

Efforts to Improve Self-Confidence and Communication Ability of Students through Problem-Based Learning (PBL) Models

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1. Abstract

The problem of thematic learning in class II of SD N Kapunda, Sleman Regency, namely the level of confidence to present their own assignments or work is still low. The purpose of this study was to increase the self-confidence and communication skills of class II students at SD N Kapunda for the 2022/2023 academic year. This type of research is Classroom Action Research (CAR), which consists of 4 stages including planning, implementation, observation, and reflection. The subjects studied were grade II students at SD N Kapunda with 3 male students and 6 female students so that the total number was 9 students. The research process was carried out in 2 cycles. Data collection through tests and observations. The results of the study showed that the self-confidence and communication skills of class II students at SD N Kapunda for the 2022/2023 academic year had increased through the implementation of the *Problem Based Learning* (PBL) model. This can be proven by looking at the percentage gain for each variable. The confidence variable in the pre-cycle conditions obtained a percentage of 33.33%. In cycle I, there was an increase to 59.55%. Then it increased again in cycle II to 81.47%. For the communication ability variable in pre-cycle conditions, a percentage of 48.14 was obtained. In cycle I, there was an increase to 66.66%, and in cycle II it increased to 81.47%. Because the percentage gain for these two variables has exceeded 70%, this research stops in cycle II.

Keywords: *self-confidence, communication, problem based learning*

2. Introduction

Indonesian is a subject in elementary school which is intended for students to have good and correct Indonesian language skills and be able to appreciate Indonesian language and literature in accordance with the situation and language goals as well as the level of experience of elementary school students. The learning activity of class II students at SD N Kapunda in presenting their assignments in front of the class is still low, especially on assignments that require a long time to speak in front of the class. In Indonesian language material, especially storytelling skills, students need confidence in presenting it in front of the class. Learning Indonesian that is designed in an innovative and fun way and is linked to real problems should be able to develop students' self-confidence.

In the learning process, of course, it cannot be separated from question and answer activities, expressing opinions, and presenting learning outcomes. This can support a person in increasing his confidence. According to (Rozaini & Anti, 2017) students who do not have confidence in themselves will find it difficult to develop. The abilities or talents that are within you will not develop if you do not have self-confidence. Students need to have self-confidence, in line with what was said by Rahayu, (2016). Confidence can foster motivation and enthusiasm for learning, especially in Indonesian subjects so that it can improve students' language skills. Srivasta (in Ibrahim, 2018) suggests that someone who has good self-confidence, he will have a positive view of himself and the situation being faced with confidence, so that he can achieve goals and carry out tasks competently. Confidence comes from two sources, namely internal and external (Hendriana, 2014). Internal self-confidence comes from himself. He believes that he has a good foundation of understanding in the learning process. When he doesn't

believe in his abilities, he will be easily influenced by things that come from outside. Like the environment, other people's attitudes, praise or criticism, etc.

Confidence is an important thing for every human being to have. Without self-confidence, it will cause problems in the human being. This self-confidence can reduce feelings of inferiority and fear when it comes to interacting with other people. Mulyasa (2014) says that the characteristics of self-confidence are never giving up, daring to ask questions, prioritizing one's own efforts, and looking calm. The learning process that is centered on students (*student centered*) supports students to ask and answer questions in learning. This is supported by the self-confidence possessed by each student. Confidence is able to provide work effectiveness, intelligence, courage, creative data, adventurous spirit, ability to make the right decisions, self-control, ethical maturity, humility, tolerance, self-satisfaction and peace of mind . Confidence is one thing that has a positive impact both on himself and on the environment. Vega, et al, (2019) stated that with this confidence children are able to face and overcome new challenges, have confidence in themselves. Even though he was in a difficult situation he was able to face it and was able to develop a positive attitude that he had without having to worry about various situations and conditions that would occur. If humans have good self-confidence, their communication skills will also be good. Syaifullah (in Yuniar, 2021), said that one of the characteristics of someone having self-confidence is easy communication. So that self-confidence and communication are interrelated and influence each other. This was also said by Puspasari, et al (2019), that self-confidence is related to a person's ability to communicate.

This communication ability is needed in learning. Such as discussing, conveying ideas or opinions, and answering questions asked by the teacher. In communicating, of course, it cannot be separated from the right articulation, the right intonation, and the

right expression. When we can communicate well, it makes it easier for us to convey information to others. Education in the 21st century must have mandatory skills that need to be developed by every human being in order to be able to survive and respond to all challenges and problems in the 21st century. One of them is communication. According to (Purwati & Darussyamsu, 2021) communication skills are needed to avoid failure in learning. When students are able to master communication skills, students can easily and fluently communicate matters related to material at school, both orally and in writing. Communication itself has the goal of being able to exchange information either directly or indirectly. This communication has two forms, namely verbal and non-verbal. Verbal in the form of letters and non-verbal can be in the form of body language.

In essence, every human being needs good communication in order to be able to interact with other humans. Good communication skills can be a provision for him in the future, both in terms of work and socially. This communication is a very important aspect in a teaching and learning process.

Problem Based Learning (PBL) in Indonesian is called Problem Based Learning (PBM). According to (Kartika, Kuswendi, & Sutardi, 2022) Problem Based Learning is a learning model that encourages students to be actively involved in learning materials and develop critical thinking skills to solve real world problems. The learning process is based on a problem with the aim of students understanding a concept through problems (Arta et al, 2020). Meanwhile, according to (Handayani and Muhammadi 2020) the learning model inspires to be actively involved in teaching and learning carried out by students by presenting problems and asking questions to help teach. Thus the PBL model is a learning model that encourages students to think critically through real problems in the hope that they can have various skills, one of which is self-confidence.

Based on observations made at SD N Kapunda at the beginning of the semester for the 2022/2023 school year, only a few students dared to raise their hands to answer questions from the teacher. So often the teacher appoints students directly to answer the questions given. Based on the confessions of the students they were doubtful and afraid to answer questions from the teacher. Students also feel less confident about the abilities they have. In addition, there was also low student communication, seen when the teacher provided opportunities for them to be able to play a role in learning such as asking questions, expressing opinions and ideas they had. They prefer to answer simultaneously and when the teacher asks them to answer individually by raising their hands, they are hesitant and silent and they tend not to care about the questions posed by the teacher. When teachers deliver material, they are more likely to be silent and not involve themselves in learning. This is because they do not dare to express their opinions, ideas or ideas. This low communication ability can also be seen during presentation activities. Students are still shy and afraid if the answer is wrong.

The Problem Based Learning (PBL) learning model was used to increase the confidence of grade II students at SD N Kapunda in storytelling skills. This research is expected to be useful in creating interactive learning and increasing student confidence based on *Problem Based Learning (PBL)*. Similar research was conducted by Septia, S. et al (2021). This study has similarities in the use of variables, namely self-confidence and communication. The difference between this study and Septia's research lies in the objectives, methods, population and sample, as well as data collection. The purpose of his research was to determine the relationship between self-confidence and students' communication skills. The method used is the correlation method. The population and sample are 60 grade V students at SDN Panaragan 2 Bogor. Data collection was carried

out by distributing self-confidence questionnaires with communication skills which were analyzed using SPSS assistance to process the data.

Based on this background, this research is focused on "Efforts to Increase Student Confidence and Communication Skills through the *Problem Based Learning* (PBL) Model"

3. Methods

3.1. Participants and context

This type of research is classroom action research (CAR). Classroom action research according to (Saputra, 2021) CAR is a process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations and analyzing every effect of this treatment. This classroom action research was designed and implemented in two cycles. Each cycle is carried out according to the stages, namely the four stages according to Arikunto's procedure (2007: 16) which includes planning (planning). Implementation of action (*acting*), observation (*observing*), and reflection (*reflecting*). This study used the *Problem Based Learning* (PBL) learning model conducted at SD N Kapukanda in class II semester II of the 2022/2023 school year from May to June 2023. The subjects of this study were class II students at SD N Kapukanda semester 2 of the 2022/2023 academic year. which totaled 9 students consisting of 3 male students and 6 female students

3.2. Material

Data collection techniques through tests and observations. The focus of this research is how to influence the application of the *Problem Based Learning* (PBL) model in Indonesian language learning activities to increase students' self-confidence and communication skills.

3.3. Data Collection and analysis

Classroom Action Research (CAR) was carried out for two cycles. Each cycle consists of planning, implementing, observing, and reflecting. This study uses the validity of data source triangulation and data collection method triangulation. This research can be said to be successful if the average percentage reaches 70% for each variable, namely self-confidence and communication skills

3.4. Ethical Considerations

The learning scenario carried out by the teacher tells how the learning procedure is, then the students are in groups consisting of three people, students observe the pictures/tasks given, the teacher gives students the opportunity to ask questions and answers, distribute worksheets that must be completed by the group, and present the results discussion in front of the class.

3.5. Limitations to the Study

This research is focused on Efforts to Increase Student Confidence and Communication Skills through the *Problem Based Learning* (PBL) Model

4. Results and Discussion

This research was carried out in class II students in the second semester of the 2022/2023 academic year at SD N Kapunda, Sleman Regency. In the Indonesian language subject, the material is the use of capital letters, the use of periods, and question marks in sentences. In general, this research activity is divided into three parts, namely opening activities, core activities, and closing activities. Based on the data that has been obtained, this activity intends to see how confident students are and their communication skills.

Based on observations made in class II of SD N Kapunda, at the beginning of the pre-cycle, students' self-confidence was still relatively low . The following are the results of the pre-cycle of self-confidence which can be seen in table 1.

Table 1 . Pre-cycle Results of Student Confidence

Confidence Attitude Indicator	Frequency	Percentage (%)
Dare to ask and answer questions	4	44.44 %
Dare to argue	2	22.22 %
Dare to present the re- sults of the task	3	33.33 %
Average		33.33 %

Based on the table above, the results of pre-cycle observations of confidence and communication skills in each variable have an average percentage of not reaching 70%. In the attitude variable self-confidence only reached an average of 33.33%. Based on the pre-cycle results, it is continued in cycle 1 which implements *Problem Based Learning* (PBL) to increase student confidence. The results obtained are in table 2 below.

Table 2 . Results of Cycle 1 Student Confidence

Confidence Attitude Indicator	Frequency	Percentage (%)
Dare to ask and answer questions	7	77.77 %
Dare to argue	4	44.44 %
Dare to present the re- sults of the task	5	55.55 %
Average		59.55 %

Based on table 2 above, the action taken in cycle 1 is to apply the *Problem Based Learning* (PBL) learning model through several stages, namely orienting students with problems, organizing students to learn, guiding individual and group investigations,

developing and presenting results works (reports), analyze and evaluate the problem-solving process. The problem orientation stage is carried out by presenting learning objectives and showing wall clock learning media. Then organize students to study in groups with heterogeneous groups. One group consists of 3 students, so there are 3 groups in the class. The teacher guides the investigation while students complete the worksheet according to the work instructions. The results of the group discussions were presented by the selected group because they were most enthusiastic about pronouncing their respective group's jargon.

The results of the observation of this self-confidence have increased in each indicator. However, there is only one indicator that has succeeded above 70%, namely the indicator of the courage to ask and answer questions of 77.77% (7 students) and with an average variable of 59.55%. Based on the percentage obtained in cycle 1, it can be seen that this cycle has not yet reached the specified success indicator target, so it needs to be continued in cycle II. The results of cycle II on self-confidence can be seen in table 3.

Table 3 . Results of Cycle II Student Confidence

Confidence Attitude Indicator	Frequency	Percentage (%)
Dare to ask and answer questions	8	88.88 %
Dare to argue	7	77.77 %
Dare to present the results of the task	7	77.77 %
Average		81.47 %

In cycle II, it was carried out through 4 stages, namely planning, implementing, evaluating, and reflecting. Based on the data obtained in the table above, it can be seen that on average each indicator in the self-confidence variable has reached the specified

success indicator. The self-confidence variable reached 81.47%. This percentage has greatly exceeded research performance indicators where the limit is 70%. So this research stopped in cycle II.

The communication skills of students on pre-cycle results are shown in the table below.

Table 4. Pre-cycle Student Communication Ability Results

Communication Ability Indicator	Frequency	Percentage (%)
Speak using proper articulation	4	44.44 %
Speak using the correct intonation	6	66.66 %
Speak using the right expression	3	33.33 %
Average		48.14 %

Based on the table above, the results of pre-cycle observations of communication skills in each indicator have not reached 70%. In this variable only reached 48.14%. Based on the results of the pre-cycle, then proceed with the implementation of cycle I which applies *the Problem Based Learning* (PBL) model to improve students' communication skills. The results of cycle 1 can be seen in the following table.

Table 5 . Results of Cycle 1 Students' Communication Ability

Communication Ability Indicator	Frequency	Percentage (%)
Monastery uses precise articulation	6	66.66 %

Speak using the correct intonation	7	77.77 %
Speak using the right expression	5	55.55 %
Average		66.66 %

Referring to table 5, the average percentage obtained by each indicator has increased. However, only one indicator was successful, namely the speaking indicator using the right intonation of 77.77% (7 students) with an average variable of 66.66%.

The percentage obtained from cycle I data has not reached the specified success indicator target, so it needs to be continued in cycle II. The results are in table 6 below.

Table 6 . Results of Cycle II Students' Communication Ability

Communication Ability Indicator	Frequency	Percentage (%)
Monastery uses precise articulation	7	77.77 %
Speak using the correct intonation	8	88.88 %
Speak using the right expression	7	77.77 %
Average		81.47 %

In cycle II, 4 stages of implementation were also carried out, namely planning, implementing, evaluating, and reflecting. Based on table 6 above, it can be seen from the average obtained by each variable indicator that it has reached the specified success indicator. Communication skills reached 81.47%. This percentage has exceeded the research performance indicator, which is the limit of 70%. So this research stopped in cycle II.

Differences in the acquisition of self-confidence and communication skills in class II students at SD N Kapunda starting from pre-cycle to cycle II can be seen in Figure 1.

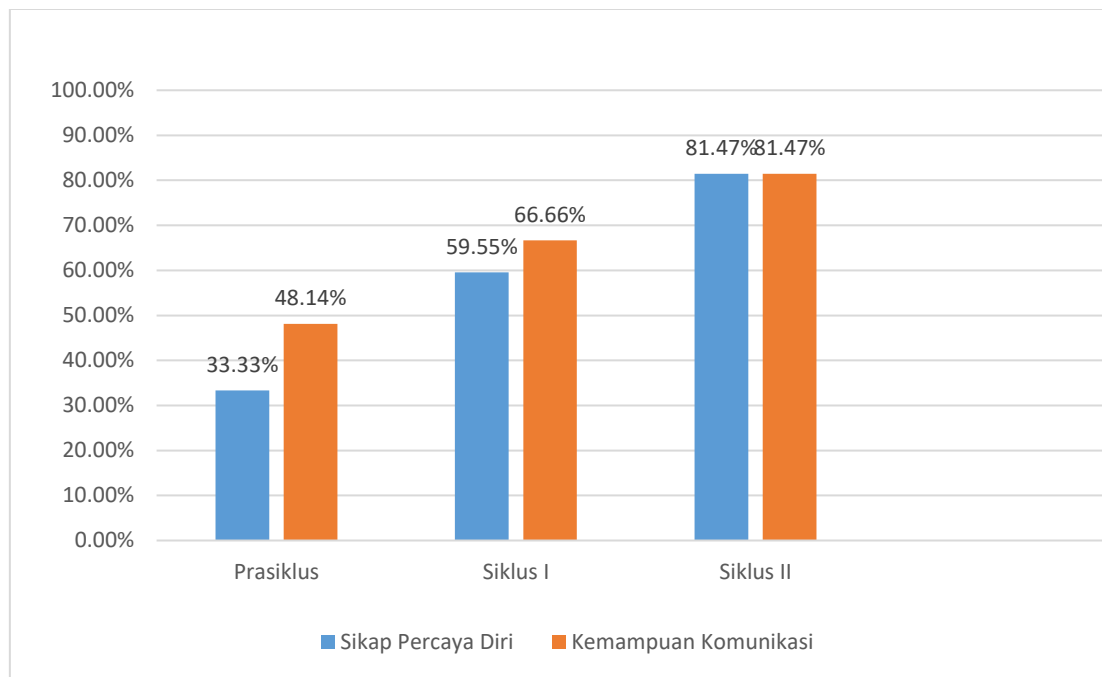


Figure 1. Comparison diagram of Confidence and Communication Skills Starting from Pre-cycle to Cycle II

Based on Figure 1 above which shows a comparison of each condition starting from pre-cycle, cycle I, and cycle II. In pre-cycle conditions, a percentage of 33.33% for self-confidence and 48.14% for communication skills was obtained. So that the problem based learning model is applied to Indonesian subjects using capital letters, dots, and question marks in sentences with the hope that there will be an increase so that it can achieve research performance indicators, namely 70% in each variable.

In cycle I, there was an increase in communication skills to 59.55%. Where self-confidence has an increase of 26.22%. Then it increased again in cycle II of 21.92% and the last percentage was 81.47%.

The percentage of communication skills in cycle I experienced another increase of 18.52%. seen an increase to 66.66%. In Cycle II the ability to communicate increased by 14.81%. And the percentage became 81.47% for communication skills where this percentage gain was the same as the confidence variable. Then the percentages for the two variables have reached the research performance indicators and the research ends in cycle II.

Research that is relevant to this research is research conducted by Eko (2018), namely increasing self-confidence and learning outcomes using the Problem Based Learning model. The results of the confidence data in the first cycle were 47%, 68% in the second cycle, and 68% in the third cycle. This research is in line with the current study, students of grade II SD SD N Kapunda for the 2022/2023 academic year have increased self-confidence and communication skills after using the Problem Based Learning learning model.

The application of the Problem Based Learning model can increase the self-confidence of class II students at SD N Kapukanda in the 2022/2023 school year. This research was conducted in three conditions, namely pre-cycle, cycle I, and cycle II. Achievement of research indicators was achieved in cycle II with a percentage of 81.47% for self-confidence and 81.47% for communication skills. Referring to the data obtained during the pre-cycle, cycle I, and cycle II conditions, each condition experienced an increase. Initially the students were still less involved in question and answer in learning, and were still embarrassed to present their assignments. Then this self-confidence increases which can be seen from their involvement in asking and answering questions posed by the teacher, daring to present their assignments, and daring to give their responses. The same goes for his communication skills. They start speaking with clear articulation, proper intonation, and correct facial expressions.

This research had a positive impact on students, they became more involved in learning, dared to ask and answer questions, dared to argue, and dared to present their assignments. And students are also able to communicate well. This research lasted until cycle II and the results showed that the Problem Based Learning model could increase self-confidence and communication skills in class II students at SD N Kapunda in the 2022/2023 Academic Year. This can be proven through the percentage obtained in each cycle. In the self-confidence variable, the pre-cycle condition obtained a percentage of 33.33%. In cycle I, there was an increase to 59.55%. Then it increased again in cycle II, which was 81.47%. On the variable ability to communicate, pre-cycle conditions obtained a percentage of 48.14%. In cycle I, there was an increase to 66.66%. Then it increased again in cycle II to 81.47%.

In cycle II, the indicators of success have been achieved, so the research was stopped. So that the problem based learning model can be used as an alternative to increase students' self-confidence and communication skills. This is in line with the idea of Huda & Umam, (2018) that through the problem-based learning model students can develop fully, both in the cognitive, affective, and psychomotor fields automatically through the problems they are facing.

The success of increasing students' self-confidence and communication skills is also supported by the Problem Based Learning model through the syntax that must be followed. Like the first step, the orientation of students to the problem. In this step, questions and answers can be carried out between the teacher and students in order to foster students' self-confidence. The second step, organizing students to learn, students can communicate with each other with their groups using the right articulation, the right intonation, and the right expression. The third step, guiding group and individual investigations can accommodate students to ask questions and answers to teachers and

friends. Step four, developing and presenting the work, through these steps can foster students' self-confidence by presenting their work in front of the class and communicating well. Step five, analyzing and evaluating the problem-solving process, this step can provide facilities for students to express their opinions about a problem or the material they have studied.

5. Conclusion

In this study it can be concluded that the self-confidence and communication skills of class II A students at SD N Kapunda for the 2022/2023 academic year have increased through the application of the Problem Based Learning (PBL) model. This can be proven by looking at the percentage gain in each variable. For the confidence variable in pre-cycle conditions, a percentage of 33.33 was obtained. In cycle I, there was an increase to 59.55%. Then it increased again in cycle II, which was 81.47%. For the communication ability variable in pre-cycle conditions, a percentage of 48.14 was obtained. In the first cycle there was an increase to 66.66%, and in the second cycle it increased to 81.47%. Because the percentage gain for these two variables has exceeded 70%, this research stops in cycle II. The results of this study provide theoretical implications in the form of increasing the reader's knowledge which can be used as a reference for further research. In addition, it also provides practical implications for the learning process that applies problem-based learning to increasing students' self-confidence and communication skills.

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