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Problem-Based Learning In Indonesian Language Learning: A Literature Review From The Perspectives Of Education And Islamic Values

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ABSTRACT

This study aims to examine the effectiveness of the Problem-Based Learning (PBL) model in Indonesian language learning through a literature review approach. Problem-Based Learning is a learning model that emphasizes the active involvement of students in the process of solving real problems so that learning becomes more meaningful, contextual, and student-centered. The method used in this study is a literature review with a qualitative descriptive approach. Data were obtained from various scientific sources such as national journals, research articles, and relevant academic publications in the 2020–2025 period. Data analysis was conducted using content analysis techniques by collecting, classifying, and synthesizing the results of previous studies related to the application of PBL in Indonesian language learning. The results of the study indicate that the Problem-Based Learning model has high effectiveness in improving student learning outcomes, critical thinking skills, and language skills, especially in writing and speaking skills. In addition, Problem-Based Learning can also increase learning motivation, student activeness, and create a more interactive and collaborative learning atmosphere. However, the implementation of PBL still faces several challenges such as teacher readiness in designing learning, time constraints, and differences in student abilities. Overall, it can be concluded that the Problem Based Learning model is an effective and relevant learning model to be applied in Indonesian language learning in the 21st century education era.

Introduction

Education is a fundamental aspect in developing quality human resources. Through education, individuals are expected to develop their potential, enhance their skills, and develop the critical thinking skills necessary to face the challenges of life in the era of globalization. In this context, learning Indonesian plays a highly strategic role because it serves not only as a means of communication but also as a medium for developing literacy, reasoning, and the ability to convey ideas systematically and logically.

Indonesian language learning encompasses four main skills: listening, speaking, reading, and writing. These four skills emphasize not only language proficiency but also higher-order thinking skills. Therefore, Indonesian language learning should ideally focus not only on mastering language theory but also on real-life applications that can train

students' analytical and problem-solving skills (Akhirani, 2026).

However, the reality on the ground shows that Indonesian language learning is still dominated by conventional, teacher-centered learning methods. In this method, students tend to act as passive recipients of information, thus lacking the opportunity to explore knowledge independently. This situation results in low student engagement in the learning process, minimal interaction, and underdevelopment of critical thinking skills in understanding Indonesian language material (Ahmad, 2025).

Furthermore, Indonesian language learning is often perceived as a subject that relies on memorization and theory. This perception leads to low student motivation to learn, especially in the aspects of writing and analyzing academic texts. Yet, these skills are crucial for future academic and professional success. Student disinterest in Indonesian language learning also impacts poor learning outcomes at various levels of education.

Along with the times, the world of education is undergoing a major transformation marked by the arrival of the digital era and the demand for 21st-century skills. Students are not only required to master academic knowledge but also must possess communication, collaboration, creativity, and critical thinking skills. Therefore, innovations in learning models are needed to address these challenges (Mardiah, 2025).

One learning model deemed relevant to these needs is Problem-Based Learning (PBL). This model is a student-centered learning approach that emphasizes the process of solving real-life problems as the core of learning. In Problem-Based Learning, students are required to identify problems, gather information, analyze data, discuss, and formulate solutions, both independently and in groups. This process makes learning more active, collaborative, and meaningful (Shofa, 2025).

In the context of Indonesian language learning, Problem-Based Learning can be applied to various types of material, such as explanatory texts, argumentative texts, editorial texts, and procedural texts. With this approach, students not only understand language concepts theoretically but also connect them to phenomena occurring in their environment. This makes learning more contextual and relevant to students' real lives.

Various previous studies have shown that implementing the Problem-Based Learning model has a positive impact on learning outcomes and students' critical thinking skills. Problem-Based Learning has been proven to increase students' active participation in learning and strengthen their understanding of Indonesian language concepts more deeply. Furthermore, this model also encourages students to be more confident in expressing their opinions and develops their communication skills.

Other research has also shown that the implementation of PBL can increase student learning motivation due to the more interactive and challenging learning process. Students not only receive material from the teacher but also directly engage in the problem-solving process, encouraging them to be more active in thinking and discussing. This demonstrates that Problem-Based Learning has a significant contribution to improving the quality of Indonesian language learning in schools (Haslinda, 2024).

Problem-Based Learning also aligns with the demands of 21st-century learning, which emphasizes the development of higher-order thinking skills (HOTS). In its process, Problem-Based Learning emphasizes not only the final learning outcome but also the students' thought processes in understanding and solving problems. Thus, students become not merely recipients of information but also active subjects capable of constructing their own knowledge.

However, implementing the Problem-Based Learning model in Indonesian language learning is not without its challenges. Teachers are required to develop the ability to design problems relevant to students' lives, manage the classroom effectively, and guide discussions to ensure they adhere to learning objectives. Furthermore, limited learning time

and differences in student abilities also influence the effectiveness of this model (Singgih, 2024).

Based on these descriptions, it can be concluded that the Problem-Based Learning model has significant potential for improving the quality of Indonesian language learning. This model not only improves student learning outcomes but also develops critical thinking, creative thinking, and communicative skills, which are highly needed in the modern era. Therefore, a more in-depth literature review is needed to comprehensively analyze the application, advantages, disadvantages, and effectiveness of the Problem-Based Learning model in Indonesian language learning.

Thus, this literature review is expected to provide a scientific contribution in the field of Indonesian language education and become a reference for educators in developing more innovative, effective, and meaningful learning models for students.

Method

This study employed a literature review approach using a qualitative descriptive method. The research was conducted by collecting and examining various relevant scientific sources, including journal articles, research papers, and academic publications related to the implementation of the Problem-Based Learning (PBL) model in Indonesian language learning. Rather than utilizing field data, this study focused on synthesizing findings from previous studies to provide a comprehensive understanding of the role and effectiveness of PBL in the learning process.

The literature sources were obtained from Google Scholar and other educational databases, with publications limited to the period of 2020–2025. Only credible and relevant studies discussing Problem-Based Learning in Indonesian language learning or problem-based instructional contexts were included. Data were analyzed using content analysis techniques, beginning with literature collection, selection, and reduction based on relevance. The selected studies were then categorized according to key themes, such as PBL concepts, implementation strategies, and impacts on learning outcomes, followed by an in-depth analysis to identify common patterns, findings, and conclusions across the reviewed literature

Results and Discussion

The Effectiveness of the Problem-Based Learning Model in Indonesian Language Learning

The Problem-Based Learning (PBL) model is recognized as one of the innovative learning approaches that emphasizes student-centered instruction through problem-solving activities. This model encourages learners to actively participate in constructing knowledge based on real situations encountered in daily life. Within Indonesian language learning, the implementation of PBL is considered highly relevant because language competencies are closely connected to social interactions and communication practices. Learning activities designed around authentic problems can increase students' understanding of language concepts and their practical applications. Such an approach enables students to develop meaningful learning experiences rather than merely memorizing theoretical content. The active involvement of learners also contributes to greater engagement throughout the instructional process. Students are therefore better prepared to apply their language skills in various contexts. PBL has become an important alternative for improving the quality of Indonesian language education.

Problem-Based Learning is grounded in constructivist learning theory, which views knowledge as something that learners actively build through experience. Students are encouraged to investigate problems, gather information, and formulate solutions independently or collaboratively. This process allows learners to connect prior knowledge

with new information obtained during learning activities. Classroom interactions become more dynamic because students are required to discuss ideas and evaluate alternative solutions. Critical thinking and reasoning abilities are stimulated through continuous inquiry and reflection. Learning outcomes are not limited to cognitive achievement but also include the development of higher-order thinking skills. The teacher's role shifts from being the primary source of information to becoming a facilitator of learning. These characteristics distinguish PBL from conventional instructional approaches.

Traditional learning methods often position students as passive recipients of information delivered by teachers. Instructional activities in teacher-centered classrooms generally focus on lectures and content transmission. Students may understand theoretical concepts but frequently experience difficulties when applying them to real-life situations. Passive learning environments can reduce opportunities for critical discussion and independent exploration. Problem-Based Learning provides learners with greater responsibility for managing their own learning processes. Problem-solving tasks encourage students to become active participants rather than passive observers. Educational experiences become more interactive and meaningful because students engage directly with authentic issues. These advantages contribute to the growing adoption of PBL in various educational settings.

Empirical studies have demonstrated the effectiveness of PBL in improving learning outcomes. Research conducted by Marina (2026) revealed that the implementation of Problem-Based Learning significantly improved student achievement in Indonesian language learning. The study demonstrated that learners achieved better academic performance after participating in problem-based instructional activities. Improvement in achievement was associated with the active learning experiences provided through the PBL framework. Students were required to analyze situations, identify problems, and propose appropriate solutions. Such activities promoted deeper understanding of learning materials compared to conventional approaches. Learning became more contextual because concepts were linked to real-world situations. These findings indicate that PBL can positively influence students' academic success.

Student participation represents an important factor contributing to the effectiveness of PBL. Learning activities are designed to involve students directly in discussions, investigations, and collaborative tasks. Active engagement enables learners to express ideas, ask questions, and evaluate information critically. Participation in group-based problem-solving activities enhances communication and interpersonal skills. Students become more confident when presenting arguments and defending their viewpoints. Collaborative learning environments encourage mutual support among peers during the learning process. Increased interaction helps students gain broader perspectives on the issues being discussed. Classroom learning becomes more inclusive and intellectually stimulating.

Learning motivation is strengthened through the application of the Problem-Based Learning model. Meaningful problems related to students' daily experiences create a sense of relevance and curiosity. Learners are motivated to seek information and explore possible solutions to challenges presented during instruction. The presence of authentic problems transforms learning into an engaging and purposeful activity. Students become more enthusiastic because they perceive the learning content as useful and applicable to real situations. Intrinsic motivation grows when learners feel responsible for achieving learning objectives. Sustained motivation contributes to greater persistence in completing academic tasks. Enhanced engagement ultimately supports better learning outcomes.

Research conducted by Mustofa (2026) provides additional evidence regarding the effectiveness of PBL when integrated with gamification strategies. The findings indicated

that combining these two approaches generated more optimal educational outcomes. Gamification introduces game elements such as points, rewards, levels, and challenges into the learning environment. These elements create a more enjoyable and interactive learning experience for students. Learning activities become increasingly attractive because students are encouraged to achieve specific goals while solving problems. The combination of educational challenges and game mechanics can increase student engagement significantly. Such integration represents an innovative approach to modern instructional practices. Educational innovation of this kind is increasingly relevant in contemporary learning environments.

Gamification integrated into PBL contributes to the development of students' focus and persistence. Structured challenges encourage learners to remain engaged throughout the learning process. Reward systems provide positive reinforcement that motivates students to complete learning tasks successfully. Healthy competition among learners can stimulate greater effort and commitment toward academic achievement. Educational activities become less monotonous because students experience a variety of interactive learning experiences. Increased participation allows learners to develop both cognitive and social competencies simultaneously. The learning atmosphere becomes more dynamic while maintaining clear educational objectives. These benefits demonstrate the complementary relationship between gamification and problem-based learning.

Previous studies consistently indicate that the Problem-Based Learning model is an effective approach for Indonesian language learning. The model supports improvements in academic achievement, critical thinking, collaboration, and student motivation. Learning experiences become more meaningful because students are actively involved in solving authentic problems. Opportunities for discussion and reflection help learners develop deeper conceptual understanding. The integration of innovative strategies such as gamification further strengthens the positive impact of PBL on student engagement. Educational environments that emphasize active participation are more likely to produce sustainable learning outcomes. Consistent evidence reported across studies highlights the value of adopting student-centered instructional approaches. Problem-Based Learning can therefore be considered a highly effective model for enhancing the quality of Indonesian language education.

Improving Critical Thinking and Language Skills

Critical thinking skills represent one of the most important competencies required in 21st-century education. Educational institutions are expected to prepare students not only to understand learning materials but also to analyze information, evaluate evidence, and solve problems effectively. Indonesian language learning provides a suitable context for developing these competencies because students are frequently required to interpret texts, examine arguments, and communicate ideas logically. Learning approaches that actively engage students in problem-solving activities can facilitate the development of higher-order thinking skills. Problem-Based Learning (PBL) has emerged as an instructional model capable of supporting these educational objectives. The model encourages learners to participate actively in constructing knowledge through inquiry and investigation. Active engagement in learning activities promotes deeper understanding and intellectual growth. As a result, critical thinking becomes an integral component of the learning process.

Problem-Based Learning places students in situations where they must address authentic and contextual problems. Learning activities begin with the presentation of issues that are relevant to students' daily experiences and social environments. Students are required to identify the core problem, determine the information needed, and formulate strategies for solving the issue. Information gathering is conducted through various sources, including textbooks, digital resources, and collaborative discussions. Group

interaction enables students to exchange perspectives and evaluate different viewpoints. Learning becomes more meaningful because students are directly involved in exploring real-world situations. Knowledge acquisition occurs through active investigation rather than passive reception of information. Such characteristics make PBL a highly student-centered instructional approach.

Student-centered learning environments encourage learners to assume greater responsibility for their educational experiences. Decision-making processes during problem-solving activities require students to think independently and systematically. Opportunities to discuss ideas with peers foster communication skills and intellectual collaboration. Students are encouraged to justify their opinions using evidence and logical reasoning. Exposure to diverse perspectives helps learners develop a broader understanding of complex issues. Reflection activities also allow students to assess the strengths and weaknesses of their proposed solutions. Meaningful learning experiences are created when students become active participants in knowledge construction. These experiences contribute significantly to the development of critical thinking abilities.

Higher-order thinking skills are continuously developed throughout the Problem-Based Learning process. Analytical skills are strengthened when students break down complex problems into smaller and more manageable components. Evaluation skills are enhanced as learners compare alternative solutions and assess their potential effectiveness. Creative thinking emerges when students generate innovative ideas to address the challenges presented. The integration of analysis, evaluation, and creativity supports comprehensive problem-solving processes. Learning activities focus not only on obtaining correct answers but also on understanding the reasoning behind those answers. Students learn to consider multiple perspectives before making conclusions. Consequently, the development of critical thinking becomes a central outcome of PBL implementation.

Critical thinking in Indonesian language learning extends beyond simple comprehension of texts and language structures. Students are expected to interpret information, identify implicit meanings, and evaluate the validity of arguments presented in various texts. Activities involving reading, writing, speaking, and listening require learners to apply analytical and reflective thinking processes. Problem-based learning provides opportunities for students to practice these skills in meaningful contexts. Authentic problems encourage learners to connect language concepts with real-life situations. The ability to analyze information critically supports better communication and decision-making skills. Learning outcomes therefore become more comprehensive and relevant to contemporary educational demands. Such conditions highlight the importance of integrating critical thinking into language instruction.

Empirical evidence supports the effectiveness of Problem-Based Learning in enhancing students' critical thinking abilities. A literature review conducted by Faizatus (2025) concluded that PBL significantly improves critical thinking skills in Indonesian language learning. The review identified consistent findings across multiple studies demonstrating positive learning outcomes associated with PBL implementation. Students exposed to problem-based instructional activities exhibited stronger analytical and evaluative abilities than those participating in conventional learning environments. Learning experiences that involve inquiry and problem-solving contribute to deeper conceptual understanding. Educational activities become more engaging because students actively explore information and develop solutions. Improved learning engagement further supports the development of critical thinking competencies. These findings reinforce the value of PBL in contemporary education.

The effectiveness of PBL can be attributed to its emphasis on information exploration and knowledge integration. Students are encouraged to seek information from various

sources and connect newly acquired knowledge with prior understanding. This process requires learners to examine evidence critically before reaching conclusions. Logical reasoning becomes essential when evaluating the relevance and credibility of information. Learning activities encourage students to identify relationships between concepts and construct coherent explanations. Intellectual curiosity is stimulated through continuous inquiry and investigation. Active exploration promotes independent learning habits that extend beyond classroom instruction. Such experiences contribute substantially to critical thinking development.

Discussion-based learning activities play a significant role in strengthening students' reasoning abilities. Collaborative interactions provide opportunities for learners to present arguments, defend viewpoints, and respond to opposing perspectives. Constructive debate encourages students to evaluate evidence objectively and consider alternative interpretations. Reflection on group discussions helps learners recognize weaknesses in their reasoning and improve their decision-making processes. Exposure to diverse opinions broadens students' understanding of complex issues. Communication skills are simultaneously enhanced through the exchange of ideas and information. Learning environments characterized by active discussion foster intellectual engagement and critical reflection. These benefits demonstrate the educational value of collaborative problem-solving activities.

Problem-Based Learning can therefore be regarded as an effective instructional model for promoting critical thinking skills in Indonesian language learning. The model facilitates active participation, independent inquiry, collaborative discussion, and reflective evaluation. Learning experiences become more meaningful because students engage directly with authentic and relevant problems. Opportunities to analyze information and formulate solutions strengthen higher-order thinking skills. Evidence from previous studies consistently indicates positive impacts on students' critical thinking development. Educational practices that emphasize problem-solving contribute to deeper conceptual understanding and improved academic performance. Critical thinking competencies developed through PBL are essential for addressing the challenges of modern society. The implementation of Problem-Based Learning is therefore highly recommended for enhancing the quality of Indonesian language education.

Challenges of Implementing the Problem-Based Learning Model

The implementation of the Problem-Based Learning (PBL) model in Indonesian language learning offers numerous educational benefits. Learning activities based on authentic problems can improve critical thinking skills, collaboration, and student engagement. Positive findings reported in various studies have strengthened the position of PBL as an effective instructional approach. Educational institutions increasingly recognize the importance of adopting student-centered learning models to meet contemporary educational demands. Learning experiences generated through PBL are generally more meaningful and relevant to real-life situations. Students are encouraged to become active participants in constructing knowledge rather than passive recipients of information. These advantages have contributed to the growing popularity of PBL in different educational settings. Successful implementation, however, requires careful planning and adequate support from all stakeholders involved in the learning process.

Teacher readiness represents one of the most significant factors influencing the success of Problem-Based Learning implementation. Effective application of PBL requires teachers to possess strong pedagogical competencies and classroom management skills. Learning activities must be carefully designed to ensure that the problems presented are relevant to instructional objectives. Teachers need to consider students' cognitive development levels when formulating learning tasks. Problems that are excessively complex may discourage

students and hinder their participation. Learning objectives may not be achieved effectively when the problems are overly simple and fail to stimulate critical thinking. Professional competence is therefore essential for designing meaningful and challenging learning experiences. The quality of problem design directly affects the effectiveness of the learning process.

The development of authentic learning problems demands substantial preparation and instructional expertise. Teachers must identify issues that are closely related to students' experiences and the content being studied. Relevant problems help students understand the practical application of language concepts in everyday contexts. Instructional planning also requires the integration of learning resources that support investigation and problem-solving activities. Assessment strategies need to be aligned with the objectives of problem-based instruction. Classroom activities should encourage inquiry, collaboration, and reflective thinking. Educational effectiveness is enhanced when all components of instruction are carefully coordinated. Such responsibilities increase the demands placed on teachers during the implementation process.

Time allocation constitutes another important challenge in applying Problem-Based Learning. The instructional process involves several stages that require considerable classroom time. Students must identify problems, collect information, discuss findings, and present solutions to their peers. Reflection and evaluation activities are also necessary to ensure meaningful learning outcomes. Conventional lesson schedules may not provide sufficient time for completing all stages of the PBL process effectively. Teachers often face difficulties balancing curriculum requirements with the extended learning activities required by problem-based instruction. Limited instructional time may reduce opportunities for in-depth exploration of learning materials. Educational institutions therefore need to consider flexible strategies for supporting PBL implementation.

Student diversity also influences the effectiveness of problem-based learning activities. Learners enter the classroom with different levels of academic ability, prior knowledge, and learning experiences. Variations in analytical thinking skills can affect students' capacity to understand and solve complex problems. Some students demonstrate strong reasoning abilities and adapt quickly to problem-based learning environments. Others may require additional support to participate effectively in learning activities. Differences in learning readiness create challenges for teachers when managing classroom interactions. Instructional strategies must accommodate the needs of students with varying abilities. Attention to learner diversity is essential for ensuring equitable participation.

Research conducted by Surochatun (2025) identified differences in student ability as a critical factor affecting the implementation of Problem-Based Learning. The study reported that students do not possess identical levels of comprehension, analytical reasoning, and problem-solving skills. Learning responses therefore vary according to individual academic characteristics. Students with limited academic preparation frequently encounter difficulties during the initial stages of problem analysis. Challenges often emerge when learners attempt to identify relevant information and formulate systematic solutions. Additional support becomes necessary to help these students participate effectively in learning activities. Academic disparities may influence both individual performance and group dynamics. These findings highlight the importance of differentiated instructional support within PBL environments.

Students with higher academic abilities generally demonstrate greater adaptability to the Problem-Based Learning model. Strong analytical skills enable them to understand complex problems more efficiently. Information-seeking abilities also facilitate the investigation process and support evidence-based decision-making. Active participation in discussions allows these students to contribute significantly to collaborative learning

activities. Their involvement often helps other group members understand difficult concepts and develop appropriate solutions. Peer-assisted learning can therefore emerge naturally during problem-solving processes. Collaborative interactions create opportunities for knowledge sharing among students with different ability levels. Such conditions support the development of inclusive learning environments.

The role of the teacher becomes increasingly important when managing classrooms characterized by diverse student abilities. Effective facilitation requires continuous monitoring of student participation and learning progress. Teachers must ensure that all learners have opportunities to contribute meaningfully during discussions and investigations. Guidance should be provided according to the specific needs of individual students and learning groups. Instructional support can help students overcome difficulties encountered during the problem-solving process. Classroom interactions become more productive when facilitation is responsive to learner characteristics. Educational success depends not only on the learning model itself but also on the quality of instructional guidance provided. Teacher competence remains a central determinant of effective PBL implementation.

Scaffolding strategies offer practical solutions for addressing challenges associated with learner diversity. Gradual assistance can help students develop confidence and competence in solving problems independently. Structured guidance enables learners to understand complex tasks without becoming overwhelmed by cognitive demands. Support mechanisms may include examples, guiding questions, feedback, and collaborative learning opportunities. Progressive reduction of assistance encourages students to assume greater responsibility for their own learning. Learning environments that provide appropriate scaffolding can improve participation among students with lower academic abilities. Effective support strategies contribute to more equitable learning outcomes across different student groups. The successful implementation of Problem-Based Learning therefore depends on a balanced combination of instructional design, teacher competence, and learner support.

The Relevance of Problem-Based Learning (PBL) to 21st-Century Learning

Twenty-first-century education emphasizes the development of competencies that enable students to respond effectively to increasingly complex social, technological, and professional challenges. Educational success is no longer measured solely by students' mastery of academic content but also by their ability to apply knowledge in real-world situations. Contemporary learning environments require students to become active participants in the construction of knowledge. Educational frameworks have therefore shifted from teacher-centered approaches toward student-centered learning models. Learning experiences are expected to foster independence, adaptability, and lifelong learning habits. Students must be equipped with skills that support both academic achievement and future career readiness. These competencies are considered essential for participation in a rapidly changing global society. Educational institutions consequently seek instructional models capable of supporting these objectives.

The concept of 21st-century skills is commonly associated with the development of the four core competencies known as the 4Cs. These competencies include critical thinking, creativity, collaboration, and communication. Critical thinking enables students to analyze information, evaluate evidence, and make reasoned decisions. Creativity supports the generation of innovative ideas and alternative solutions to problems. Collaboration encourages learners to work effectively with others toward shared goals. Communication skills facilitate the clear and effective exchange of ideas in various contexts. The integration of these competencies into classroom learning has become a major educational priority. Learning models that support the development of the 4Cs are therefore highly valued in

modern education.

Problem-Based Learning (PBL) is widely recognized as an instructional model that aligns closely with the objectives of 21st-century education. The model emphasizes active learning through the investigation and resolution of authentic problems. Students are encouraged to participate directly in the learning process rather than relying solely on information provided by teachers. Learning activities involve inquiry, discussion, analysis, and reflection. Real-world problems provide meaningful contexts that stimulate student engagement and curiosity. Knowledge is constructed through exploration and collaborative interaction. Learning experiences become more relevant because students connect academic concepts with practical situations. These characteristics make PBL highly suitable for contemporary educational environments.

Collaborative learning represents one of the most significant features of the Problem-Based Learning model. Students typically work in groups to identify problems, gather information, and develop appropriate solutions. Group-based activities require learners to share responsibilities and contribute actively to collective goals. Exposure to different perspectives encourages students to consider alternative viewpoints and approaches. Collaborative interactions strengthen interpersonal relationships and promote teamwork skills. Learning outcomes are enhanced when students engage in constructive dialogue and cooperative problem-solving. Group discussions also create opportunities for peer learning and knowledge sharing. Such experiences contribute directly to the development of collaboration skills required in the 21st century.

Communication skills are continuously developed throughout the implementation of Problem-Based Learning. Students are required to express ideas clearly during discussions, presentations, and collaborative activities. Opportunities to explain concepts and defend arguments encourage learners to communicate with confidence and precision. Constructive dialogue helps students improve their ability to listen actively and respond appropriately to differing opinions. Communication becomes an essential component of the problem-solving process because successful collaboration depends on effective interaction. Classroom discussions provide valuable opportunities for practicing both oral and written communication skills. Students learn to organize information systematically and present their ideas logically. These experiences support the development of effective communication competencies.

Critical thinking is another important skill fostered through the Problem-Based Learning process. Students are challenged to analyze complex situations and identify the underlying causes of problems. Learning activities require learners to evaluate information obtained from various sources before making decisions. Logical reasoning is necessary for comparing alternative solutions and determining the most appropriate course of action. Problem-solving tasks encourage students to examine evidence critically and avoid unsupported conclusions. Reflection activities further strengthen analytical thinking by allowing students to evaluate their learning experiences. Continuous engagement with authentic problems promotes deeper intellectual development. Critical thinking therefore becomes an integral outcome of PBL implementation.

Creativity also plays a central role in problem-based learning environments. Students are encouraged to generate original ideas when developing solutions to authentic challenges. Learning activities often involve exploring multiple possibilities and considering innovative approaches to problem-solving. Creative thinking enables learners to adapt knowledge to different situations and contexts. Opportunities for experimentation and exploration stimulate intellectual curiosity and imagination. The ability to develop unique solutions becomes increasingly important in addressing complex real-world issues. Educational experiences that promote creativity help students become more flexible and

adaptable thinkers. These benefits highlight the contribution of PBL to the development of creative competencies.

Research conducted by Karimah (2025) emphasized the importance of adapting Indonesian language learning to technological advancements and the demands of contemporary society. The study highlighted the need for students to develop digital literacy, critical thinking, and adaptability alongside academic knowledge. Modern educational environments require learners to navigate large amounts of information and evaluate its reliability effectively. Indonesian language learning therefore extends beyond the mastery of linguistic concepts and communication skills. Students must also be prepared to participate actively in digital and social environments. Educational approaches that integrate cognitive, social, and technological competencies are increasingly necessary. The findings support the relevance of innovative instructional models in meeting contemporary educational needs. Problem-Based Learning represents one such model capable of addressing these requirements.

Problem-Based Learning provides a comprehensive framework for developing the competencies required in 21st-century education. The model integrates cognitive, social, and communication aspects within a single learning process. Students acquire theoretical knowledge while simultaneously developing collaboration, communication, creativity, and critical thinking skills. Authentic learning experiences help learners connect classroom knowledge with real-life situations. Active participation encourages deeper understanding and greater engagement in the learning process. Opportunities for discussion, investigation, and presentation strengthen both academic and interpersonal competencies. Evidence from previous studies indicates that PBL contributes positively to holistic student development. The implementation of Problem-Based Learning can therefore support the creation of meaningful and relevant educational experiences aligned with the demands of the 21st century.

An Islamic Perspective on the Problem-Based Learning Model in Indonesian Language Learning

Islamic education aims to develop individuals who possess intellectual competence, moral integrity, and strong spiritual values. Educational activities are designed not only to transmit knowledge but also to shape character and foster responsible behavior. The learning process is expected to encourage students to become active seekers of knowledge and contributors to society. Intellectual development is closely connected with moral and ethical growth within the Islamic educational framework. Students are encouraged to use their abilities to understand, analyze, and address challenges encountered in daily life. Educational success is therefore measured through both cognitive achievement and character formation. Learning approaches that support critical thinking and personal development are highly valued in Islamic education. Such principles demonstrate the holistic nature of the Islamic educational philosophy.

Problem-Based Learning (PBL) shares many characteristics with the objectives of Islamic education. The model emphasizes active learning through investigation, discussion, and problem-solving activities. Students are encouraged to construct knowledge independently while engaging with authentic issues relevant to their experiences. Learning activities require learners to think critically, collaborate with peers, and make reasoned decisions. Knowledge acquisition occurs through active participation rather than passive reception of information. Educational experiences become more meaningful because students are directly involved in exploring solutions to real-life problems. These characteristics support the development of intellectual independence and personal responsibility. The alignment between PBL and Islamic educational values highlights the relevance of this model in contemporary learning environments.

The use of reason occupies a central position within Islamic teachings. Numerous verses of the Qur'an encourage human beings to observe, reflect, and contemplate the signs of Allah in the universe. Intellectual inquiry is regarded as an important means of understanding both religious and worldly matters. Critical thinking is therefore not separated from spiritual development within the Islamic worldview. Students are encouraged to examine information carefully and draw conclusions based on evidence and understanding. Educational activities that promote analytical thinking are consistent with these principles. Problem-solving processes help learners develop the ability to make thoughtful and responsible decisions. Such practices reflect the Islamic emphasis on the proper use of intellect.

Problem-Based Learning provides opportunities for students to strengthen their reasoning abilities through structured inquiry. Learners are required to identify problems, collect information, evaluate evidence, and formulate appropriate solutions. Each stage of the learning process involves analytical and reflective thinking. Students learn to consider multiple perspectives before reaching conclusions. Decision-making skills are developed through continuous evaluation of available information. Reflection activities encourage learners to assess the effectiveness of their proposed solutions. Intellectual growth occurs as students engage actively in constructing knowledge. These learning experiences are compatible with Islamic teachings that emphasize thoughtful reflection and sound judgment.

Cooperation represents another important value shared by Problem-Based Learning and Islamic education. Learning activities conducted in groups require students to collaborate in achieving common objectives. Group discussions encourage learners to exchange ideas and contribute according to their abilities. Mutual support among group members helps create a positive and productive learning environment. Collaborative learning experiences foster empathy, respect, and social responsibility. Students learn to appreciate diverse perspectives while working toward shared solutions. Effective teamwork contributes to the successful completion of learning tasks. Such values reflect the importance of social harmony emphasized in Islamic teachings.

The concept of consultation and collective decision-making is strongly encouraged in Islam. Deliberation provides opportunities for individuals to share opinions and participate in resolving common issues. Group discussions within the Problem-Based Learning process reflect similar principles by encouraging active participation from all learners. Students are expected to communicate ideas respectfully and listen carefully to the views of others. Constructive dialogue helps develop tolerance and mutual understanding among participants. Learning activities become opportunities for practicing ethical communication and responsible interaction. Respect for differing opinions contributes to the creation of an inclusive learning environment. These practices are consistent with Islamic values related to cooperation and social relationships.

Character development constitutes an important outcome of Indonesian language learning through the Problem-Based Learning model. Students are encouraged to demonstrate honesty when collecting and presenting information. Responsibility is developed through the completion of individual and group tasks. Discipline becomes necessary for managing learning activities and meeting established objectives. Communication skills are strengthened through presentations, discussions, and collaborative interactions. Ethical behavior is promoted when students are required to support arguments with accurate and reliable information. Learning experiences therefore contribute to both academic and personal development. Such character-building outcomes are closely aligned with the goals of Islamic education.

Literacy development also occupies a significant position within both Islamic education

and Problem-Based Learning. Reading, writing, and communication skills are essential components of effective learning. The pursuit of knowledge is highly valued in Islam, as reflected in the command to read contained in the first revelation received by the Prophet Muhammad. Learning activities that encourage students to explore information from multiple sources support the development of literacy competencies. Critical engagement with texts helps learners understand information more deeply and accurately. Writing and speaking activities provide opportunities to communicate knowledge effectively. Educational experiences that promote literacy contribute to lifelong learning habits. These outcomes demonstrate the compatibility of PBL with Islamic educational principles.

Teachers play a crucial role in facilitating learning within both Islamic education and the Problem-Based Learning framework. Educational responsibilities extend beyond the delivery of knowledge to include guidance, mentorship, and character development. Teachers are expected to support students throughout the learning process while encouraging independent inquiry. Learning environments become more effective when teachers provide appropriate direction and assistance according to students' needs. Facilitative teaching practices help learners develop confidence and problem-solving abilities. Educational success depends on meaningful interactions between teachers and students. The role of the teacher as a guide and facilitator reflects the shared principles of Islamic education and Problem-Based Learning. The implementation of PBL in Indonesian language learning can therefore support both the educational goals of the twenty-first century and the values emphasized within Islamic educational traditions.

Conclusion

Based on the literature review on the Problem-Based Learning (PBL) model in Indonesian language learning, it can be concluded that PBL is an effective learning model for improving the quality of learning. This model encourages students to be more active in the learning process through problem-solving activities that are contextual and relevant to everyday life. Furthermore, Problem-Based Learning has also been shown to improve student learning outcomes, motivation, critical thinking skills, and language skills, particularly in speaking and writing. Various previous studies have shown that the implementation of Problem-Based Learning has a positive impact on student engagement and participation in Indonesian language learning. However, the implementation of PBL still faces several obstacles, such as teacher readiness in designing learning, time constraints, and differences in student abilities. Therefore, the success of the Problem-Based Learning model is greatly influenced by the teacher's ability to manage effective learning that is appropriate to the characteristics of the students.

Recommendations

Based on these conclusions, it is recommended that Indonesian language teachers be more active in implementing the Problem-Based Learning model in the learning process as an alternative to improve the quality of learning, making it more innovative and meaningful. Teachers are also expected to be able to design problems relevant to students' lives to make learning more contextual and engaging. Furthermore, schools are expected to support the implementation of the Problem-Based Learning model by providing adequate learning facilities and providing training to teachers on problem-based learning strategies. For future researchers, it is recommended to conduct field (empirical) research to test the effectiveness of Problem-Based Learning directly in the classroom with a wider range of variables, so that they can provide more in-depth and comprehensive results regarding the implementation of the Problem-Based Learning model in Indonesian language learning.

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