

## EFL Teachers' Perspective on the Implementation of Problem-Based Learning During the Pandemic Era

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### Abstract

The COVID-19 pandemic shocked education systems in Indonesia. After ten months of online learning, the government stated that starting July 2021 was the beginning of a trial meeting face-to-face in the school. To meet the needs of students, the Problem-based Learning model is a suitable learning model that can improve students' thinking skills. This study aimed to discover EFL teachers' perspectives on implementing Problem-based Learning during the Pandemic era. This research employed the descriptive qualitative research design. An interview was used to collect the data from participants 2 teachers English in a Vocational High School. The results showed that the respondents of this study had the same and different perspectives on implementing Problem-based Learning. However, the implementation has several obstacles, including low student motivation, declining student abilities, and gaps in students' ability from one group to another. The main suggestion is to apply this method in learning English as a foreign language.

**Keywords:** *English, Perspective, Teacher, face-to-face Trial Meeting, Vocational High School.*

### Abstrak

Pandemi COVID-19 mengejutkan sistem pendidikan di Indonesia. Setelah sepuluh bulan pembelajaran daring, pemerintah menyatakan mulai Juli 2021 merupakan awal pertemuan uji coba tatap muka di sekolah. Untuk memenuhi kebutuhan siswa, model pembelajaran berbasis masalah dianggap model pembelajaran yang dapat meningkatkan kemampuan berpikir siswa. Penelitian bertujuan untuk mengetahui perspektif guru EFL dalam menerapkan pembelajaran berbasis masalah selama era pandemi. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Wawancara digunakan untuk mengumpulkan data dari partisipan dua orang guru bahasa Inggris di sebuah SMK. Penelitian menunjukkan responden memiliki perspektif yang sama dan berbeda dalam penerapan model pembelajaran berbasis masalah. Namun, dalam pelaksanaannya memiliki beberapa kendala, antara lain motivasi siswa yang rendah, kemampuan siswa yang menurun, dan kesenjangan kemampuan siswa dari satu kelompok ke kelompok lainnya. Saran utama adalah untuk menerapkan metode ini dalam belajar bahasa Inggris sebagai bahasa asing.

**Kata Kunci:** *Bahasa Inggris, Perspektif, Guru, Percobaan Tatap Muka, SMK*

## Introduction

The Coronavirus Disease 2019 (Covid-19) pandemic in Indonesia has an impact on all aspects of life, including the education sector. Anticipating all possible risks posed by Covid-19 to the health of education unit residents, the closure of education units cannot be avoided. All learning activities are shifted to online-based learning. However, based on data from the evaluation conducted by the Ministry of Education and Culture (2021), after ten months of online learning, it showed a decrease in student learning outcomes and limitations in learning for both teachers and students. In line with that, UNESCO (2021) said that this impacts students' physical and mental health.

Considering this condition, the government issued *Surat Keputusan Bersama (SKB) Empat Menteri* stated that from July 2021 as the beginning of a face-to-face trial meeting (Ministry of Culture and Education, 2021). After the transition period, learning enters a new normal learning process. Face-to-face meetings now must do with 3M Health protocols. This face-to-face meeting is an option for academic units to reduce the negative impact on students (Spencer & Temple, 2021). This meeting is a chance for students to have direct discussions with teachers and students because, during online learning, student discussions with teachers and students are limited to gadgets only.

In general, Education is a learning process in which students' personalities can change as a result of educative interactions such as the learning process, knowledge process, skill process, and attitude targeted at developing their (students') capacity for critical thought. The essential part of the educational process is learning face-to-face or online learning. The government is always striving to enhance the quality of education, both by agreement (conventionally) and through inventive updates, so that the quality of education in Indonesia continues to develop and may compete with current education overseas. (Arifin Z. 2013). For example, revising the curriculum, suggesting learning methods, and providing free internet quotas for students for learning runs well.

To meet the skills needs of the 21st century, the Indonesian government is changing and revising the education curriculum. The 2013 Indonesian curriculum serves as a guideline and framework for implementing learning at all levels of education and in all subjects, including English. In this case, the 2013 English curriculum aims to develop the potential of students to have communicative competence in using a variety of spoken and written English texts (Permendikbud, 2014). Therefore, students need to develop skills to meet the challenges of the 21st-century global workplace. Students need a skill set beyond isolated academic subjects and skills transferable in learning in real-life material settings (Tighe, 2020).

Regarding that issue, Problem-based Learning is one of the learning methods proposed by the 2013 Curriculum. The Problem Based The government considers learning strategy appropriate to increase students' English ability and skills since it focuses on problem-solving. The PBL study shows can encourage students to develop their knowledge but can also grow students' thinking skills (Ramli M, 2017). The problem-based learning task is also a pedagogical strategy to increase critical thinking, collaboration, creativity, and communication through a student-centered learning task (Brush, 2017; Hmelo-Silver, 2012; Thomas, 2000). By applying this learning model, students are directed to learn from an issue that is adjusted to the subject matter at that time and in real life. Educators can also talk about the related subject matter presented. Furthermore, the teacher guides students through a series of learning processes to solve a problem that has been assigned.

Despite many previous studies conducted in terms of the problem-based learners in the EFL context in Indonesia by many researchers (Hersulastri, Setiyadi, P, and Riyadi I, 2019; Muhadharah U, 2019; Suwastini et al., 2021). First of all, Setiyadi P and Riyadi I (2019) investigated how this PBL model could be well applied to improve students' English competence. The results showed that this model helped carry out instructional activities. For students, it has a 4c effect (critical thinking, creative problem-solving, communication, and collaboration skills). Moreover, Muhadharah (2019) examined the Influence of Problem Based Learning Model through picture series media to improve students' speaking ability seen from students' learning styles. According to the study's findings, there was a correlation between learning styles and the PBL model to enhance students' English abilities. Furthermore, Suwastini et al. (2021) explored the compatibility of Problem-based Learning to develop 21st Century skills. The result indicated that problem-based learning was a suitable educational strategy to use to fulfill the demands of the 21st century.

Moreover, some researchers investigated Problem-based Learning in the Pandemic Era but not in the English subject in Indonesia (Rosmiati U. & Lestari P., 2021; Mulyani S., 2020). Although, it can be stated that the study about Problem-based Learning in the context of learning during the pandemic in EFL classes in Indonesia is still rare, especially those focusing on face-to-face meetings in the pandemic era because this has just started since the beginning of the odd semester in July. Therefore, there is still room for us to research implementing Problem-based Learning in Indonesia.

In line with the explanation above, this study aimed to investigate EFL teachers' perspective in implementing Problem-based Learning in a trial face-to-face class during the

Pandemic Era in a vocational high school in Sungai Penuh, Jambi province, Indonesia. Thus, the following research questions were developed to guide the current study:

1. What is Indonesian EFL teachers' understanding of Problem-based Learning (PBL)?
2. How is the implementation problem-based, and are the difficulties found by EFL teachers in applying Problem-based Learning during trial face-to-face in the pandemic era?

## Literature Review

### Teachers' Perspective

Teachers are a crucial component in the field of education. At this point, how their perceptions are delivering the material impact the learning process and on students' behavior and, accordingly, concentration, attitudes, and success (Ekici, 2006). Teachers become more understanding of students' learning preferences when teachers explore the differences in their preferences and ways of thinking. In this regard, perception is an element of personal practical knowledge of someone or something. It can be opinion or intuition (Allahyar & Nazari, 2012). Furthermore, Allahyar & Nazari (2012) define teacher perception as students' knowledge, intuition, image, and views. Therefore, an opinion or perspective on a specific matter can be influenced by several factors, such as the person's background knowledge, personal experience, or expectations.

In addition, teachers' perceptions of learners and learning are essential factors in the teaching and learning process, specifically in constructing teaching activities in the classroom. According to Saint et al. (1980, cited in Khaled and Rashid, 2014), perception is influenced by both the stimuli and personal variables such as experience and intention, as well as social needs; the teacher is not passive in the process of perceiving but is actively engaged in selecting the information and making hypotheses to determine what is going on.

Moreover, Teaching is mainly an outcome of a teacher's perception. Whatever teachers do in their classrooms is a result of their educational beliefs, whether they are aware of their teaching philosophy or not (Khaled and Rashid, 2014). Teachers' beliefs about how better a foreign language can be learned influence deciding how they will conduct their classes. In other words, English teachers have their beliefs and perceptions about various classroom activities, and hence, they should be actualized these beliefs and knowledge into practice in their classroom.

Furthermore, Nurfitri (2020) mentioned that several aspects, including the instructor, curriculum, syllabus, materials, techniques, media, evaluation, students, and interaction, have an impact on the teaching-learning process both directly and indirectly. Each of those factors has an impact on how students are taught and learn in the classroom. To focus on research, the

discussion focuses on the teacher's perspective on problem-based learning and its application in schools.

### **Teaching during Pandemic Era**

Teaching and learning activities changed significantly during the COVID-19 epidemic, including the techniques and facilities employed by teachers. Hallgarten (2020) derives the following effects from these foundations: (1) a decrease in the provision of education services, (2) a decrease in access to education services, (3) a decrease in-school use, and (4) a decrease of quality education. Those impacts are caused by closed or limited school access. The previous epidemics showed that closing down the offline school helped minimize the spread of infections (Reimers, 2022). So, to keep the sustainability of citizens, educators, and students' health while simultaneously managing to continue the learning process, offline schools changed into the online classroom in 2020. In this case, the government has imposed two types of Teaching during the pandemic from 2020, which are as follows:

#### **1. Online Learning**

All countries affected by the pandemic have adopted a policy of closing schools, including Indonesia. However, students must still have the right to get an education. Therefore, the Indonesian government issued a decree through the Circular of the Minister of Education and Culture Number 4 of 2020, one of the contents about learning from home during the Covid-19 Pandemic through online learning. Several applications are used to support both teachers and students to provide educational services while still prioritizing the safety and security of the citizens of the education unit and preventing the massive spread of Covid-19, such as Moodle, Google Classrooms, Skype, and Zoom (YLE, 2020 in Lavonen & Salmela-Aro, 2022).

In online learning, teachers have an essential role in creating effective learning. In this case, the Ministry of Education and Culture (2020) mentions two critical roles of teachers: firstly, helping students face the uncertainty caused by the pandemic, and secondly, involving students to continue learning even though normal school activities are disrupted. Therefore, to exploit the platforms effectively, teachers must adapt quickly to learning changes using technology to run learning online.

Moreover, the Ministry of Education and Culture (2020) states that while implementing a learning curriculum, instructors must identify learning goals that are as comprehensive as the standard curriculum, create learning experiences that are not burdened with expectations to fulfill all curricular achievements, and focus on material and activities that will help students overcome

the Covid-19 issue by paying attention to students' mental and emotional. As a result, teachers must make quick decisions to implement learning from offline to online. In this case, teachers must ensure that distance learning scenarios are correctly executed, such as the availability of communication technology for each student, the quality of internet connection, the timing of communication, and ensure that teaching and teaching materials can be modified for distance learning.

The Minister of Education and Culture (2021) also stated that online learning is less effective and has negative impacts on students, including the threat of dropping out of school, decreased learning achievement, barriers to student development, psychosocial pressure, and violence against students. Another problem is the uneven access to learning support facilities, either because of regional factors or because of parents' socio-economic background. UNESCO (2021) also stated that "interrupted learning" is one of the highest risks and adverse consequences caused by the closure of academic units due to the Covid-19 pandemic on students' mental health. Therefore, the government has started enacting new learning regulations during the pandemic after the decline in Covid-19 cases in 2021, namely implementing the face-to-face trial meeting.

## 2. A face-to-face trial meeting

As mentioned previously, online learning is not working effectively during the pandemic era. Disrupting formal education during the pandemic made adverse learning outcomes, especially for those less fortunate, due to unequal access to educational resources. Therefore, the Ministry of Education and Culture (2021) implemented a policy of a face-to-face trial meeting starting in July 2021 as the beginning of the school year. Furthermore, the government emphasized that this face-to-face trial meeting will still be carried out by following health protocols.

During this pandemic, the government, through the Ministry of Education and Culture (2021), stated that learning must take place in classrooms with a maximum of 18 students per class and a minimum distance of 1.5 meters between seats and tables. More than 18 pupils should only include 50% in direct learning in the education unit, with the remainder learning at home. In this scenario, students were separated into two groups (A and B) by applying some face-to-face and others via online learning. Moreover, some of the teacher's roles include drafting the face-to-face trial meeting according to the mechanism and conditions of each education unit, carrying out the trial face-to-face meeting process whereas, prioritizing the safety, health, and security factors of all education unit members, and implementing assessment of

learning processes and outcomes. However, face-to-face trial learning during a Pandemic can be carried out effectively by paying attention to learning principles adapted to health and safety protocols to provide an overview of planning and the minimum requirements that need to be prepared for education units before conducting face-to-face meetings.

### **Previous research related to Problem-based Learning**

Many researchers have conducted some research on Problem-based Learning in the Pandemic Era but not in the English subject. First, research was conducted Rosmiati U. & Lestari P. (2021) entitled *“Inovasi Model Pembelajaran PBI (Problem Based Instruction) Berbasis Whatsapp Sebagai Langkah Solutif Pembelajaran di Masa Pandemi Covid-19”*. This study aimed to investigate the outcomes of deploying the WhatsApp-based PBI learning model and to describe students' perceptions of the model. The descriptive qualitative research approach was applied. Students have responded positively to this instructional innovation. Using the PBI learning methodology in conjunction with WhatsApp media is new and exciting for students. The questionnaire findings in this study were reasonable, indicating that the WhatsApp-based PBI (Problem Based Instruction) learning paradigm was appropriate for use as a learning solution during the Covid-19 epidemic.

Second, Purwantini D. O. & Lestary W. (2021) entitled *“The implementation of evaluation in Science learning based on Problem Based Learning (PBL) for 3rd graders during Covid-19 pandemic outbreak”*. This research purpose is to identify the implementation of Science learning in the third grade at SD IT Asshodiqiyah Semarang. The qualitative technique was employed in this study, and data were gathered through observation, interviews, and recording. The study's data sources were the instructor, parents, and students. SD IT Asshodiqiyah conducted learning via WhatsApp during the Covid-19 pandemic epidemic.

As a consequence of the research, the following conclusions were reached: (1) PBL-based learning evaluation was appropriate to implement in Science learning; (2) PBL-based evaluation was conducted following learning objectives by following simple yet challenging learning stages for students to engage in active participation; and (3) evaluation in Science learning was in the portfolio-based model, practice-based model, and cognitive-based model by using WhatsApp platform and Google Form. Nonetheless, the authors discovered several implementation challenges, such as a lack of parental and student enthusiasm, a lack of parent comprehension of how to use the assessment model, and a lack of cooperation between the instructor and parents. The problem was solved through solid communication and mutual agreement about the evaluation procedure between instructors and parents.

Third, the research was the title "*Penerapan Metode Pembelajaran Problem Based Learning Guna Meningkatkan Hasil Belajar IPA Di Masa Pandemi Covid 19*" by Sri Mulyani in 2020. The purpose of this study was to introduce problem-based learning to improve student progress in IPA topics. This study employed classroom action research. The participants in this study were Class IV students in the 2019/2020 school year's even semester.

This class action study employs two cycles. Cycle 1 learning outcomes improved by 13.7 percent on cognitive values, 15% on emotional values, and 14% on psychomotor scores. On the other hand, Cycle II saw a 10% rise in cognitive scores over cycle 1. The percentage of student learning outcomes before PBL action was 60%, learning completion in process 1 was 70%, and learning completion in cycle II was 90%. As a result, using problem-based learning strategies can improve student learning English results and engagement.

## **Method**

This study employed the descriptive qualitative research design to address the research problem. This approach provides a detailed overview or complete explanation of the phenomena during the desired treatment. (Thorne, 1997; Sandelowski, 2000; Lambert, 2012). In addition, Cresswell (2012) also defined qualitative methods used to investigate a problem to get a clear understanding of the particular phenomenon, and this study attempted to get a clear understanding of teachers' perspectives on Problem-based Learning and to know what difficulties they encountered when implementing Problem-based Learning in the class in this pandemic.

The setting of this study was a Vocational High School in Indonesia. The rationale for conducting in this place is because the school has implemented Problem-based Learning as prescribed in the new revised edition of the 2013 curriculum. Therefore, the vocational high school curriculum prepares students for work after graduation. Problem-based Learning could be one of the primary teaching methods for training students in later professional life. The study participants were 2 English teachers in a Vocational High School in Sungai Penuh, Jambi, Indonesia. The participants consisted of two females. Each of the participants was given a pseudonym with codes T1 and T2. To select these participants, purposive sampling was employed. Purposive sampling is a technique in which the research participants are selected based on several predetermined criteria to accommodate the purpose of the study (Ary, Jacobs, Sorensen, & Razavieh, 2010). They were considered appropriate to be selected as the participants because they had applied Problem-based Learning in their classrooms during trial face-to-face in the Pandemic Era.



The data were collected from an interview. The type of interview used in this research is semi-structured. According to Wilkison and Birmingham (2003), an interview is a way of obtaining detailed information about a topic or subject. The interview was administered using Indonesian since the participant is a native speaker of Bahasa Indonesia. It also enhanced comfort in expressing opinions and comprehension and allowed participants to express themselves fully. The researchers maintained regular communication with the participants via emails, phone calls, and informal meetings during the data collection process. During the pandemic, the participants were asked several questions regarding their perspective on Problem-based Learning and the difficulties in implementing it in the classroom. Their responses to the questions were then explained narratively in further discussion. Although the list of question for the interview are shown in Table 2

**Table 2 Specifications of Interview questions**

<b>Variable</b>	<b>Questions</b>	<b>Number of the Questions</b>
<b>General perception</b>	What is your understanding of PBL?	1
<b>Implementation PBL</b> A. Planning	Do you prepare a lesson plan (RPP) before teaching?	2
	What kind of material do you teach using the PBL method?	3
B. Implementation of PBL	How is the implementation of PBL in the learning process during the face-to-face trial meetings in the Pandemic Era?	4
	How is the students' response to the implementation PBL method during the face-to-face trial meetings in the Pandemic Era?	5
C. Assessment and evaluation	How is the assessment and evaluation system implementing PBL during the face-to-face trial meetings in the Pandemic Era?	6

<b>Difficulties in implementation of PBL</b>	What difficulties have you encountered implementing PBL during the face-to-face trial meetings in the Pandemic Era?	7
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Adapted from Zahra, S., 2015. “Analisis Deskriptif dalam Penerapan Model Pembelajaran PBL (Problem Based Learning)”, thesis. Semarang: University of Semarang.

The data collected were analyzed to describe the teacher's perspective on Problem-based Learning and the difficulties faced in implementing it during the pandemic. This study used Miles and Huberman’s theory in analyzing the data. According to Miles and Huberman (1994), an analysis can consist of three current flows of activity. They are data reduction, data display, and conclusion drawing/verification.

Data reduction was the first step in analyzing this research's data. Miles (1994) states that data reduction refers to selecting, focusing, simplifying, abstracting, and transforming the data in a written field note or transcript. In this research, the data were from interview records of English teachers' perspectives on implementing Problem-based Learning. Based on Miles' theory, in this step, the researcher first listened to the record carefully and repeatedly to get precise information from the interview record. After the researcher understood and got the information from the record, the researcher transcribed the record and read the transcript repeatedly to ensure the origin of the data.

The second step was data display. According to Miles (1994), generally, a data display is often an ordered, condensed arrangement of information that allows for inference and action. In this step, the researcher showed or displayed the data that the researcher got from the English Teacher about their Perspective on the implementation of Problem-based Learning.

Furthermore, after finishing data reduction and data display, the last step in analyzing the data in this research was concluding. According to Miles (1994), in this step, the researcher concludes the research results based on the research problems. Finally, the researcher got the results of the interview data gathered with coding and compiled these results by using themes and sub-themes. After the data gained from the interview, this study formulated the analysis results to draw conclusions and give recommendations.

## Result and Discussion

The description of the teaching and learning process in this Vocational High School is carried out by all class members or 100% of students, especially for learning English in the last few months. This is due to several factors, including insufficient internet access in this area that makes online learning problematic, the small number of students (around 20-25 students) in a

large room, and difficulties in carrying out learning with only 50% of students. This is based on the consent of teachers, students, and parents. However, the integrated learning system always pays attention to the health protocol.

To answer the research questions and achieve this study's objectives, the findings to be the center of discussion are the implementation of Problem-based Learning, which could be acquired during face-to-face learning during the Pandemic Covid-19 found several findings. To provide a clear presentation, the research findings on Problem-based Learning are discussed according to both their theoretical and practical implications under the following main headings: (1) Teacher understanding of Problem-based Learning (2) The implementation of Problem-based Learning in the class during the face-to-face trial meeting in the Pandemic Era. (3) The difficulties of Problem-based Learning in the class during face-to-face trial meetings in the pandemic era.

### **Teacher's Understanding of PBL**

The first discussion concerns the teacher's understanding of Problem-based Learning (PBL). Based on the results of the interviews, the participants expressed that PBL was a teaching method oriented to the problem as a source of investigations conducted by students. This was mentioned in T1 and T2:

T1: "In my opinion, it is the same as other discussion models because they make students more active. The difference is that in the PBL Model, I know students are free to find their way of learning. By being given a problem that has context with the real world."

T2: "Problem-based learning is a student center, students are more active in class, and the teacher becomes the facilitator. We give a problem to the students later to be solved. This is usually a discussion but can also be individual."

The interview results showed that the teachers understood the concept or definition of Problem Based Learning. Both participants gave their opinions about problem-based learning related to a problem, and problem-solving can be done individually or in group discussions. Learning methods can make students more active in class. Those teachers' opinions align with O'Grady and Yew (2012), which states that PBL is an educational strategy in which a problem drives learning. The problem can be a challenge or description of the difficulty, a strange outcome, or an unexpected event.

Furthermore, students actively participate in encouraging learning using the PBL method (Dolman et al., 2005). Moreover, the statement about authentic material follows the statement of

O'Grady and Yew (2012). They also stated that realistic real-world situations, as well as the student center, are used as a starting point for the learning and integration of new information.

### **The implementation of PBL in The Trial Face-to-face Meeting during the Pandemic Era**

1. Planning as preparation for the teaching and learning process in the class.

The obtained data found that T1 prepared a lesson plan based on the syllabus before learning, while T2 did not prepare a lesson plan before doing the lesson in class. T2 said that she did not prepare a structured lesson plan document according to the government's advice, but she said that she made notes on what she would do in class so that his learning would run well. The obtained data about the statements of T1 and T2 are as follow:

T1: The teacher's task is to prepare learning by making lesson plans. I make lesson plans based on the syllabus, and lesson plans can make teaching easier for me.

T2: "Administratively in a document, to be honest, no. However, when it comes to class, I only plan how students will learn effectively and what is the condition of the students, so if I apply this method, I think that it will be boring or not teaching, but if it is not structured like the government's recommendation."

Based on both statements T1 and T2, it can be concluded that the planning for the implementation of learning carried out by T2 has not been carried out correctly in terms of making learning tools to prepare Learning Implementation Plans (RPP) before teaching in each lesson. Meanwhile, T1 has implemented lesson planning well through the use of Lesson Plans. Participant T2 was in contrast with T1 since T1 prepared the lesson plan and T2 did not prepare the lesson plan.

As human beings, teachers have a limited capacity, and it is impossible to remember everything and forget to create learning opportunities. Therefore, lesson plans are essential in preparing lessons as long as good planning can make learning better. As stated by Nesari A, J & Heidari Mina (2014), One of the most crucial components of the educational process is the lesson plan. Teachers must prepare lesson plans before lessons since instruction without planning will become disorganized (Emiliasari & Jubaedah, 2019). In addition, a lesson plan is the explanation of this procedure where the resources, the method, the time, and the location of instruction, together with techniques for assessing the students, are defined in depth. (Nesari A, J & Heidari Mina, 2014).

Another point of planning is material selection. T1 and T2 agreed that not all materials could be applied through PBL. They chose materials that were approximately suitable for them to apply using PBL. They also said that the material used must follow real life. It is in line with the research by Yulianti, Fauziah, and Hidayat (2018) that authentic problem-based learning

implementation could improve students' critical thinking skills, and the learning should be present as formulating real life. Besides, the teaching materials are developed to offer study resources based on applicable curriculum requirements while taking into account students' needs and taking into account the students' characteristics, and environment (Suarman, 2018). Therefore, the use of problem-based learning methods must be suited to the relevant content so that it is easily accessible for the students so that during the teaching and learning process in the classroom, it may offer the students a comfortable grasp of the subject matter so that the students comprehend and retain the material presented by the teacher easily.

## 2. The implementation of PBL in the classroom in the face-to-face trial meeting during the Pandemic Era.

The implementation of learning is a process that is arranged in such a way according to specific steps so that the implementation gets the desired outcomes. results (Nana Sudjana, 2010). Based on the interview, data about the implementation of PBL during trial face-to-face in the pandemic era are as follows:

T1: In the beginning, I divided students into various discussion groups and gave them a problem to solve and discuss. Each group presented the results in front of their friends, and I gave an evaluation.

T2: First, I will share the material first via WA...For example, in this procedure text, I give a video that I took from YouTube about how to make food when in class. To Apply PBL, I divide them into a group. I ask them to answer questions about the video, for example, the future of linguistics, structure, etc. To make it more fun, I made a sheet of paper and sequenced the stages on the paper. These questions can be answered based on the paper they compiled. After that, it is presented in class. Finally, I will clarify whether the answer to the question is inappropriate and explain the material again.

From the two answers from the teacher as participants, they have implemented the procedures that must be carried out in PBL. Generally, there are five steps of problem-based learning: orienting students, organizing learning activities, guiding individual and group studies, creating and presenting the work products, and lastly, assessing and evaluating the problem-solving process (Ministry of Education, 2014). However, it can be said that T2 is more creative in conveying the material. T2 uses YouTube media and makes cutting paper for the text to make the activities of students more fun.

During the implementation of problem-based learning, T1 and T2 received good responses from the student. T2 also said that there was a need for motivation for students who were still quiet and less enthusiastic in class. However, both T1 and T2 said that the success of learning, such as using problem-based learning, depends on the motivation given by the teacher. The teacher as a facilitator must be able to provide motivation; as T2 said, she said to students, *"in one group, all group members must play a role. If your ability is low, that's okay, and there is your role there"*. It is in line with Harun et al. (2012), stating that stimulating students' motivation is a critical problem that PBL facilitators must address to guarantee that students achieve the desired learning results.

3. The evaluation and assessment of the learning process after implementing PBL in the classroom.

Based on the interview results, both T1 and T2 provided an evaluation after learning to students. Besides, they gave group and individual scores for active students in the classroom for assessment. They also emphasize evaluation in learning and involvement of students in the learning process. In problem-based learning, the assessment system is not enough only with group tests but is more directed at the results of student investigations. The investigation results are the results of student activities to solve problems. Assessment and evaluation are carried out by measuring student activities, for example, by assessing activities and demonstrating results through presentations. It is in line with Alias, Masek & Salleh (2015) stated that to obtain a holistic view of students' contribution, self-assessment and peer-assessment are often used in addition to teacher assessment to arrive at the overall course grade of a student in Problem Based Learning (PBL).

### **The difficulties in The Implementation of Problem-based Learning**

Based on the interview's outcome, they encountered some difficulties. However, the teachers indicated that they could overcome the difficulties. They also stressed that there were no serious challenges in implementing PBL. Their difficulties are still general and could arise when implementing other learning methods. The difficulties are as follows:

Students have low motivations.

The difficulties faced by teachers are related to the condition of students who have not held face-to-face meetings for a long time, how to coordinate students to be active, and their abilities are decreased due to learning at home. T1 said, *"because students used to study online, students are not used to being directly involved,"* Furthermore, to overcome this, the teacher said that because of

some of the problem points, they solve problems regarding students by distributing groups equally motivating students. They apply problem-based learning, not emphasizing right or wrong what students are doing but how they want to be active in class.

Students' ability has decreased.

T1 said that *"students' abilities after online learning greatly decreased."* In PBL class, the students are expected to deliver their arguments at the end of the lesson. Students' abilities are much different from before the pandemic. Although some of the students delivered the argument about the solution very well, overall, they still mixed their arguments in Bahasa. So, teachers put more emphasis on activating their abilities.

Gaps in the ability of one group to another

In groups, both T1 and T2 always try to distribute equal groups between one group and another. as T1 said, *"By selecting group members, they have roughly the same ability as other groups. it directs students to be more active in discussions and help each other to quickly complete their group assignments."* Students must be divided into groups by dividing each group equally so that there are no groups that are not balanced in their abilities with other groups. In addition, group work is for students to work together.

## Conclusion

As of the completion of this research report on the topic "Teachers' Perspectives of implementation problem-based learning in the Pandemic Era," all of the study's research questions are answered. Two teachers who became the respondents of this study had the same and different perspectives and implementation of Problem-based Learning in teaching English. The same perspective and implementation are in the case of the definition, and evaluation, while the difference is in the use of lesson plans and how problem-based learning is implemented in the classroom. Besides, the instructors encountered several challenges in applying problem-based learning. Students have low motivations, students' ability has decreased, and gaps in differences in the ability of one group to another.

Concerning the findings, the main suggestion goes to the English teachers. The teachers are suggested to have to prepare a lesson plan and be innovative in implementing PBL. Another suggestion for future research is about Problem-based learning in EFL teaching but using several participants from different schools. Since this study is not discussed as much as others, it would be expected if future researchers could enlarge the study by investigating the implementation of

problem-based learning not only when it is done face-to-face learning in class but also when problem-based learning is combined with face-to-face and online learning.

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