

## ABSTRAK

**Khairil Nur Aini.** 2025. *Penerapan Model Problem Based Learning (PBL) pada Pembelajaran Menulis Surat bagi Siswa Kelas V SD Negeri Pelem II Kecamatan Purwosari Kabupaten Bojonegoro*. Tesis. Madiun: Program Studi Magister Bahasa Indonesia. Fakultas Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd., (II) Dr. Agung Nasrulloh Saputro, M.Pd.

**Kata Kunci:** *Problem Based Learning (PBL), Pembelajaran Menulis Surat, Siswa Sekolah Dasar.*

Penelitian ini bertujuan untuk mendeskripsikan secara mendalam penerapan Model *Problem Based Learning* (PBL) dalam pembelajaran menulis surat, mengidentifikasi berbagai tantangan yang muncul selama proses implementasi, serta merumuskan solusi yang diterapkan untuk mengatasi tantangan tersebut bagi siswa kelas V SD Negeri Pelem II.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus (*case study*). Subjek penelitian meliputi guru kelas, Kepala Sekolah, dan siswa kelas V SD Negeri Pelem II. Pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan analisis dokumen. Data dianalisis melalui tahapan reduksi, penyajian data (deskripsi, klasifikasi, dan interpretasi), hingga penarikan kesimpulan.

Hasil penelitian ini menunjukkan bahwa, penerapan model PBL dalam pembelajaran menulis surat dilakukan secara sistematis mengikuti dua tahap utama: perencanaan (pembuatan modul ajar dan strategi penilaian) dan pelaksanaan. Tahap pelaksanaan diselenggarakan sesuai sintaks PBL, yaitu: Orientasi Siswa pada Masalah, Mengorganisasikan Siswa untuk Belajar, Membimbing Penyelidikan, Mengembangkan dan Menyajikan Hasil Karya, serta Menganalisis dan Mengevaluasi Proses Pemecahan Masalah. Model ini terbukti efektif menumbuhkan keterampilan berpikir kritis dan keaktifan siswa. Namun, ditemukan beberapa tantangan, meliputi resistensi dan sikap negatif siswa, rendahnya keterampilan belajar mandiri, serta tantangan pada peran guru (*work overload*) dan pengelolaan waktu kurikulum yang padat. Solusi yang diterapkan berfokus pada penguatan peran guru sebagai fasilitator, penyediaan sumber belajar yang terarah dan terseleksi, serta strategi umpan balik yang komprehensif.

## ABSTRACT

**Khairil Nur Aini.** 2025. *The Implementation of the Problem Based Learning (PBL) Model in Letter Writing Instruction for Fifth-Grade Students at SD Negeri Pelem II, Purwosari Sub-district, Bojonegoro Regency.* Thesis. Madiun: Master's Program in Indonesian Language Education. Postgraduate Faculty, PGRI Madiun University. Supervisors: (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd., (II) Dr. Agung Nasrulloh Saputro, M.Pd.

**Keywords:** *Problem Based Learning (PBL), Letter Writing Instruction, Elementary School Students.*

This research aims to comprehensively describe the implementation of the Problem Based Learning (PBL) Model in letter writing instruction, identify the various challenges that emerged during the implementation process, and formulate the solutions applied to overcome these challenges for fifth-grade students at SD Negeri Pelem II.

This study employed a qualitative approach with a case study design. The research subjects included the class teacher, the principal, and the fifth-grade students of SD Negeri Pelem II. Data collection techniques involved observation, in-depth interviews, and document analysis. The data were analyzed through stages of reduction, data presentation (description, classification, and interpretation), and drawing conclusions.

The findings of this research indicate that the application of the PBL model in letter writing instruction was carried out systematically, following two main stages: planning (developing teaching modules and assessment strategies) and implementation. The implementation stage was conducted in accordance with the PBL syntax, which includes: Orienting Students to the Problem, Organizing Students for Study, Guiding Individual and Group Investigation, Developing and Presenting Artifacts and Exhibits, and Analyzing and Evaluating the Problem-Solving Process. This model proved effective in fostering students' critical thinking skills and active engagement. However, several challenges were identified, including student resistance and negative attitudes, low independent learning skills, as well as challenges related to the teacher's role (*work overload*) and the management of a dense curriculum schedule. The solutions applied focused on strengthening the teacher's role as a facilitator, providing focused and selected learning resources, and implementing comprehensive feedback strategies.