



THE ROLE OF A PROBLEM-BASED LEARNING MODEL INFUSED WITH SOCIAL SENSITIVITY IN ENHANCING STUDENTS' MOTIVATION IN SHORT STORY WRITING INSTRUCTION

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ABSTRACT

This study investigates the effectiveness of a short story writing instructional model based on Problem-Based Learning (PBL) integrated with social sensitivity in fostering students' learning motivation and improving the overall quality of short story writing instruction at the junior high school level. The study adopted a Research and Development (R&D) approach that involved several stages, including needs analysis, model design, product development, expert validation, limited and wider trials, and effectiveness testing. The research participants consisted of junior high school students from schools located in Bogor, Jakarta, and South Tangerang. A quasi-experimental design was implemented by comparing an experimental class and a control class. Data were obtained through pretest and posttest writing assessments, questionnaires, classroom observations, and documentation. Both quantitative and qualitative techniques were employed to analyze the collected data. The findings reveal that the application of the PBL model enriched with social sensitivity elements contributed to a noticeable increase in students' learning motivation and active engagement during the learning process. In addition, students demonstrated better performance in writing short stories, particularly in terms of narrative structure, idea development, creativity, language usage, and the ability to convey meaningful social messages. The implementation of the model also promoted more positive classroom interactions and encouraged students to take a more active role in collaborative learning activities. Overall, the results suggest that the integration of Problem-Based Learning with social sensitivity provides a meaningful and contextual approach to teaching short story writing, while simultaneously supporting the development of both academic skills and character formation among students.

Keywords: *problem-based learning; fostering students; research and development; language usage*

INTRODUCTION

The development of writing skills, particularly short story writing, constitutes an important component of language learning at the junior high school level. Through writing activities, students are expected not only to develop linguistic competence but also to express ideas, emotions, and reflections on their surrounding environment. Writing enables learners to organize thoughts, construct meaning, and communicate experiences in a structured form. However, the implementation of short story writing instruction in many classrooms still encounters several challenges. Students often

demonstrate low learning motivation, limited ability to generate and develop ideas, and difficulty connecting writing activities with the social realities they experience in everyday life. In many cases, writing instruction tends to emphasize the structural elements of texts and linguistic accuracy, which results in a learning process that is mechanical and less meaningful for students (Anugraheny et al., 2019; Hidayat, 2022). Such conditions frequently reduce students' engagement in the learning process and limit the depth of creativity and reflective expression in the short stories they produce. Motivation itself plays a crucial role in determining students' participation and persistence in learning activities, as students who possess stronger intrinsic motivation tend to demonstrate greater engagement and creativity in completing academic tasks (Ryan & Deci, 2000).

These challenges indicate the need for instructional approaches that go beyond the development of technical writing skills. Effective writing instruction should also encourage students' motivation, active participation, and awareness of social issues relevant to their lives. One instructional approach that has attracted considerable attention in recent years is Problem-Based Learning (PBL). This approach places authentic problems at the center of the learning process, encouraging students to actively construct knowledge, collaborate with peers, and develop higher-order thinking skills such as critical and creative thinking (Hmelo-Silver, 2004b; Purwanti et al., 2019; Rao, R. V., Savsani, V. J., & Vakharia, 2011). Through the exploration of contextual problems, students are encouraged to analyze situations, propose solutions, and communicate their ideas through meaningful learning activities. In the context of language learning, the integration of PBL into writing instruction provides opportunities for students to explore real-life situations and transform them into meaningful narratives. When the approach is further enriched with elements of social sensitivity, the process of writing short stories can function not only as a linguistic activity but also as a medium for nurturing empathy, social awareness, and character development among students (Rohima, 2018; Tondok, 2012).

Despite the growing recognition of PBL in educational research, studies that specifically integrate social sensitivity within PBL-based short story writing instruction remain relatively limited, particularly at the junior high school level. Previous studies have highlighted the effectiveness of PBL in promoting student engagement, problem-solving abilities, and meaningful learning experiences (Hmelo-Silver, 2004b; Rao, R. V., Savsani, V. J., & Vakharia, 2011). Furthermore, recent educational research suggests that learning environments that incorporate collaborative inquiry and real-world contexts can significantly improve students' learning outcomes and motivation (Gamage et al., 2022). Nevertheless, the potential of combining PBL with socially contextual issues in creative writing instruction has not been widely explored. This gap suggests the need for further investigation into how such an integrated model may influence students' motivation, participation, and writing outcomes.

Based on these considerations, this study aims to examine the role of a Problem-Based Learning model infused with social sensitivity in fostering students' motivation in short story writing instruction. Conceptually, it is assumed that the implementation of PBL grounded in socially contextual problems can enhance students' learning motivation, strengthen their active involvement during the learning process, and improve both the quality of the learning process and the outcomes of short story writing when compared with conventional instructional approaches (Hmelo-Silver, 2004a; Rao, R. V., Savsani, V. J., & Vakharia, 2011). The significance of this study lies in its contribution to



addressing the gap between curriculum expectations and classroom practices in Indonesian language learning at the junior high school level. Furthermore, the study offers a pedagogical model that integrates cognitive, affective, and social dimensions of learning, thereby supporting not only the development of writing competence but also the cultivation of students' character and social awareness (Gamage et al., 2022; Rohima, 2018).

Literature Review

Writing is widely acknowledged as one of the fundamental productive skills in language learning. In educational settings, writing enables students to organize ideas, express opinions, and communicate messages effectively to readers. Writing is not merely a linguistic activity but also a cognitive process that requires students to plan, develop, and revise ideas in order to produce coherent written discourse. (Hyland, 2016), writing involves a recursive process that integrates thinking, organizing information, and refining language use. Therefore, effective writing instruction should encourage the development of students' critical thinking, creativity, and communication skills.

In the context of Indonesian language learning, short story writing represents one of the creative writing activities that plays a significant role in developing students' expressive abilities. Short stories provide students with opportunities to explore imagination, personal experiences, and reflections on social events occurring in their environment. Through the process of composing short stories, students learn to organize narrative elements such as characters, plot, setting, and conflict to construct meaningful narratives. (Nurgiyantoro, 2013) explains that literary writing activities enable students to interpret life experiences and transform them into narrative expressions, allowing them to develop both creative thinking and emotional awareness.

Beyond improving technical writing skills, short story writing can also function as a medium for developing students' social awareness. Stories created by students often reflect their observations and experiences related to social interactions within their communities. Through this reflective process, students may develop empathy, understand diverse perspectives, and build a sense of responsibility toward social issues. Learning activities that encourage reflection on social realities are considered important in developing students' character and social values within the educational process (Rohima, 2018).

To support meaningful writing instruction, teachers are encouraged to apply learning approaches that actively involve students in the learning process. One instructional model that has received considerable attention in recent educational research is Problem-Based Learning (PBL). This learning approach positions real-life problems as the starting point for learning activities, encouraging students to investigate issues, gather information, and collaboratively develop possible solutions. According to Hmelo-Silver (2004), PBL promotes deeper understanding because students are actively engaged in inquiry, discussion, and reflection during the learning process.

Previous research has shown that learning approaches emphasizing active participation and contextual problem solving can significantly enhance students' engagement and learning outcomes. Studies published in the *Kasetsart Journal of Social Sciences* highlight that student-centered learning environments encourage collaboration, knowledge sharing,

and meaningful interaction among learners, which ultimately improves students' motivation and learning performance (Nurhattati et al., 2025). Similarly, research on blended learning experiences in higher education demonstrates that interactive and participatory learning environments contribute to stronger student engagement and deeper understanding of learning materials (Wilaphan et al., 2025).

Furthermore, educational studies have emphasized the importance of integrating ethical and social values into learning activities. Instructional programs designed to strengthen students' awareness of responsible learning behavior have been shown to improve both academic understanding and students' attitudes toward learning (Lawthong, 2025). These findings indicate that learning models integrating cognitive, social, and ethical dimensions can contribute to more holistic educational outcomes.

In the context of short story writing instruction, the application of Problem-Based Learning provides opportunities for students to explore social issues that are closely related to their everyday experiences. Social problems such as friendship conflicts, bullying, environmental concerns, or social injustice can serve as narrative stimuli that encourage students to develop meaningful story ideas. Through this approach, students are encouraged to analyze social situations and transform them into creative narratives. Consequently, writing activities become more contextual and meaningful, as students are able to connect their writing with real-life experiences.

Although previous studies have demonstrated the benefits of Problem-Based Learning in promoting student engagement and collaborative learning, research focusing specifically on the integration of PBL with creative writing activities aimed at strengthening students' social sensitivity remains relatively limited, particularly at the junior high school level. This gap highlights the need for further investigation into instructional models that combine creative writing activities with socially contextual learning approaches.

Based on the theoretical perspectives and findings of previous research, it can be concluded that integrating Problem-Based Learning into short story writing instruction has the potential to create more meaningful and contextual learning experiences. By combining creative writing with the exploration of social issues, students are expected to improve their writing competence while simultaneously developing critical thinking skills, creativity, and social awareness. Therefore, this study proposes the development of a short story writing learning model based on Problem-Based Learning infused with social sensitivity as an alternative instructional approach that better responds to the needs of language learning in schools

METHOD

This study employed a Research and Development (R&D) approach to design and evaluate a learning model for short story writing based on Problem-Based Learning (PBL) infused with social sensitivity for junior high school students. The R&D approach was selected because the purpose of the study was not only to describe existing learning conditions but also to develop an instructional product and examine its feasibility and effectiveness in educational practice.

The development process adopted the ADDIE instructional design model, which consists of five sequential stages: Analyze, Design, Develop, Implement, and Evaluate. This model provides a systematic framework for designing educational products and emphasizes the importance of continuous evaluation during the development process.

In the Analyze stage, the researcher identified learning problems related to short story writing instruction in junior high schools, including students' motivation, writing



abilities, and teachers' instructional practices. The Design stage involved formulating learning objectives, constructing the syntax of the PBL-based learning model, and preparing learning materials and evaluation instruments. The Develop stage focused on producing the initial version of the learning model and conducting expert validation to assess the relevance and feasibility of the developed materials. In the Implement stage, the learning model was tested through limited classroom trials to examine its applicability in real learning situations. Finally, the Evaluate stage aimed to assess the practicality and effectiveness of the model and to refine the product based on feedback obtained during the implementation process.

Through these stages, the study aimed to produce a learning model that is conceptually valid, practically applicable, and relevant to the needs of Indonesian language learning at the junior high school level.

Research Participants

The participants in this study were junior high school students and Indonesian language teachers from schools located in Bogor, Jakarta, and South Tangerang, Indonesia. The students were involved in both the development trials and the effectiveness testing of the learning model.

For the effectiveness test, a quasi-experimental design was employed by involving two groups: an experimental class, which implemented the PBL-based short story writing model infused with social sensitivity, and a control class, which received conventional writing instruction. This design allowed the researcher to compare the learning outcomes between students who experienced the developed model and those who followed regular classroom instruction.

Data Collection Techniques

Data were collected using several techniques in order to obtain comprehensive information regarding the feasibility and effectiveness of the developed learning model. These techniques included writing tests, questionnaires, classroom observations, and documentation.

The writing tests were administered in the form of pretests and posttests to measure students' improvement in short story writing skills before and after the implementation of the learning model. Questionnaires were distributed to gather students' responses regarding their learning motivation and perceptions of the learning process. Classroom observations were conducted during the implementation phase to examine student participation, interaction patterns, and the practicality of the learning model. In addition, documentation was used to collect supporting data such as lesson plans, students' written works, and records of classroom activities.

Research Instruments

Several instruments were developed to support the data collection process. These included short story writing assessment rubrics, student questionnaires, observation sheets, and validation forms for experts.

The writing assessment rubric was designed to evaluate students' short stories based on several aspects, including narrative structure, idea development, creativity, language use, and the integration of social values within the story. The questionnaire instrument measured students' learning motivation and their perceptions of the PBL-based learning process. Observation sheets were used to record the implementation of the learning model

and the level of student engagement during classroom activities. Furthermore, expert validation sheets were used by educational experts and language specialists to evaluate the quality, relevance, and feasibility of the developed learning model before it was tested in the classroom.

Data Analysis Techniques

The collected data were analyzed using a combination of quantitative and qualitative analysis methods.

Quantitative data obtained from the pretest and posttest results were analyzed to determine the effectiveness of the learning model in improving students' short story writing skills. Statistical analysis was conducted to compare the mean scores of the experimental and control groups and to measure the level of learning improvement after the intervention.

Qualitative data derived from observations, questionnaires, and documentation were analyzed using descriptive analysis. This analysis aimed to interpret students' responses, classroom dynamics, and the overall implementation process of the learning model. The qualitative findings were then used to complement the quantitative results and to provide a deeper understanding of how the learning model influenced students' motivation, participation, and writing performance.

Through this mixed analysis approach, the study was able to evaluate both the effectiveness and practicality of the developed Problem-Based Learning model infused with social sensitivity in the context of short story writing instruction

RESULTS AND DISCUSSION

Normality Test

Before conducting the hypothesis testing, the distribution of the data was examined through a normality test to determine whether the dataset followed a normal distribution. The normality test was performed using the Shapiro–Wilk test, which is recommended for samples smaller than fifty participants.

Table 1 presents the results of the normality analysis for both the experimental and control groups.

Table 1. Normality Test Results		
Group	Test	Sig Value
Experimental	Pretest	0.818
Experimental	Posttest	0.399
Control	Pretest	0.162
Control	Posttest	0.773

All significance values were greater than 0.05, indicating that the data were normally distributed. Therefore, the dataset satisfied the assumption of normality required for further statistical analysis.

Homogeneity Test

In addition to normality testing, a homogeneity test was conducted to determine whether the variance of the experimental and control groups was similar. The test produced a significance value of 0.740, which is greater than the threshold of 0.05. This result indicates that the variance between the two groups was homogeneous and suitable for further comparative analysis.

Effectiveness Test

The effectiveness of the Problem-Based Learning (PBL) model infused with social sensitivity was examined by comparing the posttest results of the experimental group and the control group. Each group consisted of 30 students, and both groups completed pretest and posttest short story writing tasks.

The statistical analysis using the Mann–Whitney test produced a significance value of 0.001, which is lower than 0.05. This result indicates that there was a statistically significant difference between the experimental and control groups after the implementation of the learning model.

Table 2 presents the comparison of the average posttest scores between the two groups.

Table 2. Comparison of Posttest Scores

Group	Number of Students	Mean Score
Experimental Group	30	81.96
Control Group	30	36.85

The experimental group achieved a substantially higher mean score compared to the control group. The difference between the two groups indicates a considerable improvement in students' short story writing performance after implementing the PBL-based learning model infused with social sensitivity.

Students' Writing Performance

The distribution of students' scores in the experimental group was more varied and tended to fall within higher score ranges, whereas the control group showed a narrower score distribution within lower categories. The improvement in the experimental group was reflected in several aspects of short story writing, including narrative structure, language use, storyline development, and creativity.

Overall, the results demonstrate a measurable improvement in students' writing performance in the experimental class after participating in learning activities using the developed instructional model.

Discussion

The results obtained in this study demonstrate that the application of a Problem-Based Learning (PBL) model integrated with social sensitivity values contributes positively to the improvement of short story writing instruction at the junior high school level. The effectiveness of the model can be understood through several aspects of the learning process, including student motivation, writing skill development, classroom interaction, and the emergence of social awareness during the learning activities.

One of the important observations from this research relates to the compatibility between the learning model and the actual conditions of classroom instruction. Prior to the implementation of the developed model, teaching practices in short story writing were generally carried out using conventional approaches. Instruction often relied on teacher explanations followed by individual writing assignments with limited discussion or feedback. As a result, the writing process tended to emphasize the final product rather than guiding students through the stages of idea exploration, drafting, and revision. This situation often caused students to experience difficulties in generating ideas, structuring narratives, and expressing meaningful themes in their stories.

The implementation of the PBL-based learning model introduces a different instructional pattern by positioning writing as a gradual and interactive process. Students are guided through stages such as identifying relevant issues, discussing possible story ideas, developing drafts, revising their work, and presenting their final narratives. These stages encourage students to engage more actively in the learning process because the writing topics are connected to situations they encounter in their daily lives. By linking writing tasks with real-life contexts, students become more involved in constructing their narratives and expressing their perspectives.

From a theoretical standpoint, these findings are consistent with the principles underlying Problem-Based Learning, which emphasize active participation, inquiry, and collaborative knowledge construction. In PBL environments, students are encouraged to investigate problems, exchange ideas, and formulate solutions through discussion and reflection. When applied to writing instruction, this approach enables learners to develop ideas more effectively because they are required to analyze situations, interpret them creatively, and translate them into narrative forms.

The results of this study also align with earlier research highlighting the benefits of collaborative learning strategies in writing instruction. Studies on cooperative learning have shown that collaborative classroom activities can enhance academic performance while simultaneously supporting students' social interaction and psychological development. Through collaborative tasks, students are able to share viewpoints, evaluate each other's writing, and refine their ideas collectively. Such interactions contribute to the development of more organized and coherent written texts.

Other research findings have similarly reported that cooperative writing practices can improve multiple dimensions of writing quality, including idea development, organization, vocabulary use, grammar accuracy, and mechanical correctness. Students who participate in collaborative writing activities generally demonstrate stronger performance compared to those who rely solely on individual writing tasks.

Another aspect that emerged from the study concerns the integration of social sensitivity within the learning model. Encouraging students to observe and reflect on social phenomena—such as interpersonal relationships, school experiences, or issues within their communities—provides them with meaningful sources of inspiration for their narratives. Through this process, students are not only developing writing skills but are also learning to interpret social situations and express empathy through storytelling.

When writing activities are connected with real social contexts, the resulting narratives tend to display richer content and stronger thematic messages. Students are able to create story conflicts that feel more authentic, develop characters that reflect real-life experiences, and communicate values that resonate with everyday situations. This indicates that writing instruction can function not only as a linguistic exercise but also as a medium for nurturing awareness of social realities.

The learning process observed in this study also demonstrates the significance of collaborative interaction during writing instruction. Group discussions, peer feedback sessions, and shared idea exploration provided students with opportunities to articulate their thoughts and respond to the perspectives of others. These interactions encouraged students to reconsider their ideas, refine their writing, and improve the quality of their stories. In addition, the collaborative environment helped foster communication skills and mutual respect among students.

The improvement in students' writing performance can therefore be understood as the result of several interconnected elements. Meaningful learning contexts, structured



writing stages, peer interaction, and reflective learning processes collectively contribute to the development of students' writing competence. This perspective corresponds with contemporary views in writing pedagogy that emphasize writing as an iterative process involving planning, drafting, revising, and reflecting.

From a pedagogical perspective, the findings of this research highlight the importance of instructional approaches that integrate cognitive, social, and affective aspects of learning. The PBL model infused with social sensitivity offers a framework that allows teachers to guide students through the stages of writing while simultaneously encouraging creativity, critical thinking, and empathy toward social issues.

In conclusion, the discussion of the findings suggests that the integration of Problem-Based Learning with social sensitivity values creates a learning environment that supports the development of both writing competence and social awareness among junior high school students. By engaging with authentic social contexts during the writing process, students are able to produce narratives that are more meaningful while also strengthening collaborative learning experiences within the classroom

CONCLUSION

This study was conducted to examine the effectiveness of a Problem-Based Learning (PBL) model integrated with social sensitivity in improving students' motivation and learning outcomes in short story writing at the junior high school level. The findings indicate that the implementation of this instructional model contributes positively to both the learning process and students' writing performance.

The application of the PBL-based learning model encourages students to participate more actively in the writing process through problem identification, collaborative discussion, idea exploration, drafting, and revision. By connecting writing activities with real-life social contexts, students become more engaged in constructing narratives and expressing their ideas creatively. As a result, improvements were observed in several aspects of students' short story writing, including narrative structure, idea development, creativity, language use, and the ability to convey meaningful social messages.

Another important outcome of the study is the emergence of more dynamic classroom interaction during the learning process. The collaborative activities involved in the model allow students to exchange perspectives, provide peer feedback, and refine their writing through reflection and discussion. These interactions contribute not only to the development of writing competence but also to the strengthening of communication skills and cooperative learning attitudes among students.

Overall, the findings suggest that the integration of Problem-Based Learning with social sensitivity values can serve as an effective instructional approach for teaching short story writing. The model supports the development of students' linguistic competence while simultaneously fostering critical thinking, creativity, and social awareness in the learning environment.

Recommendations

Based on the findings of this study, several recommendations can be proposed for future educational practice and research.

First, teachers of language and literature are encouraged to apply learning strategies that involve authentic problems and social contexts as part of the writing process. Such approaches may help create more meaningful and engaging learning experiences for students while supporting the development of both academic skills and social awareness. Second, schools and educational institutions may consider incorporating collaborative and problem-based learning models into writing instruction in order to promote active participation and creativity among students. Providing opportunities for peer interaction and reflective learning can enhance the overall quality of writing instruction.

Third, future research may expand this study by applying the developed learning model in different educational contexts, such as senior high schools or other levels of education, in order to examine its broader applicability. Further studies may also explore additional variables, such as students' creativity, critical thinking ability, or digital literacy, in relation to writing instruction.

Finally, researchers are encouraged to investigate the long-term impact of integrating social sensitivity into writing instruction, particularly in relation to character development and students' awareness of social issues. Such studies may contribute to the development of more holistic language learning models that integrate cognitive, social, and affective dimensions of education.

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