

ABSTRACT

Hapsari, Anita Galuh Sri. (2020). *Designing Problem-based Learning through Narrative Stories for Microteaching Class in Indonesia*. Yogyakarta: English Education Master's Program, Faculty of Teachers Training and Education, Sanata Dharma University.

According to the ministry of National Education and Culture, stated in the National Education Roadmap 2020 to 2035, problem-solving skill is important for teachers. The demand of 21st century learning, especially problem-solving ability, should be fulfilled by teachers in order to deal with problems in school context. Therefore, educational faculty plays an important role to support the roadmap by facilitating pre-service English teachers (PSETs) to be accustomed to problem-solving ability. Problem-based learning (PBL) is considered appropriate to equip pre-service English teachers with problem-solving ability. It facilitates PSETs to familiarize themselves with problems in school context that they may face in their school-based teaching practicum or their future career as teachers.

In the five past years, some studies on PBL were conducted throughout the world. However, the study on PBL to design materials for PSETs in the context of preparing them to develop their problem-solving skill is still underdeveloped. Thus, the significance of this study is at closing the research gaps on PBL by designing a PBL supplementary material using teachers' narrative stories for Microteaching class. The supplementary material was in form of a reflection book. There was one research question in this study: *How was the set of teachers' narrative stories using problem-based learning for Microteaching class designed?*

In the process of designing the reflection book, the researcher followed ADDIE model of instructional design consisting of Analysis, Design, Development, Implementation, and Evaluation Phases. The book was created and revised through formative assessments in the phases of Analysis, Design, Development, and Implementation. The book was implemented in Microteaching class at the English Language Education Study Program (ELESP), Sanata Dharma University. Summative evaluation was conducted by two subject matter experts at last stage to measure the overall book feasibility. The research participants in the Analysis, Design, Development and Evaluations were chosen with purposive sampling based on the SMEs' background and expertise to obtain valid data. In the Implementation Phase, the researcher used cluster random sampling. Multiple data gathering was used, namely interview, focused-group discussion, and questionnaire, to ensure the research trustworthiness.

Based on the need analysis, the problems usually faced by PSETs in the school context were categorized as instructional, behavioral, contextual, psychological, and ethical problems. The book consisted of six units and each unit consisted of two parts. First, the narrative story part was developed within five types of problems. Second, reflective activity part was developed using the PBL principles, which cover problem definition, collaborative work, and facilitation. Following the five phases of ADDIE model, the book was finally considered appropriate and practical to help PSETs reflect on their preparation to become real teachers, especially in enhancing their problem-solving skill.

Keywords: *problem-based learning, narrative stories, Microteaching, ADDIE Model*

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Menurut Kementerian Pendidikan Nasional dan Kebudayaan, yang dinyatakan dalam Peta Jalan Pendidikan Nasional 2020 - 2035, kemampuan memecahkan masalah adalah keterampilan penting bagi guru. Tuntutan pembelajaran abad 21, terutama kemampuan pemecahan masalah, harus dipenuhi oleh guru untuk mengatasi masalah dalam ruang lingkup sekolah. Oleh karena itu, fakultas pendidikan memiliki peran penting untuk mendukung peta jalan tersebut dengan memfasilitasi calon guru bahasa Inggris agar terbiasa dengan pemecahan masalah. Pembelajaran berbasis masalah (PBL) dinilai tepat untuk memfasilitasi calon guru bahasa Inggris mengembangkan kemampuan mereka dalam memecahkan masalah. PBL memfasilitasi calon guru untuk membiasakan diri dengan masalah dalam konteks sekolah yang kemungkinan akan mereka hadapi ketika praktik mengajar di sekolah atau di karier masa depan mereka sebagai guru.

Dalam lima tahun terakhir, studi-studi tentang PBL dilakukan di secara luas. Namun, studi tentang PBL untuk merancang bahan ajar dalam konteks mempersiapkan calon guru untuk mengembangkan keterampilan pemecahan masalah masih terbatas. Dengan demikian, pentingnya penelitian ini adalah untuk mengisi kesenjangan penelitian tentang PBL dengan focus merancang materi tambahan dalam bentuk buku refleksi dengan menggunakan cerita naratif guru untuk kelas *Microteaching*. Rumusan masalah dalam penelitian ini adalah: Bagaimana set cerita naratif guru berdasarkan pembelajaran berbasis masalah untuk kelas *Microteaching* dirancang?

Dalam proses perancangan buku refleksi, peneliti mengikuti model desain instruksional ADDIE yang terdiri dari fase Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Buku ini dibuat dan direvisi melalui penilaian formatif di fase Analisis, Desain, Pengembangan, dan Implementasi. Buku ini diimplementasikan di kelas *Microteaching* di Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma. Evaluasi sumatif dilakukan oleh dua ahli pada tahap terakhir untuk mengukur kelayakan buku secara keseluruhan. Peserta penelitian dalam fase Analisis, Desain, Pengembangan dan Evaluasi dipilih melalui pengambilan sampel purposif berdasarkan latar belakang dan keahlian para ahli untuk mendapatkan data yang valid. Pada tahap Implementasi, peneliti menggunakan pengambilan sampel acak berdasarkan area. Beberapa teknik pengumpulan data digunakan, seperti, wawancara, diskusi kelompok terfokus, dan kuesioner, untuk memastikan keabsahan penelitian.

Berdasarkan analisis kebutuhan, masalah yang biasanya dihadapi oleh calon guru Bahasa Inggris dalam ruang lingkup sekolah dikategorikan sebagai berikut: masalah pengajaran, perilaku, kontekstual, psikologis, dan etika. Buku refleksi ini terdiri dari enam unit dan setiap unit terdiri dari dua bagian. Pertama, bagian cerita naratif dikembangkan dengan berlandaskan pada lima jenis masalah. Kedua, bagian kegiatan reflektif dikembangkan berdasarkan prinsip-prinsip PBL yang mencakup definisi masalah, kerja kolaboratif, dan fasilitasi. Mengikuti lima fase model ADDIE, buku ini dinilai tepat dan berguna untuk membantu para calon guru Bahasa Inggris meningkatkan kemampuan pemecahan masalah.

Kata kunci: *pembelajaran berbasis masalah, cerita naratif, Microteaching, model ADDIE*