The Effectiveness of the Problem Based Learning (PBL) Model in Increasing Students' Learning Interest through Quizizz Media on Procedure Text Material at MAN 1 Pamekasan.

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Abstract
This study investigates the effectiveness of the Problem Based Learning (PBL) model combined with Quizizz media in enhancing students' interest and learning outcomes in English procedure text material at MAN 1 Pamekasan. The motivation for this research stems from preliminary observations indicating students' low enthusiasm in English classes due to monotonous learning methods and media. The study applies Classroom Action Research (CAR) with two cycles, each consisting of planning, acting, observing, and reflecting stages. Participants of the study were 11th-grade students in class XI E. Data were collected through observation and tests, with results evaluated using pre-test and post-test comparisons. The findings show a significant improvement in students' engagement and academic performance. In cycle I, the average score increased from 45 to 60, and in cycle 2, from 65 to 80. Additionally, student participation during class activities improved, particularly in listening, group discussion, and task completion. The integration of PBL and Quizizz created a more interactive and enjoyable learning environment, encouraging students to be more active and motivated. Thus, this method is proven to be an effective and innovative strategy to enhance students' interest and achievement in learning English, especially in understanding procedure texts. The study provides a valuable insight into contextual learning innovation in the Madrasah Aliyah environment.

Keywords: Problem-Based Learning, Quizizz, Learning Interest, Procedure Text, English Language Teaching

INTRODUCTION

The success of the learning process in schools is influenced by various factors, including learning models, teaching media, and student-teacher interaction. When students are exposed to monotonous methods, their motivation and interest may decrease. According to Nurlela (2022), teaching and learning activities are closely related to improving students' learning outcomes. However, despite various efforts made by teachers, many students still struggle to reach satisfactory academic performance.

To address this, teachers must implement effective strategies that are both engaging and aligned with learning objectives. Teaching methods that are monotonous or lack variety may lead to low student motivation and reduced interest in learning (Mahdalena, 2022). Therefore, teachers should create enjoyable learning environments through the use of creative strategies and appropriate media to help students achieve better outcomes.

In addition to applying effective strategies, teachers also need to possess professional competence in managing classroom learning. These competencies include the ability to select and implement suitable learning approaches. As Nurlela (2022) explains, a learning

approach is the path taken by teachers and students to achieve instructional goals. This means that choosing the right learning model plays a crucial role in shaping the overall learning experience. Marlina (2021) further notes that an appropriate learning model provides opportunities for students to learn actively and pleasantly, which helps them achieve optimal results.

Based on initial observations in class XI E at MAN 1 Pamekasan, it was found that students were less enthusiastic in learning English, especially procedural texts. This issue was linked to the lack of variation in teaching methods and learning media. To address this challenge, teachers are encouraged to use innovative approaches that promote student engagement, such as Problem-Based Learning (PBL) (Utomo et al., 2024). PBL focuses on student-centered learning and encourages learners to solve real-world problems through critical and creative thinking (Marlina, 2021).

Alongside the PBL model, the integration of educational technology such as Quizizz has proven to be effective in enhancing classroom interaction. Quizizz is an interactive quiz platform that supports formative and summative assessment while incorporating game-based elements. According to Marlina (2021), this platform offers a fun and competitive experience that increases student engagement. In a PBL setting, Quizizz helps reinforce understanding during the evaluation phase and motivates students through gamification features (Citra & Rosy, 2020). The use of game-based learning media can motivate students in the learning process and maximize feelings of pleasure and attachment to the learning process (Tamansiswa et al., 2024). In addition, this media can also build students' enthusiasm for learning so that they are more active and enthusiastic in participating in the learning process.

Previous studies have also demonstrated the benefits of combining PBL with Quizizz in improving students' interest and performance. Yolanda and Meilana (2021) found that Quizizz increased students' interest in learning, while Listyoningrum et al. (2023) showed its effectiveness in thematic learning at the elementary level.

The novelty of this study lies in applying the PBL model supported by Quizizz specifically in procedure text material for senior high school students. Additionally, it contributes to the local context of MAN 1 Pamekasan, where such research has not been widely conducted. Therefore, this study aims to examine the effectiveness of the Problem-Based Learning model using Quizizz in increasing students' interest in learning procedural text at MAN 1 Pamekasan.

METHOD

The type of research used is Classroom Action Research (CAR). It is an approach to improving education by making changes to it and considering learning as a consequence of change (Damadi, 2024). CAR is conducted in the classroom with the aim of improving the quality of learning practices. The class involved is a group of students

who, at the same time, receive the same lesson from the same teacher.

Action research refers to a spiral model consisting of four repeating stages: planning, acting (implementation), observing, and reflecting. Through CAR, teachers can identify and implement more effective strategies or activities, continue to innovate, and improve to achieve the intended learning goals (Indriani et al., 2022).

This research was conducted at MAN 1 Pamekasan in the even semester of the 2024/2025 academic year. The study was carried out in stages, starting from the first cycle and continuing to the second cycle, both of which showed improvements in student results according to the predetermined targets.

Classroom Action Research is widely used by teachers as an effort to identify and solve problems as well as improve teaching and learning practices (Arman Berkat Cristian Waruwu & Debora Sitinjak, 2022). Each cycle was carried out in one meeting, followed by an evaluation to assess the improvement in students' achievement in terms of learning completeness. The research subject is something that is very sensitive because it contains data about the variables that are carefully and thoroughly studied by the researcher. The participants in this study were students of class XI E at MAN 1 Pamekasan, with the aim of knowing how to increase student involvement in the Problem-Based Learning model in order to understand procedure text

supported by Quizizz media using the Problem-Based Learning approach.

The data collection techniques used are observation and test. Observations are conducted using an observation sheet of student activeness, which includes: paying attention to the lesson, participating in discussions, and listening to the material presented. The test technique is administered individually. Tests are carried out at the beginning of each cycle (pre-test) and the end of the cycle (post-test).

FINDINGS AND DISCUSSION
Cycle 1

At the Cycle 1 stage, learning was conducted by applying the Problem-Based Learning model. In this process, the teacher guides students to identify problems, design projects, and work collaboratively in groups to complete tasks related to the learning materials.

Table 2: Learning Implementation Results

Teacher Activity	Percentage
Introduction	90%
Activity	70%
Closing	60%

Based on the results of research in Cycle 1, the implementation of learning, as shown in Table 2, indicates that the percentage of preliminary activities reached 90%. This high percentage was supported by the teacher's effective delivery of apperception. Apperception refers to the process of connecting and assimilating new experiences with prior

knowledge, allowing students to understand and interpret the material more meaningfully (Karimatus Saidah et al., 2021).

However, during the group collaboration phase, several students were less attentive. This lack of attention hindered the achievement of activity objectives. According to Subekti (2022), organizing is a managerial process aimed at implementing learning plans effectively. When students do not engage actively, the planned activities cannot be carried out optimally, thus affecting the overall learning outcome.

Table 3: Student Activities

Activities	Percentage
Listening	80%
Working on assignments	70%
Attention	70%

Based on Table 3, student activities during the learning process show satisfactory results. This is indicated by several indicators, such as students listening attentively to the material, completing the tasks assigned by the teacher, and participating actively in classroom activities.

However, improvements are still needed, particularly in maintaining students' focus and consistency in active participation throughout the lesson. These findings illustrate that students are involved in the learning process, although efforts to enhance concentration and engagement remain

necessary. Overall, the implementation of the learning strategy has had a positive influence on student activity levels.

Table 4: Pre-test and Post-test Scores in Cycle 1

Activity	Average Score
Pre-test	65
Post-test	80

Based on the results of the pre-test and post-test in Cycle II, it can be seen that the average post-test score (80) is higher than the pre-test score (65). This shows that there is a significant increase in learning outcomes compared to Cycle I, where the average score rose from 45 (pre-test) to 60 (post-test).

This positive development indicates that the integration of engaging media, such as Quizizz, and the implementation of the Problem-Based Learning model had a meaningful impact on students' learning performance.

Figure 1

Comparison of Pre-test and Post-test Scores in Cycle I and II (Bar chart menunjukkan: Siklus 1 (pre-test: 45, post-test: 60); Siklus 2 (pre-test: 65, post-test: 80))
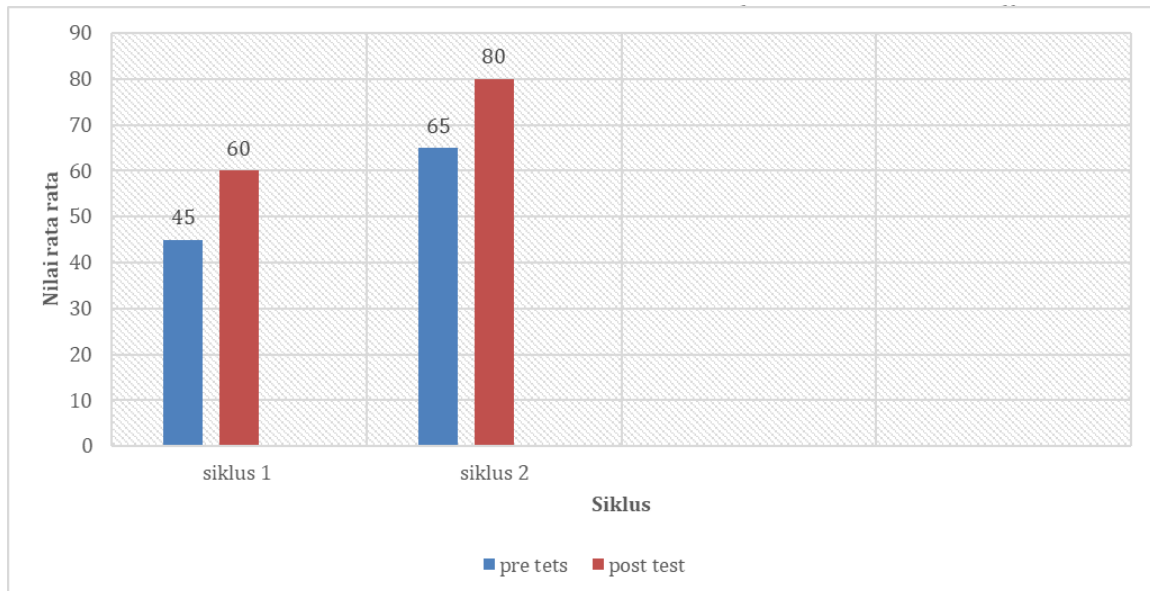
I to Cycle II. This increase indicates that the use of the Problem-Based Learning model combined with Quizizz media can enhance students' understanding and interest in learning procedural text material. The research involved 33 students from class XI E, who participated in both cycles of the learning procces demonstrates the effectiveness of the learning strategy applied.

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