JOLLT Journal of Languages and Language Teaching
https://e-journal.undikma.ac.id/index.php/jollt
Email: jollt@undikma.ac.id
DOI: https://doi.org/10.33394/jollt.v12i4.11675

October 2024. Vol. 12, No. 4
p-ISSN: 2338-0810
e-ISSN: 2621-1378
pp. 2088-2099

INSTRUCTIONAL DESIGN OF PROBLEM-BASED LEARNING MODELS: A STRATEGY FOR IMPROVING STUDENTS' CRITICAL THINKING ABILITIES IN LEARNING NEWS TEXTS

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Article Info
Article History
Received: May 2024
Revised: August 2024
Published: October 2024

Keywords
Instructional design;
Problem-based learning;
Critical thinking;
News texts;

Abstract

This research addresses the need to enhance critical thinking skills in junior high school students through effective instructional design, particularly in the context of learning news texts. The study is based on the premise that problem-based learning (PBL) can significantly improve students' critical thinking by engaging them in real-world problem-solving scenarios. Given the growing emphasis on critical thinking as a core educational objective, it is essential to develop instructional models that not only teach content but also foster higher-order thinking skills. The primary aim of this research is to design an instructional model for teaching news texts in junior high school and to assess its validity and effectiveness. The study employed a Research and Development (R&D) approach, utilizing the ADDIE model, which involves five stages: Analysis, Design, Development, Implementation, and Evaluation. Following the development of the instructional design, it underwent validation by both learning experts and practitioners. The validation process yielded high scores, with learning experts rating it at 95.83% and practitioners at 88.89%, resulting in an overall average validity score of 92.36%, categorizing the design as highly valid. In practice, the problem-based learning model was implemented in classrooms, and its impact on students' learning outcomes was evaluated. The students achieved an average learning score of 86%, indicating the instructional design's effectiveness in delivering content. Furthermore, the assessment of students' critical thinking skills showed an average score of 79%, placing it in the "good" category. These findings suggest that the PBL-based instructional design is effective in not only teaching news texts but also in enhancing students' critical thinking skills, making it a valuable approach for junior high school education.

How to cite: Fitriyah, A., Ayatin, R., Sugiarti, R., Rozak, A., & Pujiatna, T. (2024). Instructional Design of Problem-Based Learning Models: A Strategy for Improving Students' Critical Thinking Abilities in Learning News Texts. *JOLLT Journal of Languages and Language Teaching*, 12(4), 2088-2099. DOI: https://doi.org/10.33394/jollt.v12i4.11675

INTRODUCTION

In modern education, critical thinking skills are essential for students to achieve a comprehensive understanding of complex issues. These skills not only affect how students process information but also significantly influence their learning outcomes. Developing critical thinking involves enhancing students' ability to analyze, interpret, and evaluate information from various perspectives. One effective approach to fostering these skills is the problem-based learning (PBL) model, which has been widely recognized for its ability to engage students actively in the learning process. By presenting real-world problems, PBL encourages students to employ higher-order cognitive skills, improving problem-solving abilities and fostering satisfaction in learning (Zhou, 2018; Salari, Roozbehi, Zarifi, & Tarmizi, 2018; Shin & Kim, 2013).

PBL is characterized by the use of authentic problems as the starting point for learning. According to Siswantoro (Aulia & Budiarti, 2022), this model encourages students to think

critically and systematically while solving complex problems. It allows students to make decisions based on multiple perspectives in a logical and careful manner, which aligns closely with the development of critical thinking skills (Inayah, Rozak, & Mascita, 2023). The model's emphasis on real-life scenarios helps bridge the gap between theoretical knowledge and practical application, making learning more relevant and impactful.

In Southeast Asia, PBL has been implemented successfully in various educational settings. For example, in Malaysia, the model has been used to engage students by presenting complex and open-ended problems that require both critical thinking and creativity for resolution (Hadibarata, Hidayat, & Kwabena, 2023). Similarly, in Indonesia, studies have shown that PBL can stimulate students' curiosity and reasoning, thereby improving their critical thinking skills (Endy & Setyaningtyas, 2023). These examples illustrate the model's effectiveness across different cultural and educational contexts, suggesting its potential as a universal approach to fostering essential cognitive skills.

The use of PBL extends beyond merely improving cognitive abilities; it also increases student engagement and motivation. Research indicates that the model promotes active participation in the learning process, which is crucial for developing critical thinking (Ulfa, 2022; Hidayati, Muhajir, & Chasanah, 2023; Hasanah, 2023; Noviana, 2022). When students are actively involved in learning, they are more likely to apply critical thinking skills to understand complex information, resulting in higher academic achievement and sustained interest in the subject matter. Consequently, PBL can play a pivotal role in transforming traditional learning environments into dynamic spaces where students take responsibility for their learning.

Despite the established benefits of PBL, there is a need for a systematic approach to instructional design that can effectively incorporate this model in specific educational contexts. Instructional design is a crucial component of the educational process, as it involves systematically analyzing learning needs and developing strategies to achieve specific objectives (Mursyidi, 2019). Effective instructional design requires careful planning of lesson content, learning activities, and evaluation methods, all of which should align with the curriculum. By considering the cognitive, social, and emotional aspects of learning, instructional design can enhance the quality of the educational experience and support the development of critical thinking skills.

In the context of junior high school education, instructional design must focus on actively engaging students through approaches like PBL to meet curricular goals. Jaja, Rahayu, and Pujiatna (2021) and Isman (2011) emphasize that lesson plans, implementation strategies, and evaluations should not only adhere to the curriculum but also encourage students to engage their cognitive faculties actively. Thus, instructional design goes beyond content delivery; it encompasses creating an environment that stimulates intellectual curiosity and critical inquiry. In this regard, teachers play a dual role as both educators and learning designers, responsible for shaping instructional approaches that foster meaningful learning experiences.

It is important to note that successful learning outcomes do not solely depend on the teacher's instructional strategies. The learning environment and social dynamics within the classroom also play a significant role in shaping students' experiences (Jubaedah, Rozak, & Gloriani, 2023; Nurlaila, 2020). A supportive learning environment, combined with a well-structured instructional design, can create a more engaging and effective educational experience. By integrating PBL within instructional design, educators can create student-centered learning experiences that empower students to take an active role in their education. This approach not only targets academic success but also equips students with the skills needed to navigate real-world challenges.

The novelty of this study lies in its focus on developing and validating an instructional design specifically tailored for teaching news texts in junior high schools using the PBL model.

Although PBL has been widely recognized as an effective approach for fostering critical thinking, there is limited research on its application in teaching specific content areas, such as news texts. News texts are a valuable educational resource because they involve analyzing real-life events, requiring students to apply critical thinking skills to evaluate the credibility, bias, and relevance of information. By designing an instructional model that integrates PBL into the teaching of news texts, this study aims to fill the gap in existing literature and provide a framework for enhancing students' critical thinking abilities in a targeted manner.

The research aims are threefold: first, to design an instructional model for teaching news texts using PBL that is suitable for junior high school students; second, to evaluate the validity of this instructional design through expert and practitioner assessment; and third, to determine the model's effectiveness in improving students' critical thinking skills. This study contributes to the growing body of literature on instructional design and problem-based learning by offering a novel approach to teaching news texts in junior high schools. The findings highlight the effectiveness of the PBL model in not only improving academic performance but also in developing critical thinking skills that are essential for lifelong learning. By addressing the gap in research on PBL's application in specific content areas, this study lays the groundwork for future research on instructional strategies that integrate critical thinking development into various educational contexts.

RESEARCH METHOD

Research Design

The research employs the Research and Development (R&D) approach, which is a systematic method aimed at creating specific products and evaluating their effectiveness (Sugiyono, 2013; Gustiani, 2019). In this context, R&D is not only about producing tangible or instructional products but also about refining educational tools to meet user needs through a structured development process. The approach involves two main activities: research, which seeks to gather information regarding the needs of the target users (needs assessment), and development, which focuses on creating and refining products to address these identified needs. This dual focus ensures that the products or tools developed are both relevant and functional in real-world settings.

The study adopts the ADDIE development model as its research design framework, which stands for Analysis, Design, Development, Implementation, and Evaluation. This model is widely used in educational research due to its systematic and iterative nature, allowing for continuous refinement of the instructional design throughout the process (Mulyatingsih, 2011; Hamzah & Amir, 2020; Rusdi, 2018). Each step in the ADDIE model serves a distinct function that contributes to the overall goal of developing an effective instructional product. The analysis phase involves assessing the learning needs and identifying gaps that the instructional design aims to address. This phase ensures that the development efforts are grounded in a clear understanding of what is required to enhance the learning experience.

Following the analysis, the design phase focuses on outlining the structure and content of the instructional product. During this stage, specific learning objectives are formulated, and strategies for delivering the content are planned to meet these objectives. The development phase then involves the actual creation of the instructional materials based on the design specifications. In this stage, prototypes or initial versions of the product are produced, which are subsequently refined through feedback and expert validation. The implementation phase follows, where the instructional design is put into practice in a real learning environment. This phase provides an opportunity to observe how the product functions in a practical setting, enabling the researchers to gather data on its effectiveness. Finally, the evaluation phase entails a thorough assessment of the product’s performance, including its impact on the target users and any areas that may require further improvement. This step involves both formative

evaluation, conducted during the development process, and summative evaluation, carried out after implementation to measure the overall effectiveness.

By adopting the R&D approach with the ADDIE model, this research follows a structured procedure that allows for the iterative development of educational products, ensuring that each phase builds upon the previous one. This methodological framework supports the creation of instructional designs that are not only theoretically sound but also practically applicable, as each stage involves systematic analysis and feedback. Moreover, the application of the ADDIE model in this research aligns with best practices in instructional design, providing a comprehensive approach to developing and refining educational tools that effectively address identified learning needs. Through this process, the study aims to produce an instructional design that is both relevant and capable of improving educational outcomes in the targeted learning context.

Research Participants

To evaluate the effectiveness of the product, this study engaged a diverse group of participants, including students and experts, ensuring that all ethical considerations were meticulously addressed. Students from SMPN 1 Plumbon, a junior high school, participated with full permission from their guardians and school authorities. Their involvement was pivotal in assessing the practical application of the learning model. Alongside the students, Indonesian language learning experts, consisting of academic professionals such as university lecturers specializing in learning models, and practitioners, including junior high school Indonesian language teachers, were also involved. These experts played a crucial role in validating and providing feedback on the instructional design of the problem-based learning model. The process commenced with the experts filling out a comprehensive assessment sheet. It was designed to evaluate various aspects of the instructional design meticulously. Their insights and feedback were instrumental in refining the learning model.

Following this validation phase, the instructional design was revised accordingly to incorporate the suggested improvements. The revised model was then implemented in an actual classroom setting to determine its effectiveness in teaching and learning activities. This phase specifically aimed to measure the impact of the instructional design on students' critical thinking skills. The participants in this implementation phase were students from class VII at SMP Negeri 1 Plumbon in Cirebon, West Java, Indonesia. The ethical framework of the study ensured that all data collection processes respected the participants' rights and confidentiality, and the involvement of students was conducted with their informed consent. Through this systematic approach, the study sought not only to evaluate the effectiveness of the instructional design but also to enhance students' critical thinking abilities. The comprehensive involvement of both students and experts under stringent ethical guidelines ensured the study's validity and reliability.

Research Instruments

This study requires three main types of data to achieve its objectives: expert validation data, effectiveness testing data, and data on students' critical thinking skills. The first type, expert validation data, involves assessments from subject matter experts and educational practitioners who evaluate the instructional design of the problem-based learning (PBL) model. This validation process ensures that the instructional design meets established educational standards and is suitable for enhancing the targeted learning outcomes. Feedback from these experts provides insights into the design's strengths and areas for improvement, contributing to the refinement of the instructional approach. The second type of data focuses on testing the effectiveness of the PBL model in the classroom setting. This involves implementing the instructional design with students and collecting data on its impact on their learning outcomes. Effectiveness testing measures whether the PBL model facilitates deeper understanding and

engagement compared to traditional teaching methods. It also assesses how well the instructional design addresses the identified learning needs and objectives, providing evidence of its practical applicability in real-world educational environments.

The third type of data pertains to the measurement of students' critical thinking skills, which is a primary focus of this study. This data is collected through assessments designed to evaluate students' ability to analyze, interpret, and solve problems. The data on critical thinking skills help determine the extent to which the PBL model enhances these higher-order cognitive abilities, thus providing a direct indicator of the instructional design's impact on students' cognitive development. Together, these data types form a comprehensive basis for evaluating the instructional design's validity, effectiveness, and educational value. Therefore, data collection techniques, as well as respondents used in this study can be seen in the following table.

Table 1
Research Techniques and Instruments

Data	Data Collection Technique	Data Collection Instruments	Respondents
1. Needs Analysis	Interview	Interview guidelines	Indonesian Language Subject Teacher
2. Expert validation	Inquiry	Questionnaire	1. Learning Expert 2. Learning Practitioner
3. Effectiveness of the Learning Model	Test	Learner Worksheet News Text	Junior high school seventh grade students
4. Critical Thinking Ability	Observation	Observation sheet	Junior high school seventh grade students

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The primary aim of this research is to develop an instructional design specifically for teaching news text in junior high school, assess its validity through evaluations by learning experts and practitioners, and determine the effectiveness of using a problem-based learning (PBL) model to enhance students' critical thinking skills. This research seeks to create an instructional framework that not only aligns with educational standards but also addresses the need for engaging and effective approaches to teaching news text, thereby fostering critical thinking among students. The instructional design process begins with the development of learning materials centered on news text content, adhering closely to the established design framework. This stage involves a systematic approach to ensure that the content, activities, and assessment strategies are aligned with the instructional objectives. Once the instructional design is complete, it undergoes a validation process, where learning experts and educational practitioners evaluate it using a specially prepared assessment instrument. This evaluation aims to determine the design's validity, identifying its strengths and potential areas for improvement.

Based on feedback from the validation process, the instructional design is revised to incorporate the suggestions and comments from the experts and practitioners. These revisions are essential to refining the design and ensuring that it meets the standards for high-quality instructional practices. After these revisions, the instructional design is declared ready for testing, indicating that it is feasible for use in actual teaching scenarios. Following the validation and revision, the instructional design is implemented in a real classroom setting, specifically with seventh-grade students. The purpose of this implementation is to evaluate the effectiveness

of the news text instructional design using the problem-based learning model. This stage focuses on assessing whether the PBL approach can improve students' learning outcomes, particularly in terms of their critical thinking skills. The implementation involves observing the instructional process, collecting data on student performance, and analyzing the results to measure the impact of the instructional design. The specific teaching steps and outcomes of this implementation phase are systematically presented in Table 2.

Table 2
Steps of Problem-Based Learning Model in News Text Material

Stages	Activity Description
Orient learners to the problem	1. Students are given a stimulus in the form of a video, then relate it to the news text learning material. 2. Learners are given a triggering question. This question aims to illustrate the material to be learned. 3. Learners are given problems in the form of three texts to determine which one is a news text and determine and analyze its elements.
Organizing students to learn	1. Learners are divided into 6 small groups, each group contains 5-6 learners. 2. Each group is given the LKPD that the teacher has prepared. 3. Learners are directed to listen to the teacher's explanation of the LKPD work order. 4. Learners are instructed to solve the problems contained in the LKPD in the form of identifying the elements of news text.
Guiding individual and group investigations	1. Each group discusses and observes the problem at hand. 2. Learners explore information about things that have not been understood based on the problems faced in the form of elements of news text.
Develop and present work	1. In turn, students with their groups present the results of the discussion in front of the class. 2. Learners record input from other groups as new information/knowledge for their group.
Evaluate the problem solving process	1. Learners are given the opportunity to express obstacles in the learning process faced, especially about news texts as an evaluation material in other problem-solving processes. 2. Learners are directed to work on evaluation questions given by the teacher.

The instructional design for the problem-based learning (PBL) model is applied in a grade VII junior high school setting, specifically within Indonesian language lessons focused on news text material. The primary learning objectives for students in this context are to develop the ability to identify key information within news texts and to analyze the structural elements and language used in such texts. These objectives aim to enhance students' comprehension and critical analysis skills, which are essential components of effective news text learning.

The instructional design was rigorously evaluated by two validators, who assessed its quality across various criteria, including content validity, effectiveness, and completeness. The validation process used established evaluation instruments to systematically measure the design's adherence to educational standards and its potential impact on learning outcomes. The results from this validation indicated that the instructional design met the highest standards in all assessed categories, being rated as "very valid," "very effective," and "very complete." This

high level of validation suggests that the instructional design is well-constructed and aligns effectively with the learning objectives.

As a result, the validators concluded that the instructional design is suitable for classroom use without the need for further revisions. This approval indicates that the design can be implemented to achieve the intended learning outcomes, helping students to engage actively with the news text material and fostering positive responses in the learning process. Consequently, the validated instructional design is ready to be used in educational settings to support students in meeting the targeted learning goals and improving their analytical skills in understanding news texts. The result is presented in Table 3.

Table 3
Results of Instructional Design Validation of News Text Using Problem-Based Learning Model

No	Validator	Percentage
1	Learning expert	95,83 %
2	Learning practitioner	88,89 %
	Average Value	92, 36 %

Additionally, the implementation of the problem-based learning is able to improve students' critical thinking skills in learning news texts.

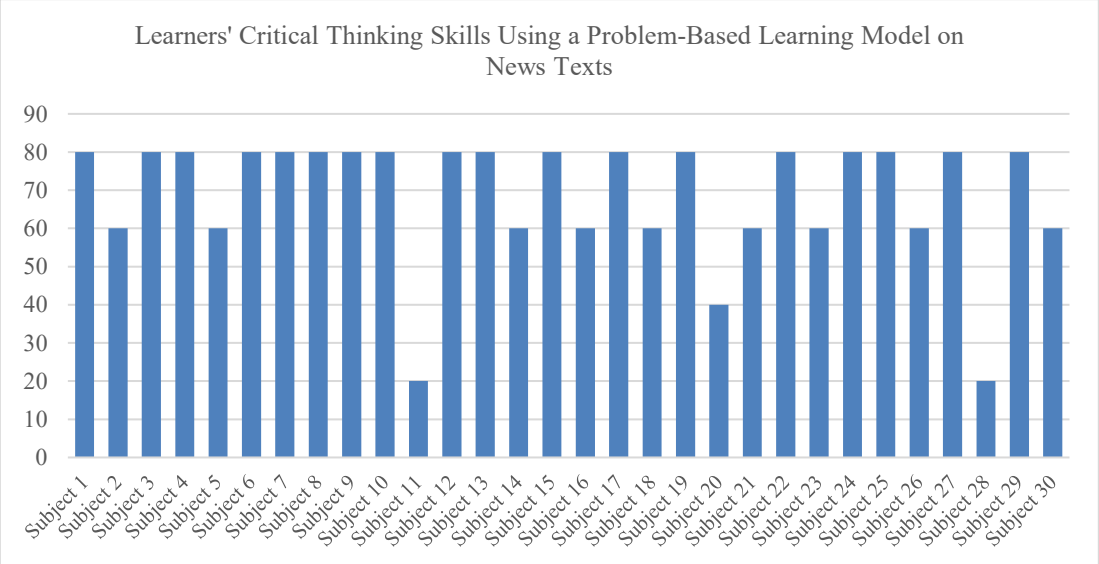

Figure 1. Student Learning Outcomes

The results of the study indicate a significant improvement in students' critical thinking skills, with an 86% increase observed during the news text learning activities. This substantial enhancement demonstrates the effectiveness of the instructional design, suggesting that the problem-based learning model implemented in the study successfully facilitated the development of higher-order cognitive skills among the students. The increase in critical thinking skills reflects students' improved ability to analyze, evaluate, and interpret information within news texts, aligning with the instructional objectives set for the learning activities. These findings imply that the instructional design developed through this research is not only theoretically sound but also practically applicable in classroom settings. The success of the instructional design in achieving these outcomes suggests that it provides a structured and effective approach that teachers can adopt to enhance critical thinking skills in their own

classes. As the instructional model has been validated and proven to be effective, it can serve as a valuable resource for educators seeking to improve students' engagement and analytical abilities in news text lessons. Therefore, the instructional design is suitable for broader application in educational contexts, enabling teachers to replicate the positive outcomes demonstrated in this study and support their students in developing critical thinking skills.

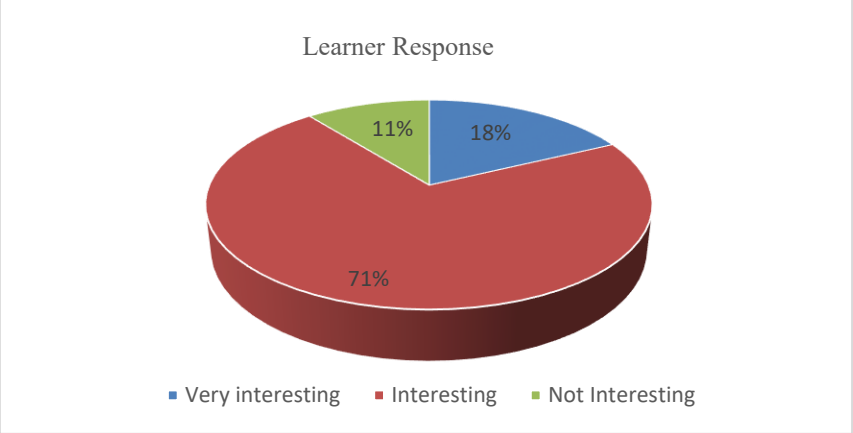

Figure 3. Learner response

Learners' responses were obtained by teachers giving reflections related to the learning process of news texts using the problem-based learning model in class VII in junior high school and getting 71% of students' responses in the interesting category, 18% very interesting, and 11% not interesting.

Discussion

The implementation of the problem-based learning (PBL) model in teaching news texts to junior high school students demonstrates a substantial improvement in critical thinking skills, as evidenced by an 86% increase in students' ability to analyze, evaluate, and interpret news text content. The study's findings underscore the value of integrating PBL into the instructional design, particularly when the learning objectives aim to develop higher-order cognitive skills. The instructional design created for this study, validated by experts and practitioners, not only aligns with educational standards but also effectively addresses the need for engaging pedagogical approaches that foster active student participation and critical inquiry. These results suggest that PBL can significantly enhance students' learning experiences, particularly in the context of news text instruction.

The primary mechanism through which PBL improves critical thinking lies in its structured approach, which encourages students to engage with real-world problems in a systematic manner (Kuswana, 2012; Chukwuyenum, 2013; Atabaki, Keshtiaray, & Yarmohammadin, 2015). In the context of this study, students were introduced to news text material through various stages of problem-solving, beginning with an orientation to the problem, where students were presented with stimuli such as videos and triggering questions to activate their prior knowledge and relate it to the topic of news texts. By starting with a concrete, real-world problem, students are motivated to find solutions, thus promoting active learning (Sakti, Pangaribowo, 2014; Ennis, 2011; Facione, 2020). The initial task of distinguishing between different text types and identifying the key elements of news texts lays the groundwork for developing skills in information identification and analysis, which are crucial components of critical thinking.

As the learning progressed, students were organized into small groups to facilitate collaborative learning. It is in line with Haerazi et al. (2021) who informed that the group setting allows students to discuss their ideas, share perspectives, and collectively solve the problems

posed in the instructional activities. This cooperative environment is fundamental to the PBL model, as it not only promotes social interaction but also fosters cognitive development by requiring students to articulate their thoughts, justify their reasoning, and consider alternative viewpoints (Asyari et al., 2016; Azzalini, 2023). Through guided investigation, students explored the news text content in depth, analyzing the structural elements and language used in various texts. This stage of the instructional design serves to deepen their understanding of the material while also developing their skills in interpretation and evaluation. By encouraging learners to actively seek information and solve problems together, the instructional design leverages social learning principles to enhance critical thinking.

The development and presentation phase of the PBL model further reinforces critical thinking by requiring students to synthesize their findings and communicate their conclusions to their peers. Presenting their work in front of the class compels students to organize their thoughts coherently and express their ideas clearly, which strengthens their analytical skills (Haerazi et al., 2020; Kazemian, Irawan, & Haerazi, 2021). Additionally, the opportunity for peer feedback allows for constructive critique and reflection, helping students to identify areas for improvement and refine their understanding. The process of integrating feedback and revising their conclusions exemplifies the iterative nature of critical thinking, where continuous evaluation and adjustment are essential for deep learning.

In the final stage, evaluating the problem-solving process enables students to reflect on their learning journey, identify challenges they encountered, and consider how they might approach similar problems differently in the future. This metacognitive component of PBL—where learners think about their own thinking—helps solidify critical thinking skills by encouraging students to be aware of their cognitive processes, recognize biases, and adopt more effective strategies for problem-solving (Liang & Fung, 2021; Yulian, 2021). The instructional design's inclusion of evaluation questions related to news texts serves not only as a summative assessment but also as a tool for guiding students in reflective practice, which is crucial for the development of self-regulated learners.

The high validation scores from learning experts and practitioners, averaging 92.36%, indicate that the instructional design meets the criteria for validity, effectiveness, and completeness. This level of endorsement suggests that the design is not only theoretically robust but also practical for classroom implementation. The strong alignment between the instructional content and the educational objectives contributes to the design's effectiveness in achieving the desired learning outcomes (D'Antoni et al., 2010; Haerazi et al., 2021). The structured approach ensures that each stage of the PBL model contributes incrementally to the development of critical thinking skills, from initial engagement with the material to final reflection on the learning process.

Furthermore, the significant improvement in students' learning outcomes supports the argument that PBL can be a powerful tool for enhancing critical thinking in content-specific areas such as news text analysis. Unlike traditional instructional methods that may rely heavily on rote memorization or passive learning, PBL actively engages students in authentic tasks that mirror real-world scenarios. By involving students in analyzing news texts—a form of communication that plays a significant role in society—they learn not only to comprehend content but also to critically evaluate the reliability, bias, and intentions behind the information. This contextualized learning experience aligns with the core principles of critical thinking, which emphasize questioning assumptions, assessing evidence, and drawing reasoned conclusions (Haerazi et al., 2020; Kazemian, Irawan, & Haerazi, 2021).

Student responses to the learning process further validate the effectiveness of the instructional design. The reflection data show that 71% of students found the learning activities interesting, 18% rated them as very interesting, and only 11% did not find them engaging. These figures indicate a generally positive reception to the PBL approach, suggesting that the model's

interactive and problem-centered nature resonates well with students. The high level of engagement observed in this study is significant because student motivation and interest are closely linked to learning outcomes; when students find the learning process stimulating, they are more likely to invest effort in their studies and apply critical thinking skills more effectively.

The study's findings have broader implications for educational practice, particularly in the design of curricula aimed at developing critical thinking across various content areas. The success of the PBL model in this context demonstrates that instructional designs incorporating problem-based approaches can be adapted to teach different types of material while maintaining a focus on higher-order thinking skills (Haerazi et al., 2020; Kazemian, Irawan, & Haerazi, 2021). As educators seek to prepare students for a complex and rapidly changing world, the integration of PBL into instructional strategies offers a pathway for cultivating the critical thinking skills necessary for lifelong learning.

However, it is important to acknowledge that while the results are promising, the study's scope was limited to a single school and a specific grade level. Further research is needed to determine the generalizability of these findings across different educational contexts and age groups. Additionally, exploring variations in PBL implementation, such as the use of different types of problems or integration with technology, could provide deeper insights into the most effective ways to enhance critical thinking skills through instructional design. The problem-based learning model, as applied to teaching news texts, has proven to be a highly effective instructional strategy for improving critical thinking skills in junior high school students. By actively engaging students in the learning process and providing opportunities for collaborative problem-solving, critical analysis, and reflection, PBL fosters a deeper level of cognitive engagement than traditional teaching methods. The instructional design developed in this study serves as a valuable model for educators seeking to enhance students' critical thinking abilities in language arts and other subject areas.

CONCLUSION

The implementation of problem-based learning (PBL) in teaching news texts to junior high school students has demonstrated significant effectiveness in enhancing critical thinking skills. The study's findings, which showed an 86% improvement in students' abilities to analyze, evaluate, and interpret news text content, validate the instructional design's success in meeting its educational objectives. Through a structured approach that includes real-world problem orientation, collaborative learning, guided investigation, presentation of findings, and reflective evaluation, the PBL model engages students in deeper cognitive processing compared to traditional teaching methods. The high validation scores from learning experts and practitioners further attest to the design's alignment with educational standards, ensuring its practicality for classroom use. The positive student responses toward the PBL activities, with most finding the learning process interesting, indicate that this model not only enhances critical thinking but also boosts student motivation and engagement, key factors that contribute to improved learning outcomes.

These results suggest broader implications for the integration of PBL in educational settings, particularly in content areas that require analytical skills and higher-order thinking, such as language arts. By providing a framework that mirrors real-world problem-solving scenarios, PBL not only teaches content-specific knowledge but also equips students with the critical thinking skills needed for lifelong learning. While the findings from this study are promising, further research is necessary to explore the generalizability of the results across different educational contexts, age groups, and subject matter. Additionally, investigating variations in the PBL approach, such as incorporating technology or different types of problems, could offer deeper insights into optimizing instructional strategies for fostering critical thinking.

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