: How can the Literacy-Based Problem Based Learning Model Improve Indonesian Language Learning Outcomes in Grade IV SDN Featured 1 Pulau Morotai?

B. *Research purposes*

Based on the formulation of the problem above, the purpose of this study is to improve learning outcomes in the Indonesian language subject for fourth grade students at SDN Unggulan 1 Morotai Island through a problem based learning model.

C. *Benefits of research*

1. Theoretical Benefits

Theoretical benefits are theoretical benefits. The theoretical benefit is understanding theoretical knowledge related to research

2. Practical Benefits

Benefits for teachers, providing information about the benefits of implementing the PBL learning model in schools so that it can be understood and practiced in other classes.

a. Benefits for students, are expected to help solve problems encountered during learning takes place.

b. The benefits for researchers are expected to be a reference for further researchers related to the PBL learning model

RESEARCH METHODS

A. Types of research

This study uses a class action research approach (Classroom Action Research). Suharsimi (Asrori, et al, 2009: 8) defines classroom action research through a combined presentation of the definitions of the words "research", "action", and "class". Research is an activity of examining an object through a set of methodologies to obtain useful information or data to improve quality that is of interest and importance to researchers. Action is a motion activity that is deliberately carried out with a specific purpose, the action is carried out in the form of a series of activity cycles. Classes are groups of students who at the same time and place receive the same lesson by the teacher.

Suhardjono (Asrori, 2009: 9), defines class-based research as action research conducted in class with the aim of improving/improving the quality of learning practices. Classroom action research in practice aims to improve the quality of learning practices carried out in class, but the notion of class is other than in the narrow sense. class also in a broader sense. In line with this, Suharsimi (Asrori, 2009: 10) states that classroom action research can be carried out not only in the classroom, but anywhere where it is important that there is a group of children studying. Classroom action research is not only carried out in classrooms but can be carried out in more dynamic places,

From the previous explanation, the researcher concluded that classroom action research is an activity of observing an object through a particular methodology that is carried out deliberately, in the form of a series of cycles carried out on a group of students who are studying, which aims to improve the quality of the learning process. This research is collaborative. Collaborative is meant to make research results more objective and the process beneficial to collaborators. So that this research can provide direct benefits for researchers and classroom teachers.

This research was conducted at SDN Featured 1 Morotai Island. Research starts in December 2022 until February 2023.The subjects in this study were all 104

RESULTS AND DISCUSSION

A. Research result

Before the results of this study are explained, the initial conditions (pre-action) Implementation of the Literacy-Based Problem Based Learning Model to improve Indonesian language learning outcomes in writing material on the history of Morotai Island for class IV students at SDN Excellence 1 Pulau Morotai. Thus, this chapter will discuss: (1) the initial conditions of the learning process for writing historical texts on Morotai Island, (2) the implementation of actions and research results and (3) discussion of research results. The results of the pre-action test on the writing material for the history of Morotai Island can be seen that 2 students obtained a score of 65 or equal to 8%, 8 students obtained a score of 64 or equal to 32%, 6 students obtained a score of 62 or equal to 24%, 7 students obtained a

score of 59 or equal to 28%, 1 student obtains a score of 57 or equal to 4%,

From the description above, it can be seen that the percentage score for the success of the pre-test (pre-action) ability of class IV students at SDN Featured 1 Morotai Island in writing historical texts on Morotai Island was 61.56%. Lexically, the percentage score for the success of the pre-action product was declared incomplete. Therefore, improvements are needed in learning to write Morotai Island historical texts at a later stage.

The following will explain the results of improving the literacy-based Problem-Based Learning Model to improve Indonesian language learning outcomes in the material for writing historical story texts on Morotai Island for class IV students at SDN 1 Morotai Island in 2 cycles with 4 stages in each cycle. These stages include: Planning, implementation of action, observation, and reflection. applied, the results are as follows:

1. Pre Assessment Class Action

a. Description of Initial Conditions Writing Material Text History of Morotai Island Class IV SDN Featured 1 Morotai Island.

Before the implementation of the action is carried out, an initial test (pre-action) is carried out. The initial test (pre-action) aims to determine the initial conditions for learning to write story texts on the history of Morotai Island for fourth grade students at SDN Featured 1 Morotai Island. This initial condition becomes a reference for determining what actions will be taken in learning to write story texts on the history of Morotai Island in the next stage. The following isTable 1 Initial test (pre-action) writing historical texts on Morotai Island for fourth grade students at SDN Featured 1 Morotai Island.

*Table1.**Pre-action Test Results Writing Story Text***
History of Morotai Island Class IV SDN Featured 1 Morotai Island

No	The number of students	Score of Each Aspect Assessed				Total score
		story content	structure story	Sentence structure	Spelling	
1	1	32	11	11	11	65
2	2	27	11	10	11	59
3	3	32	11	11	11	65
4	4	24	11	11	11	57
5	5	32	10	10	10	62
6	6	22	10	12	11	55
7	7	30	12	11	11	64
8	8	30	12	11	11	64
9	9	30	12	11	11	64
10	10	27	11	10	11	59
11	11	30	12	11	11	64
12	12	27	11	10	11	59
13	13	32	10	10	10	62
14	14	27	11	10	11	59

15	15	32	10	10	10	62
16	16	32	10	10	10	62
17	17	27	11	10	11	59
18	18	32	13	12	12	69
19	19	27	11	10	11	59
20	20	30	12	11	11	64
21	21	27	11	10	11	59
22	22	30	12	11	11	64
23	23	30	12	11	11	64
24	24	32	10	10	10	62
25	25	30	12	11	11	64
Amount		731	279	265	271	1,539

Based on table 1, the results of the pre-action test for writing story texts on the history of Morotai Island, the percentage table is made as follows:

Table2. ***Percentage of Pre-action Success in Writing Morotai Island Historical Story Text***

No	Score Acquisition	Frequency	Percentage	Information
1	65	2	8%	The average value is 1,539: 25 = 61.56 Percentage 61.56 Not Completed
2	64	8	32%	
3	62	6	24 %	
4	59	7	28 %	
5	57	1	4%	
6	55	1	4%	
Amount		25	100%	

Referring to table 2 above, the results of the pre-action test for writing historical story texts on Morotai Island can be seen that 2 students obtained a score of 65 or equal to 8%, 8 students obtained a score of 64 or equal to 32%, 6 students obtained a score of 62 or equal to 24 %, 7 students got a score of 59 or equal to 28%, 1 student got a score of 57 or equal to 4%, 1 student got a score of 55 or equal to 4%.

From the description above it can be seen that the percentage score of the success of the pre-test (pre-action) ability of class IV students at SDN Featured 1 Morotai Island in writing story texts on the history of Morotai Island was 61.56. Lexically, the score for the percentage of pre-action product success for class IV students at SDN Featured 1 Morotai Island in the writing test for historical story texts on Morotai Island was declared incomplete. Therefore, improvements are needed in learning to write historical story texts on Morotai Island in the next stage, one of the efforts to improve in learning to write historical texts that researchers do is learning using the Problem Based Learning Model

2. Cycle 1 Research Results

Implementation of classroom action research in learning using the problem-based learning model to improve Indonesian learning outcomes on the topic of writing historical story texts on Morotai Island Class IV Students at SDN Featured 1 Morotai Island is carried out in two cycles. If student success has not been achieved in the first action, then held second action or cycle. In the second cycle, the learning process is the same as in the first cycle, except that this second cycle is an improvement from the first

cycle.

a. Cycle I Action Planning

Implementation of the pre-action test, writing historical texts on Morotai Island for fourth grade students at SDN Featured 1 Morotai Island found that there were fundamental problems that caused students not to achieve the minimum completeness criteria (KKM). Therefore the researchers planned actions to be taken with the aim of increasing learning to write historical story texts on Morotai Island with the problem based learning model for fourth grade students at SDN Featured 1 Morotai Island both in terms of process and product.

Observation of Cycle I Actions

The results obtained from this observation include the impact on the learning process (process success) and the impact of action on learning outcomes (product success). The impact of action on process success and product success can be described as follows:

1. Process Success

Learning cycle I first meeting, there were some students who were less active in participating in the learning that was carried out. When the teacher explained the learning material and conducted questions and answers, some students were still telling stories, disturbing each other so that the class atmosphere was not conducive. To overcome this, the researcher provided motivation and reinforcement, so that students' attention was again focused on the learning process being carried out.

At the second meeting of cycle I, student activity began to increase, such as question and answer activities, responding, and making notes on the material being taught. Student behavior, student activity, and student attention were better than the first cycle I meeting.

There was an increase from the first meeting to the second meeting. In the first meeting, the students seemed to pay enough attention, actively responded to what was explained by the teacher, and asked the researcher about things that were not clear. At the second meeting, the teaching and learning process began to look good. The attention, activeness and participation of students in learning to write story texts on the history of Morotai Island has improved for the better.

2. Product Success

The success of the product can be seen from the increase in the results of the test implementation of the literacy-based problem-based learning model in writing historical texts on Morotai Island, after being given cycle I actions byuseproblem-based learning models. The results of the writing test on the history of Morotai Island are as follows:

*Table3.**Cycle I Test Results Writing Historical Texts***

Morotai Island Class IV SDN Featured 1 Morotai Island

No	The number of students	Score of Each Aspect Assessed				Total score
		Story content	Structure story	Structure sentence	Spelling	
1	1	36	14	13	12	75
2	2	36	14	13	12	75
3	3	36	14	13	12	75
4	4	36	14	13	12	75
5	5	36	14	13	12	73
6	6	36	14	13	12	73

7	7	34	14	13	12	73
8	8	34	14	13	12	73
9	9	34	14	13	12	73
10	10	34	14	13	12	73
11	11	34	14	13	12	73
12	12	34	14	13	12	73
13	13	34	14	13	12	73
14	14	34	14	13	12	73
15	15	33	14	13	12	72
16	16	33	14	13	12	72
17	17	33	14	13	12	72
18	18	33	14	13	12	72
19	19	33	14	13	12	72
20	20	33	14	13	12	72
21	21	34	12	10	12	68
22	22	34	12	10	12	68
23	23	34	12	10	10	66
24	24	34	12	10	10	66
25	25	34	12	10	10	66
Amount		856	340	310	294	1,796

Based ontable 3 the results of the cycle I test of writing historical texts on Morotai Island using the problem based learning model above, the percentage table can be made as follows:

*Table4.**Percentage of Cycle I Writing Test Results***

Morotai Island History Story Text

No	Score Acquisition	Frequency	Percentage	Information
1	75	4	16 %	Average Score 1.796: 25 = 71.84 The percentage71,84 Not Completed
2	73	10	40 %	
3	72	6	24%	
4	68	2	8 %	
5	66	3	22 %	
Amount		25	100 %	

Referring to table 4 above the results of the first cycle test of writing historical texts on Morotai Island with the problem based learning model, it can be seen that 4 students obtained a score of 75 or equal to 16%, 10 students obtained a score of 73 or equal to 40%, 6 students obtained a score of 72 or equal to 24%, 2 students get a score of 68 or equal to 8%, 3 students get a score of 66 or equal to 22%.

From the description above, it can be seen that the percentage score of the success of the test results of the first cycle of implementation of the problem-based learning model is based on literacymaterialWriting story texts on the history of Morotai Island for fourth grade students at SDN 1 Pulau Morotai is 71.84%. The percentage score of the first cycle test results was obtained based on the assessment criteria in learning to write story texts on the history of Morotai Island.

*Table5.**Comparison of Preliminary Test Results Percentage Scores***

Initial Test (Pre-action)	Cycle I	Enhancement	Information
61.56 %	71.84 %	4.42 %	Not Completed

Based on table 5, the comparison of the percentage score of the initial test results (pre-action) to the results of the first cycle testwritethe story text of the history of Morotai Island increased by 4.42%.

But classically the percentage score of product success in cycle I of class IV SDN Featured 1 IslandMorotaiin writing the story text of the history of Morotai Island it was declared incomplete. Therefore, it is necessary to make improvements in cycle II.

b. Reflection on Cycle I Actions

In general canseenthat there has been an increase in the implementation of literacy-based problem-based learning models in the material for writing story texts on the history of Morotai Island, students of class IV SDN Featured 1 Morotai Island.

The test results areobtainedfrom cycle I both in process and product has increased although not significant. Based on these results it is necessary to make improvements in the next cycle, namely:

1. Increase students' practice in reading and writing
2. Increase student learning motivation. In addition, by providing a comprehensive explanation and understanding of the principles of implementing literacy-based problem-based learning models in the material for writing story texts on the history of Morotai Island so that maximum results are achieved.
3. Because the learning objectives had not been achieved and the researcher still felt the need to make revisions or follow-up improvement steps, the research continued in the next cycle.

3. Cycle II Research Results

a. Cycle II Action Planning

The planning of class action research cycle II aims to improve learning aspects of writing historical story texts on Morotai Island which have not been fulfilled in cycle I. This is also to find solutions to the obstacles faced by students in writing historical story texts on Morotai Island in cycle I, so that maximum results are achieved. Implementation of Cycle II Actions

The implementation of the actions in cycle II is expected to improve aspects of writing historical texts on Morotai Island which have not been achieved in the cycle I test. The implementation of class research in cycle II was carried out in two meetings (4 x 45 minutes). The stages of the second cycle of action are as follows:

1. First meeting (2x45 minutes)

In cycle II the first meeting was held on February 14 2023. This cycle II meeting was an attempt to improve the results of the cycle I test.

Observation of Cycle II Actions

The results obtained from this observation include the impact on the learning process (process success) and the impact of action on learning outcomes (product success). The impact of action on process success and product success can be described as follows:

1. Process Success

In the learning process of the second cycle of the first meeting, there were still some students who were less focused on following the learning process. However, in cycle II the first meeting was better than

learning in cycle I. At the second meeting in cycle II most of the students were active and responsive to the learning material to write story texts on the history of Morotai Island through problem based learning models.

Students are more active and more confident, and enthusiastic in explaining, commenting on and providing responses to information, knowledge and the sequence of events in the explanatory text they read.

2. Product Success

The success of the product in cycle II can be seen through the results of obtaining a percentage score in learning to write historical texts on Morotai Island using the problem based learning model as follows.

Table6. Cycle II Test Results Writing Historical Texts of Morotai Island Grade IV students at SDN Featured 1 Morotai Island

No	The number of students	Score of Each Aspect Assessed				Total score
		Story content	Story structure	Sentence structure	Spelling	
1	1	38	18	18	18	92
2	2	38	18	18	18	92
3	3	38	18	18	18	92
4	4	38	18	18	18	92
5	5	38	18	18	18	92
6	6	38	18	18	18	92
7	7	38	18	18	18	92
8	8	38	18	18	18	92
9	9	38	18	18	18	92
10	10	38	18	18	18	92
11	11	38	18	17	16	89
12	12	38	18	17	16	89
13	13	38	18	17	16	89
14	14	38	18	17	16	89
15	15	38	18	17	16	89
16	16	38	18	17	16	89
17	17	38	18	17	16	89
18	18	38	16	16	16	86
19	19	38	16	16	16	86
20	20	38	16	16	16	86
21	21	38	16	16	16	86
22	22	38	16	14	15	83
23	23	38	16	14	15	83

24	24	38	15	13	14	80
25	25	38	15	13	14	80
Amount		951	432	417	414	2,213

Based on table 6. the results of the second cycle test write story texts on the history of the islandmorotaiwith the problem based learning model above, the percentage table can be made as follows:

*Table7.**Percentage of Success of Cycle II Test Results***

Writing Text Stories History of Morotai Island

No	Score Acquisition	Frequency	Percentage	Information
1	92	10	40 %	Average Score 2.213: 25 = 88.52 The percentage88.52 complete
2	89	7	28 %	
3	86	4	16 %	
4	83	2	8 %	
5	80	2	8 %	
Amount		25	100 %	

Referring to table 7 above the results of the second cycle test of writing historical story texts on Morotai Island with the problem based learning model, it can be seen that 10 students obtained a score of 92 or equal to 40%, 7 students obtained a score of 89 or equal to 28%, 4 students obtained a score 86 or equal to 16%, 2 students get a score of 83 or equal to 8%, 2 students get a score of 80 or equal to 8%. From the description above, it can be seen that the percentage score of the success of the test results of the second cycle of class IV students at SDN Featured 1 Morotai Island in writing texts on the history of Morotai Island using the problem based learning model was 88.52%. The percentage score of the second cycle test results was obtained based on the assessment criteria in learning to write.

*Table8.**Results Percentage Score Comparison***

Cycle I and Cycle II Tests

Cycle I	Cycle II	Enhancement	Information
71.84 %	88.52 %	6.35 %	complete

Based on table 8 above, it can be seen that there was an increase in test results from cycle I to cycle II Learning to write story texts on the history of Morotai Island. In the first cycle test results the percentage score was 71.84%, while the second cycle test results the percentage score was 88.82%. This shows that there has been an increase of 6.35%, from cycle I to cycle II.

b. Reflection on Cycle II Actions

1. There was an increase inThe application of the problem model in writing story texts on the history of Morotai Island shows a significant increase. Improvements can be seen in terms of process and in terms of products in learning to write texts on the history of Morotai Island using the problem based learning model.

2. The value obtained by a student in learning does not depend solely on exam results, but the teacher also pays attention to various other aspects that can support the acquisition of the value that will be received by the student concerned, such as presentation of face-to-face attendance in class, discipline

in carrying out assignments, both daily assignments and final assignments, also pay attention to the active participation of the students concerned in class.

3. Based on the results of tests and interviews, researchers and collaborators looked for solutions to overcome the obstacles in the first cycle above, namely by using more varied media in teaching, such as using power point media to explain and provide a comprehensive understanding of the principles of problem-based learning models in writing story texts. the history of Morotai Island is maximized.

4. The positive response from students to the learning process as shown in the first cycle was able to be maintained in the second cycle, namely positive responses which included fun learning, learning that provided new insights and meaningful learning. In addition to positive responses there are also negative expressions. Negative responses that are not relevant to the existing categories are included in the other category.

5. The results of the second cycle test showed an increase compared to the results of the first cycle,the presentationof 88.82%, this shows that there has been an increase of 6.35%, from cycle I to cycle II. then researchers and collaborators still feel there is no need for action in the next cycle. So the research was stopped.

*Table9.**Percentage Score Improvement on Tests***

Cycle I And Cycle II

Preaction	Cycle I	Cycle II	Enhancement	Information
61.56 %	71.84 %	88.52 %	14,72	complete

Based on table 9 above, it can be seen that there was an increase in the percentage score from the initial test (pre-action) to cycle II. Learning to write texts on the history of Morotai Island using the problem-based learning model. The initial test (pre-action) percentage score was 61.56%, the first cycle test had a percentage score of 71.84 and the second cycle test had a percentage score of 88.52%. This shows an increase of 14.72%, from the initial test (pre-action) to the cycle II test.

***B.** Discussion of Research Results*

The discussion of the results of this classroom action research includes (1) the initial conditions for writing historical story texts on Morotai Island (2) implementation of class action using problem-based learning models and (3) improving Indonesian language learning outcomes on the material for writing historical story texts on Morotai Island.

1. Initial Conditions for Writing Morotai Island Historical Texts

Based on the initial conditions, the results of the pre-action test for writing historical texts on Morotai Island obtained a percentage score of 61.56%. Students feel less motivated in participating in learning to write story texts on the history of Morotai Island. This is because students are rarely trained in writing practice.

2. Implementation of Classroom Action Using the Literacy-Based Problem Based Learning Model.

The implementation of learning the skills of writing story texts on the history of Morotai Island with the problem based learning model was carried out in two cycles. Activitylearning is focused on writing story texts on the history of Morotai Island. The steps were carried out in stages, namely first bringing students to visit the historical sites of Morotai Island, secondly students were given examples of historical texts on Morotai Island and thirdly students wrote story texts on the history of Morotai Island.

In the first cycle of learning, the researcher started by delivering writing material on the historical story of Morotai Island using a problem-based learning model. Furthermore, the researcher gave examples of Morotai history texts for students to read. The researcher gave the opportunity to students to rewrite the story text of the history of Morotai Island.

The learning process in cycle I was more conducive and students were more enthusiastic than during the pre-action. Students are more calm and active in learning to write story texts on the history of Morotai Island using the problem based learning model.

Judging from the success of the product, the percentage score of the test results for writing historical texts on Morotai Island has increased compared to the pre-test or pre-action test. The percentage score of students' pre-action in writing story texts on the history of Morotai Island was 61.56%. Whereas in cycle I the percentage score of students in writing historical story texts on Morotai Island was 71.84%.

Although the percentage score of students in cycle I has increased, this increase has not reached the expected classical percentage. From a process and product perspective, there is still room for improvement or improvement.

In cycle II, the actions taken were almost the same as in cycle I. The actions in cycle II experienced several improvements, such as the attention and activeness of students during learning. Student activity in cycle II has increased a lot. Students look more excited and calmer. The percentage score for writing historical texts on Morotai Island in cycle II experienced a significant increase, reaching 88.52%.

Conclusion

1. Learning to write story texts on the history of Morotai Island with a problem based learning model for fourth grade students at SDN Featured 1 Morotai Island went well. It is said to be good because students can understand the material presented. During the learning process of writing story texts on the history of Morotai Island, students participate actively in learning activities. Students pay attention and respond enthusiastically to the researcher's explanation. Students respond positively to the model applied in learning. This makes learning to write story texts on the history of Morotai Island more conducive and interesting.

2. The literacy-based problem-based learning model can be used to improve Indonesian language learning outcomes in the material for writing historical texts on Morotai Island for class IV SDN Featured 1 Morotai Island. This can be seen from the increase in the percentage score obtained from the pre-action test until cycle II. In the pre-action test, a percentage score of 61.56% was obtained, in the first cycle test, a percentage score was 71.84%, and in the second cycle test, a percentage score was 88.52%.

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