

Learning Needs Analysis of PBL Based on Local Wisdom in Writing People's Stories

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Abstract. This study aims to determine the need for PBL learning based on local wisdom where PBL learning is important so that students' writing skills improve. The development of learning models needs to be done because not all existing learning models are appropriate for use in class. Many learning models are currently delivered by experts, but not all models are effectively applied in class. The condition of students and the ability of educators to apply learning models is one of the factors that can influence learning. Qualitative methodology is a research process that produces qualitative descriptive information in the form of written or spoken words of humans and observed behavior. Qualitative research is descriptive-analytic. Information received, such as results of observations, results of interviews, results of photography, document analysis, field notes, and research at research sites that are not presented in numerical form. Research results in Problem-based learning (PBL), problem-solving skills, and independent learning reduce student tension, increase student self-confidence and motivation, increase student responsibility for learning, ease of sharing and exchanging ideas between students, more active student learning, encourage students to explore learning, provide resources for problem-solving, and instill in students the positive attitudes toward learning that are the strengths of PBL

Keywords: Writing Skill, Learning, PBL, Local wisdom

1 Introduction

In the 21st century, human energy sources can be replaced by technology, so that the skills possessed by humans today can no longer follow past standards. The use of data and communication technology in all aspects of life requires a change in competencies needed at work [1]. Significant skills that must be mastered by students in the 21st century are critical thinking and problem-solving creativity and innovation, cooperation, and communication [2]. Teachers must be selective in sorting out educational models that match the demands of 21st-century skills in the writing-learning process.

Writing is one of the basic skills of language. In general, it is thought to be one of the most complicated of the other skills for foreign language learners. Even native speakers find it difficult in proving well-written proficiency [3] The teacher includes writing skills in the syllabus because this condition is an essential part of a student's academic success [4] because writing helps to strengthen the structure of language rules, adds to students' vocabulary, and helps other speaking skills such as reading, listening and speaking. Success in writing is used for various needs at the school level. Providing support to students inside and outside the grading category, selection for appropriate tutoring, and program evaluation are thought to be the main view of evaluation in writing skills. The method of evaluating written literacy must be well-organized and well-regulated to make it transparent and meaningful [5].

Nodoushan & Maibodi [6] studied the impact of the strategy on vocabulary mastery in writing skills. The findings of their study show that the implications of mind mapping strategies can be useful for students, teachers, researchers, and curriculum designers in language teaching and learning in line with studies [7] conducting a study on the use of mind mapping strategies in vocabulary acquisition. Results research shows that this is beneficial in various ways such as building field knowledge, building ideas, and vocabulary mastery within the scope of categorization, synonyms, and spelling.

The results of the study [8] say that teaching writing skills has become a challenge for some teachers, especially in the context of teaching Indonesian. This is because students usually experience problems related to vocabulary, grammar, organization, and mechanics while at the same time they need to write good writing. Research shows that writing is a difficult skill for students [9], [10]. Thus, teachers work hard to help students improve their writing skills by practicing process and product approaches in active and cooperative learning including task-based learning, project-based learning, and problem-based learning.

Based on the results of interviews at SMPN Simalungun Regency with Indonesian language students and class IX students at SMPN Simalungun Regency, it is known that class IX students in Simalungun Regency are considered less successful because students' writing in the form of folklore essays still shows weakness. Some of the weaknesses related to this are Determining vocabulary (diction), themes, spelling, and choosing the right words.

Based on the conditions above, it is necessary to make efforts to overcome the problems that occur so as not to result in a more serious impact. For this reason, the researchers developed a learning model in SMP Simalungun Regency. For this need, researchers use the PBL model based on local wisdom, which is a learning that focuses on students where students practice a subject through experience overcoming open problems found in trigger material called problem-based learning. There must be contextual problems that can stimulate students to study topics with writing skills.

The effort that can be taken to deal with these problems is to develop PBL learning based on local wisdom. The PBL learning model is a learning approach by confronting students with effective problems or learning that starts with giving problems and having conditions with the real world [11]. PBL learning or known as the problem-based learning model is a form of learning that uses real problems encountered in the environment as a basis for gaining understanding and concepts through critical thinking skills and solving problems [12]. Therefore PBL learning can add writing skills to folklore in Indonesian subjects.

Various types of research prove that PBL is successful and efficient in increasing students' understanding of design and problem-solving abilities. A recent empirical study added further

evidence regarding the effectiveness of PBL shown by the PBL group having a higher probability of conceptual change, outperforming based independent, or group-based study groups. This advantage occurred in two post-tests, namely after learning and one week later [13]. The effect of PBL on conceptual change, indicating that the PBL group outperformed the self-study group on the post-test directly after learning [14]. Based on the explanation above, the formulation of the problem is: How is the need for PBL learning needs analysis based on local wisdom in folklore writing skills at SMPN Simalungun Regency? Describe the learning needs of PBL based on local wisdom in folklore writing skills at SMPN Simalungun Regency.

1.1 Writing skills

Writing skill is the skill of expressing ideas or thoughts through writing. Writing is part of the type of language. Language variety is the diversity of language used in communication. Based on the facilities used, the variety of languages can be divided into two. The type of language is described in two types, namely the type of speech and the type of writing.

Writing ability is a mandatory speaking ability and must be understood. Writing has several benefits, namely: (a) educational value, a first-time writer who after that writes even though the work has not yet been published, so that he remains active in writing to wrestle day will be close to success (b) the value the writer's psychology is required to be active, always telling stories, which in the end the writings are included in well-known newspapers or magazines or published as books by leading printers [15].

Kellogg, revealed that writing is a basic language skill and the most difficult to master as students find it difficult to learn writing skills. For native speakers of different languages, writing sub-skills need attention from teachers who recognize the difficulties faced by students when trying to master writing as a process. One of the competencies taught in learning Indonesian is writing skills.

Writing is an innovative method [16]. It means that writing is a skill that is lived through levels that must be completed by exerting competence. arts, and techniques so that everything runs efficiently As an innovative way of writing it must be done with a working system that builds a house; before starting, there is a general description of the figure or shape of the house to be made.

From the explanation above, it can be concluded that writing is indirect information in the form of expressing views using the written system of language forms, as well as vocabulary using symbols, as a result, it can be read as what those symbols represent. Uniting and analyzing each linguistic viewpoint in an essay is a must for writers. The insight held by the author can be seen in the essays written.

1.2 Folklore

Folklore is a cultural expression through oral literature which is directly related to cultural aspects. Folklore must be studied to provide benefits to others. The character, character, or personality of a person can be identified from the words spoken. The use of polite language reflects the personal nature of the speakers. Conversely, the use of impolite language gives an immoral personal view [17].

Folklore is oral literature that describes the ancient community to express social phenomena regarding history, experience, outlook on life, customs, beliefs, politics, ideals, and matters related to the area [18].

Based on the explanation above, it can be concluded that folklore can be understood as a story or story that originated in ancient society and grew widely by word of mouth until finally it was widely known. Folklore itself is a cultural heritage that must be preserved for the next generation. However, because folklore is conveyed using speech, it is very difficult to understand who the author is. Not only that, but the folklore is also a fictitious type of story so it cannot be proven true.

1.3 Local Wisdom-Based Problem Based Learning (PBL)

The problem-based learning (PBL) model was first introduced at McMaster University Medical School in Canada in the late 1960s as its primary teaching/learning approach. Several other medical schools (notably Newcastle in Australia, Maastricht, and New Mexico) followed during the 1970s. Since then, more and more schools and curricula, particularly but not only within the profession, have implemented PBL. PBL has been used in almost all health sciences, social work, engineering, architecture, business, law, economics, management, mathematics, education, university studies, cultural agriculture, and other disciplines. PBL courses in secondary schools have been reported. And examples of PBL curricula or courses can now be found in almost all parts of the world, including at least North and South America, Europe, America, the Middle East, Asia, Australia, and the South Pacific [19].

PBL is an appropriate strategy to promote critical thinking skills and problem-solving abilities because students are actively involved in dealing with significant problems (Yew & Goh., 2016). PBL uses a constructivist approach, in which students try to solve problems in everyday life in a collaborative environment.

1.4 Local culture

Based on [20], said that local wisdom is the maturity of the community at the local community level as seen in attitudes, behaviors, and community perspectives that support developing capabilities and local bases (material or non-material) which can be used as strength in realizing changes for the better or positive. Local wisdom can be used to organize the rules of people's lives wisely or prudently [21].

Transparency of information and rapid communication must be prepared properly so that it will have an impact on the loss of local wisdom as a characteristic and national identity. National identity is the personality of civilization (cultural character) which acts as the building of the nation's explains that an important part in developing social values and habits of students through learning based on habits in social research [22]: 1. The material reflects not only the main points of deliberation but also stated in the syllabus and lesson concepts which cover the following basic competencies: understanding spatial views and the bond between space and time in the region understanding individual interactions with the natural, social, cultural and economic environment.

2 Research Methods

The research method used to achieve the research objectives of points one and two is an exploratory qualitative method [21], [23], [24]. which includes data collection techniques in the form of written reflections guided by Indonesian language teachers and students. Purposively selected Simalungun Regency SMPN; observation participates passively observing the teacher giving instructions on learning models; analysis of Indonesian language learning model

documents that can be used by students; In-depth interviews with Indonesian teachers and some students; and panel discussions involving Indonesian language teachers, specially selected students, MGMP administrators for Indonesian language subjects, and an expert.

The main research data at the current problem analysis stage is information about the existence and quality of the learning methods used in SMPN Simalungun Regency, the advantages and disadvantages of these learning methods, and the needs of Indonesian teachers and SMPN students in Simalungun Regency for Indonesian language learning models. Data collection was carried out using techniques, namely guided written reflection, in-depth interviews, class observations, and document analysis.

The data analysis technique used in this study is the constant comparative method [5], [25] which includes the following four (4) steps. First, identify the results of the analysis of the teaching and learning model and take inventory of various issues that arise related to the quality of the learning model which includes aspects of PBL, its weaknesses, and strengths.

3 Result and Discussion

3.1 SMPN Students' Needs for Local Wisdom-Based PBL Learning Model Writing Folklore

First, students get problems writing stories related to local wisdom. Problems experienced by students such as difficulties in developing discourse in a story, detecting ideas in storytelling, and the lack of skills regarding writing rules. The creativity of students is not ideal, the result is that developing discourse lacks confidence and worries about not being good. The results of the writing and stories are not by Indonesian Spelling. The use of punctuation marks and the preparation of title phrases are not yet accurate and the arrangement of writing arrangements is still not as expected by the teacher.

Second, students want to learn to write folklore for junior high school students to be fun and not too difficult. Learning must have an edutainment component and be modified to make it interesting. Students need high encouragement to want to try writing. Students are given full confidence to share folklore that they have read or have never read. The experiences of students are made into stories that provide information about everyday life for others to read.

Third, students want a conversation in expressing folklore to the environment. This situation can be lived by way of asking questions and deliberations. The questions that students need are not only two-way but three-way. The three directions are meant here, namely from teacher to student, student to teacher, and student to student. This situation aims not only to train students' courage but also to explore students' abilities in telling stories in words. Not only that, but the ability to tell stories in words can also add power to record people's stories

Fourth, drafts and keywords are needed by students at the level of writing folklore. Draft design and understanding components of students to develop the ability to write folklore. An effective way of learning to write stories is through story map techniques or floor plans. Students can practice asking questions and responding to what, who, when, where, why, and how through story maps. Students carry out activities of summarizing, listening, and reading to write folklore.

Fifth, students need methods such as learning media to write folklore stories. The tools needed for learning can be in the form of direct objects, series or photo sketches, the internet, and videos.

This tool helps students in expressing ideas in the structure of the story. Students feel fond and interested in learning in the classroom.

Sixth, students want to learn that tends to be challenging and exciting. Monotonous learning from teachers is less liked by students. Finally, students will tend to be quiet, just listening and writing the teacher's description. Likewise, when the teacher gives the next assignment, students will feel confused. To deal with this problem, the PBL approach based on local wisdom is a substitute that can make the learning situation more challenging and exciting by involving the environment in which students understand more.

Based on the discussion above, it can be concluded that writing folklore requires a learning model both in terms of methods and fun learning so that students do not get bored and quickly get bored in learning in the classroom. Furthermore, students must be given problems in the learning process so that they tend to actively ask questions so that students can think. critically by presenting learning models both inside and outside the classroom so that students are more able to express ideas that so far have been unsure of the ideas they have.

The PBL model requires students to participate more individually and in groups because the teacher is only a companion in activities that will begin with problems that students must discuss or find solutions to. The problems given are always connected in sketches or the form of problem assessment. Problems will usually be conceptualized by imitating the complexity of problems in everyday life. The result is a solution to the problem presented and not necessarily in the form of a specific product. The result can be in the form of work or presentation.

4 Conclusion

Writing is the process of pouring creativity or ideas into written language, which is usually called an essay. Because, the author expresses the contents of his thoughts, ideas, opinions, or desires through the writing. For the writing to interest many readers, they must understand the strategy and practice and read a lot. Besides that, the media is also very important in learning to write with the help of media such as YouTube, photos, pictures, and the internet, students can be helped to come up with ideas in writing folklore. This is what students must understand in writing folklore, by presenting a learning model by introducing PBL based on local wisdom making the learning process fun by involving the surrounding environment as facts seen in everyday life.

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