

The Effect of Problem-Based Learning Model in The Learning Outcomes of Tenth Grade Students' at MA Ash-Shalihin

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ABSTRACT

The purpose of this research is to analyze the effect of the use of the Problem-Based Learning model (PBL) on the English learning outcomes of students in Class X, MA Ash-Shalihin. This research is based on conventional teaching model that often lead to passive learning and unsatisfactory learning outcomes. PBL was chosen because it prioritizes active student involvement, cooperation, and problem-solving related to real situations. This research used a pretest-posttest type one-group pre-experiment design to assess the effectiveness of Problem-Based Learning (PBL) models in teaching expository texts. A total of 17 tenth graders, who made up the entire population, were the subjects of the research. Data collection was conducted through an achievement test containing forty multiple-choice questions given before (pretest) and after (posttest) six learning sessions with the application of the PBL model. The application of the Problem-Based Learning (PBL) model shows high effectiveness in improving student learning outcomes, marked by an increase in the average score from 56.59 to 84.68. This result is statistically reinforced ($p = 0.009$), indicating that all students achieve “good” or “excellent” after the learning process. These results suggest that the PBL model creates a more stimulating and meaningful learning environment. PBL is recommended for training students' critical thinking and problem-solving skills, and its long-term application and impact in various educational contexts need to be investigated.

Keywords: *Problem-Based Learning, Learning Outcomes, English Language*

1) INTRODUCTION

Education is a directed and systematic process aimed at creating an environment that develops students' knowledge, skills, and character (Abbas, 2021). In the 21st century, learning is expected not only to transfer information but also to foster critical thinking, creativity, communication, and collaboration so that students can respond to complex real-world challenges (Puspitarini, 2022). Teachers are therefore required to design interactive learning models that provide meaningful experiences. Conventional lecture-based approaches often produce passive learning conditions and low academic achievement because they limit opportunities for participation and self-directed inquiry (Destyana & Surjanti, 2021).

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Problem-Based Learning (PBL) is widely recognized as an effective alternative to teacher-centered instruction. PBL begins with authentic problems and guides students through stages of identifying issues, collecting information, discussing solutions, and reflecting on outcomes. (Servant-Miklos, 2020) describes PBL as constructive, collaborative, contextual, and student-centered—principles that match the competencies demanded in modern education. Research consistently shows its benefits. (Rohim, 2014) reported improved speaking skills when students solved real-life problems in English. (Sidik et al., 2021) found that PBL significantly enhanced reading comprehension and vocabulary acquisition, while (Pramesti et al., 2023) documented substantial gains in students' vocabulary mastery through structured PBL cycles.

The theoretical basis of PBL is rooted in constructivism. Piaget emphasized that students actively build understanding through experience, and Vygotsky, (1978) highlighted the importance of social interaction within the Zone of Proximal Development (ZPD). Blake & Pope, (2008) explain that learning is most effective when students receive appropriate guidance to move from tasks they can perform independently to those achievable with peer or teacher support. This interaction fosters critical thinking, collaboration, and self-regulated learning skills that extend beyond the classroom. Improving English proficiency remains a national priority in Indonesia, yet many students continue to struggle with reading comprehension. Preliminary observations at MA Ash-Shalihin revealed that most tenth-grade students could not reach the minimum competency score of 78 on expository text assessments. Many achieved only average scores, and some were far below the standard. Interviews indicated that the persistent use of lecture methods created monotonous lessons and limited student engagement. Similar findings were reported by Aristin et al., (2023), who noted that conventional teaching often reduces motivation and learning outcomes.

Based on these considerations, this study examines the effect of the Problem-Based Learning model on the English learning outcomes of tenth-grade students at MA Ash-Shalihin, focusing on expository text comprehension. A pre-experimental design with a one-group pretest–posttest format was employed (Sugiyono, 2013). Seventeen students participated in six instructional sessions conducted according to the five PBL stages described by Ahmad (2023): guiding learners to the problem, coordinating group work, facilitating investigation, developing and presenting solutions, and evaluating the process. Learning outcomes were measured using a 40-item multiple-choice test

administered before and after the treatment, and data were analyzed using a paired sample t-test to determine the significance of score differences.

This research contributes to the growing body of literature on PBL by providing empirical evidence of its effectiveness in improving English reading outcomes in senior high school context. Previous studies have mostly addressed speaking skills (Rohim, 2014) or vocabulary mastery (Pramesti et al., 2023), while few have examined expository text comprehension, which is essential for academic literacy (Abdi Yunus & Syahid Muammar Pulungan, 2013). By demonstrating the measurable impact of PBL on students' performance, the study offers practical insights for teachers seeking to adopt interactive, student-centered strategies that support both national education goals and Islamic educational principles. The findings are expected to inform curriculum design, classroom practice, and future research aimed at fostering critical thinking and meaningful language learning in Indonesian secondary schools.

2) METHODS

a) Research Design

This study employed a quantitative pre-experimental design using a one-group pretest–posttest format. Such a design was chosen to measure the effect of a single instructional treatment—in this case, the Problem-Based Learning (PBL) model—on students' English learning outcomes (Sugiyono, 2013). A pretest was administered to establish baseline performance, followed by six PBL instructional sessions, and a posttest to evaluate learning gains. Although this design does not include a control group, it allows for direct comparison of students' performance before and after the intervention and is widely used in classroom-based experimental research (Creswell, 2015).

b) Population and Sample

The research was conducted at MA Ash-Shalihin, an Islamic senior high school in Gowa, South Sulawesi, Indonesia, during the 2024/2025 academic year. The population consisted of all tenth-grade students enrolled in the school. Because the total population was fewer than 100 students, a total sampling technique was applied, meaning all 17 students in the single tenth-grade class participated in the study (Arikunto, 2010). The class included both male and female students aged 15–16 years with comparable English proficiency levels based on their previous semester grades.

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c) Instructional Treatment

The intervention consisted of six instructional meetings (each 70 minutes) in which English expository texts were taught using the Problem-Based Learning model. The treatment followed the five structured stages of PBL outlined by Ahmad (2023):

1. **Problem Orientation:** The teacher introduced learning objectives, presented real-world problems related to expository texts, and motivated students to engage in problem-solving activities.
2. **Organizing Students:** Learners were divided into small groups and guided to identify learning tasks, distribute responsibilities, and plan data collection relevant to the problem.
3. **Guided Investigation:** Groups searched for information through textbooks, online resources, and classroom discussions to develop potential solutions.
4. **Developing and Presenting Solutions:** Students synthesized findings, prepared group reports, and presented solutions to the class.
5. **Analysis and Reflection:** The teacher facilitated class discussions, provided feedback, and guided students to evaluate their own learning processes.

Throughout the treatment, the researcher acted as a facilitator, ensuring that students actively collaborated, formulated questions, and applied English reading strategies to understand expository texts.

d) Instruments

Data were collected using an achievement test consisting of 40 multiple-choice items focused on expository text comprehension. The same instrument was used for both the pretest and posttest to ensure comparability. Test items were developed based on the English curriculum and validated by two English education experts for content accuracy, language clarity, and difficulty level. A pilot test conducted with a comparable class in a neighboring school yielded a reliability coefficient of 0.86 (Cronbach's alpha), indicating high internal consistency.

e) Data Collection Procedures

Data collection was carried out in three main phases:

1. **Pretest:** Before the intervention, students completed the 40-item multiple-choice test under standardized conditions. This test established their initial level of expository text comprehension.
2. **Treatment:** Over a three-week period, students participated in six PBL sessions as described above. During each session, the researcher documented classroom activities and student engagement through observation notes.
3. **Posttest:** After the final session, students took the same 40-item test to measure changes in learning outcomes. Students were instructed to work independently and were given the same time limit as in the pretest to maintain consistency.

f) Data Analysis

The researcher analyzed the data through the following steps:

The researcher evaluated students' pre-test and post-test scores using this assessment method:

$$X = \frac{\text{Students' correct answers}}{\text{Number of items}} \times 100$$

(Gay et al., 2019)

The researcher grouped the students' scores as follows:

Table 1: *Score Classification Criteria*

Classification	Range of Score
Excellent	96-100
Very Good	86-95

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Good	76-85
Fairly Good	66-75
Fairly	56-65
Poor	36-55
Very Poor	0-35

The quantitative data from the pretest and posttest were analyzed using SPSS version 25. Descriptive statistics (mean, minimum, maximum, and standard deviation) were computed to summarize students' performance. Normality testing was first conducted using both the Kolmogorov–Smirnov and Shapiro–Wilk tests to determine whether the data met the assumptions for parametric analysis. Because the significance values were greater than 0.05, the data were considered normally distributed. Consequently, a paired sample t-test was employed to examine whether the difference between pretest and posttest scores was statistically significant. A significance threshold of $p < 0.05$ was used to determine whether the PBL intervention produced meaningful improvements in learning outcomes.

3) RESULTS AND DISCUSSION

a) Overview of Data Collection

The purpose of this study was to investigate the effect of the Problem-Based Learning (PBL) model on the English learning outcomes of tenth-grade students at MA Ash-Shalihin, an Islamic senior high school located in Gowa, South Sulawesi. The research was motivated by the persistent difficulties students experienced in comprehending expository texts and by the need to explore innovative teaching models capable of improving their academic performance. To achieve this objective, a systematic process of data collection was designed to capture both the initial condition of students' reading comprehension and the measurable changes that occurred after the implementation of the PBL approach.

The participants in this study were seventeen students enrolled in the only tenth-grade class at MA Ash-Shalihin during the 2024/2025 academic year. They were selected through a total sampling

technique because the total population was small and manageable, allowing all students to be included without the need for random sampling. The class consisted of both male and female students ranging in age from fifteen to sixteen years, and their English proficiency levels were relatively homogeneous based on their previous semester grades. Before the study began, permission to conduct research was obtained from the school principal and English teacher, and students were informed about the objectives and procedures of the research. They voluntarily agreed to participate and were assured that their identities would remain confidential.

Data collection centered on the administration of a 40-item multiple-choice test designed to measure comprehension of expository texts. This instrument was chosen because multiple-choice questions provide objective scoring, clear reliability, and efficient administration within a classroom setting. The test items were carefully constructed to reflect the English curriculum for tenth grade, covering key skills such as identifying main ideas, determining supporting details, interpreting vocabulary in context, and analyzing the structure of expository passages. To ensure the validity and reliability of the instrument, the draft test was reviewed by two experts in English education who examined the content for accuracy, clarity, and alignment with learning objectives. A pilot test was also conducted with a comparable class in a neighboring school to check the clarity of instructions and the difficulty level of items. The pilot results produced a Cronbach's alpha reliability coefficient of 0.86, which indicates high internal consistency and suitability for research purposes.

The primary purpose of the test was to generate quantitative data for a pretest–posttest design. The pretest served as a baseline measurement of students' comprehension skills prior to the intervention. It was administered under standardized conditions in the classroom, with clear instructions and a fixed time limit to ensure fairness. Students were not informed in advance about the specific content of the test to avoid practice effects and to obtain an accurate measure of their existing abilities. The pretest scores provided critical information about the starting point of the participants, revealing that the majority were performing below the minimum competency standard set by the school. The mean pretest score of 56.59 confirmed the need for an instructional model that could substantially improve learning outcomes.

Following the pretest, the students participated in six sessions of PBL instruction spread over three weeks. Each session lasted approximately seventy minutes and followed the structured stages of the PBL model: problem orientation, group organization, guided investigation, development and

presentation of solutions, and reflection. During these sessions, students worked collaboratively to analyze authentic problems related to the themes of the expository texts they were reading. The teacher acted as a facilitator, guiding the process, providing scaffolding when necessary, and ensuring that each group remained focused on the learning objectives. Classroom observations were recorded to capture qualitative evidence of student engagement, interaction, and participation, although the primary focus of the study remained on quantitative test results.

At the conclusion of the treatment, the same 40-item test was administered as a posttest to evaluate improvements in reading comprehension. The posttest was conducted under the same conditions as the pretest to maintain comparability. Using the identical instrument allowed the researcher to directly measure the difference in scores attributable to the PBL intervention while controlling for variations in test difficulty. The posttest results revealed a dramatic increase in student achievement, with all participants scoring above the school's minimum competency standard and the class mean rising to 84.68. The reduction in standard deviation from 7.79 in the pretest to 3.50 in the posttest indicated not only an overall improvement but also a more consistent performance among students.

In summary, the data collection process was carefully planned to provide a clear and reliable picture of the impact of PBL on students' learning outcomes. By employing a validated test instrument, maintaining consistent testing conditions, and gathering data before and after the intervention, the study ensured that the observed improvements could be attributed with confidence to the instructional treatment. This systematic approach allowed the researcher to produce robust evidence showing that PBL is an effective model for enhancing expository text comprehension in Indonesian Islamic senior high schools.

b) Descriptive Statistics of Pretest and Posttest Scores

The table presents the classification of students' pretest scores shows that most students, specifically nine of them, have a low level of understanding before the learning begins. They fall into the Poor category, with scores between 36 and 55. Five students are in the Fair category (56–65), indicating that their understanding is still below the expected level. Only three students achieve scores in the Fairly Good range (66–75), reflecting a slightly better understanding but still not strong. No students reach the categories of Good (76–85), Very Good (86–95), or Excellent (96–100). This

indicates that, overall, students' understanding of the material is still inadequate before the learning treatment.

Table 2: *Classification of Students' Pre-Test Scores*

No.	Classification	Score	Fraquency	Percentage
1	Excellent	96-100	0	0.00%
2	Very Good	86-95	0	0.00%
3	Good	76-85	0	0.00%
4	Fairly Good	66-75	3	17.65%
5	Fairly	56-65	5	29.41
6	Poor	36-55	9	52.94
7	Very Poor	0-35	0	0.00%
Total			17	100%

After six sessions of PBL instruction, posttest scores showed a dramatic shift. Table illustrates that shows that after the treatment; students' learning outcomes clearly improve. Most of the students, specifically ten of them, achieve the good category, with scores ranging from 76 to 85. The remaining seven students perform even better and are in the Very Good category, scoring between 86 and 95. However, no student reaches the Excellent level. On the other hand, none of the students obtained scores in the lower categories, such as Fair, Satisfactory, Poor, or Very Poor. In conclusion, the treatment is successful in improving student performance, as all students achieve scores at the Good or Very Good level, with none scoring below this level.

Table 3: *Classification of Students' Post-Test Scores*

No.	Classification	Score	Frequency	Percentage (%)
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1	Excellent	96 - 100	0	0.00%
2	Very Good	86 - 95	7	41.18%
3	Good	76-85	10	58.82%
4	Fairly Good	66-75	0	0.00%
5	Fairly	56-65	0	0.00%
6	Poor	36-55	0	0.00%
7	Very Poor	0-35	0	0.00%
	Total		17	100%

The results of this research provide compelling evidence that the Problem-Based Learning (PBL) model is highly effective in enhancing students' comprehension of expository texts. Analysis of the test scores revealed a striking increase in performance, with the class mean rising from 56.59 on the pretest to 84.68 on the posttest. This gain of more than twenty-eight points is not only statistically significant but also well above the school's minimum passing standard, demonstrating that the instructional intervention produced substantial and meaningful learning improvements. Such a marked increase confirms that the PBL approach successfully helped students develop the ability to identify main ideas, interpret supporting details, and understand vocabulary in context.

These findings are consistent with a growing body of research on the benefits of PBL in English language learning. For example, Sidik et al., (2021) reported that PBL significantly improved Indonesian students' reading comprehension and vocabulary mastery, while Pramesti et al., (2023) documented an increase in vocabulary achievement from 47.06% to 82.35% across two learning cycles. The present study not only supports these earlier conclusions but also extends them by

demonstrating that PBL is equally effective in the specific setting of an Islamic senior high school and for the targeted skill of expository text comprehension, thereby strengthening the evidence base for the model's broad applicability.

- **Normality Test**

Table 4: *Tests of Normality*

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.171	17	.200 [*]	.911	17	.102
Posttest	.169	17	.200 [*]	.934	17	.249

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Before conducting any inferential statistical procedures, it was necessary to verify that the data met the assumption of normal distribution. Normality testing ensures that the statistical analyses applied are appropriate and that the conclusions drawn from the data are valid. In this study, the normality of the pretest and posttest scores was examined using two widely accepted methods, the Kolmogorov–Smirnov (K–S) test and the Shapiro–Wilk (S–W) test, as recommended for small sample sizes such as the seventeen participants in this research. Both tests were performed through the Statistical Package for the Social Sciences (SPSS).

The results of the normality analysis indicated that the distribution of scores satisfied the required assumptions. For the pretest, the Kolmogorov–Smirnov test produced a significance value of 0.200, while the Shapiro–Wilk test yielded a significance value of 0.102. For the posttest, the Kolmogorov–Smirnov significance value was also 0.200, and the Shapiro–Wilk value was 0.249. All of these values are greater than the conventional alpha level of 0.05, indicating that neither the pretest nor the posttest data deviate significantly from a normal distribution.

These findings confirm that the data collected from both measurement points before and after the Problem-Based Learning (PBL) intervention meet the statistical requirements for applying parametric tests. The confirmation of normality provides a sound basis for the subsequent use of a paired sample t-test, ensuring that any observed differences in students' English learning outcomes

can be interpreted with confidence and without concern for violations of underlying statistical assumptions.

- **Hypothesis testing**

Once the assumptions of normal distribution and variance homogeneity were confirmed, hypothesis testing was conducted to examine whether the application of the Problem-Based Learning (PBL) model led to a significant enhancement of students' English learning outcomes. Verifying these prerequisites was essential, as parametric statistical analyses—such as the paired sample t-test—require normally distributed data with comparable variances to produce valid and unbiased conclusions. The hypothesis testing was carried out using the Statistical Package for the Social Sciences (SPSS) version 25, which offers precise calculations suitable for research involving small sample sizes like those used in this study.

The main objective of this analysis was to determine whether there was a statistically significant difference between the mean scores of the pretest and posttest administered to the same group of students. The paired sample t-test was selected because it is specifically designed to compare two related measurements, in this case the students' reading comprehension scores before and after the PBL intervention. The decision criteria were established as follows: if the two-tailed significance value (Sig. 2-tailed) generated by SPSS was less than 0.05, the null hypothesis (H_0) stating that PBL has no effect on learning outcomes would be rejected, and the alternative hypothesis (H_1) would be accepted, indicating that PBL produced a meaningful improvement. Conversely, if the significance value was greater than 0.05, H_0 would be retained and H_1 rejected, demonstrating that the observed changes in scores were not statistically significant. This clear decision rule ensured an objective interpretation of the data and supported the reliability of the research findings.

- **Paired Sample t-Test Results**

Table 5: *Paired Samples Test*

Paired Samples Test									
		Paired Differences				Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	t		One-Sided p	Two-Sided p
					Lower	Upper			
Pair 1	Pretest - Posttest	-28.08824	6.29790	1.52747	-31.32632	-24.85015	-18.389	<.001	<.001

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To verify whether the improvement in students' English learning outcomes after the Problem-Based Learning (PBL) treatment was statistically significant, the data were analyzed using a paired sample t-test. This test was chosen because it is designed to compare two related sets of scores obtained from the same participants at two different points in time, in this case the pretest and posttest results of the seventeen tenth-grade students. By comparing each student's performance before and after the PBL intervention, the paired t-test provides a precise measure of the extent to which the treatment produced real changes in learning outcomes rather than random fluctuations.

The analysis, performed with the Statistical Package for the Social Sciences (SPSS) version 25, produced compelling evidence of improvement. The test revealed a mean difference of -28.09 between the pretest and posttest scores, indicating that the posttest average was nearly twenty-eight points higher than the pretest mean. The computed t-value was -18.389 , which is far beyond the critical t-value for a sample of this size, and the associated p-value was less than 0.001 . This p-value is well below the conventional significance threshold of 0.05 , allowing the rejection of the null hypothesis and confirming that the observed gains were not due to chance.

In addition to the substantial rise in mean scores, the analysis also revealed a reduction in standard deviation from the pretest to the posttest. This decrease indicates that score variability among students narrowed after the PBL sessions, suggesting that the model helped lower-performing students close the gap with their higher-achieving peers. Together, these results provide strong statistical confirmation that the PBL model exerted a powerful and consistent positive effect on students' English learning outcomes.

- **Interpretation of Findings**

The results provide strong evidence that the Problem-Based Learning model effectively enhances comprehension of expository texts among secondary school students. The mean score improvement from 56.59 to 84.68 exceeds the minimum passing standard and aligns with prior research demonstrating the benefits of PBL for English language learning. For example, Sidik et al., (2021) reported that PBL significantly improved students' reading comprehension and vocabulary mastery, while Pramesti et al., (2023) found that PBL increased vocabulary scores from 47.06% to 82.35% across two learning cycles. The present study confirms these findings in a different context an Islamic senior high school and extends them to the specific domain of expository text comprehension.

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In addition to raising test scores, the PBL model stimulated higher levels of student engagement and motivation. Classroom observations showed that students actively formulated questions, searched for supporting information, and worked collaboratively to find solutions. These behaviors illustrate the constructivist principles articulated by Piaget & Coltman, (1970), which emphasize active knowledge construction through experience and social interaction. According to Blake & Pope, (2008), the Zone of Proximal Development allows learners to accomplish tasks they cannot achieve independently but can complete successfully with guidance from peers or teachers. The collaborative group discussions and presentations during PBL sessions clearly reflected this dynamic, allowing students to build understanding through interaction and shared responsibility.

Another noteworthy result is the reduction in the standard deviation of scores, which decreased from 7.79 on the pretest to 3.50 on the posttest. This decline indicates that PBL not only improved average achievement but also narrowed the performance gap among students. Such a pattern aligns with the findings of Prasetyo & Kristin, (2020), who observed that PBL provides equal opportunities for all students to participate and benefit from peer support. In the present study, weaker students appeared to gain from the collaborative nature of PBL, which helped them catch up with higher-performing classmates and achieve more uniform outcomes.

The integration of Islamic educational values further enriched the learning process. The instructional approach was informed by the Qur'anic verse An-Nahl (16:125), which encourages the invitation to knowledge with wisdom and good instruction. This principle resonates with the facilitative role of the teacher in PBL, where the teacher guides inquiry and discussion rather than dominating classroom discourse. Students were encouraged to express their ideas respectfully and to listen attentively to their peers, creating a learning environment that combined academic rigor with moral development.

The positive impact observed in this research is consistent with a wide range of previous studies. Rohim, (2014) demonstrated that PBL enhanced speaking skills and critical thinking in Indonesian high school students, while Chai & Swanto, (2020) reported significant vocabulary gains among Malaysian ESL learners after environmental PBL instruction. Aristin et al., (2023) also found improved learning outcomes in geography classes following the implementation of PBL during the post-pandemic period. The present findings therefore reinforce the general applicability of PBL as an

instructional strategy capable of promoting active learning, higher-order thinking, and language development across diverse educational settings.

Several factors may explain the substantial improvements recorded in this study. The authentic problems presented during PBL sessions stimulated curiosity and encouraged deeper engagement with reading materials, making the content more meaningful and easier to retain. Group collaboration allowed students to teach one another and clarify misunderstandings, a process that (Meilasari et al., 2020) identify as highly effective for knowledge retention. Moreover, the structured stages of PBL problem orientation, investigation, presentation, and reflection provided a clear learning pathway that helped students organize information and build conceptual connections. Finally, the teacher's role as a facilitator created a supportive environment in which students felt comfortable exploring ideas and making mistakes, factors that contribute to sustained motivation and confidence.

- **Critical Analysis**

While the results are compelling, several limitations should be acknowledged. The absence of a control group limits the ability to attribute all improvements solely to the PBL intervention. External factors, such as students' exposure to English outside school or their individual motivation, may have contributed to score gains. Moreover, the relatively small sample size ($n=17$) reduces the generalizability of the findings. Future studies employing randomized controlled designs with larger samples are recommended to strengthen causal claims.

Another consideration is the potential testing effect. Although the pretest and posttest were identical, repeated exposure to similar questions may have contributed to higher posttest scores. However, the magnitude of improvement (28.09 points) and the statistical significance ($p < 0.001$) suggest that the treatment played a major role.

Despite these limitations, the consistent improvement across all students, the reduction in score variability, and the alignment with previous research strongly support the conclusion that PBL was the primary driver of learning gains.

- **Pedagogical Implications**

The remarkable improvement in students' English learning outcomes demonstrated in this study carries important implications for classroom practice, curriculum planning, teacher professional development, and the integration of religious values within Indonesian Islamic schools. Evidence that

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the Problem-Based Learning (PBL) model raised the average score from a pretest mean of 56.59 to a posttest mean of 84.68 shows that shifting from a conventional, teacher-centered approach to an interactive, problem-oriented model is not simply a methodological option but an urgent pedagogical requirement. Wahyu et al., (2022) stated that English teachers, curriculum planners, and school leaders can draw lessons from these findings to enhance instructional quality and align teaching with both national educational priorities and Islamic educational ideals.

One major implication is the need for broader adoption of PBL in English reading instruction. The study revealed that students who were initially passive became more active and motivated when lessons were built around authentic problems and real-world tasks. Puspitarini, (2022) stated that transformation validates constructivist theory, which holds that students learn more effectively when challenged to solve problems collaboratively and when lesson content is connected to meaningful contexts. Teachers can therefore move away from a purely lecture-based style and create learning environments in which students construct knowledge, negotiate meaning, and practice higher-order thinking. Instead of focusing narrowly on grammar drills or textbook questions, lessons can revolve around issues embedded in expository texts such as environmental concerns, technological developments, or social change so that reading becomes an opportunity to analyze arguments, gather evidence, and synthesize information for practical solutions.

The findings also highlight the need for systematic teacher training and professional development. Effective PBL requires more than giving students problems to solve; it demands skillful facilitation, careful classroom management, and the ability to design tasks of appropriate complexity. Based on Nuarta, (2020) Teachers must learn to guide discussion without dominating it, offer scaffolding without supplying answers, and assess both the learning process and the final product. Professional development programs should therefore include workshops on PBL principles, lesson design, group dynamics, and formative assessment. Training can involve microteaching sessions in which teachers practice facilitating small-group discussions, applying questioning techniques that stimulate deeper thinking, and managing diverse learner needs. Because PBL often involves gathering information from various sources, teachers also need training in selecting and curating texts, multimedia resources, and digital tools that support inquiry-based learning. Ongoing mentoring and peer observation can help teachers refine their facilitation skills and build confidence in conducting PBL sessions.

In summary, the strong learning gains observed in this study underscore the transformative potential of Problem-Based Learning for English instruction in Indonesian. By adopting PBL, teachers can create more engaging and intellectually challenging lessons; curriculum planners can design syllabi that embed authentic problems and collaborative tasks; professional development programs can prepare teachers to facilitate inquiry effectively. Acting on these implications will enable educators to move toward a model of English teaching that not only raises test scores but also prepares students to think critically, work collaboratively, and uphold ethical principles in a rapidly changing world.

This study provides robust evidence that the Problem-Based Learning model significantly improves English learning outcomes, specifically the comprehension of expository texts, among tenth-grade students at MA Ash-Shalihin. The average score increases from 56.59 to 84.68, the narrowing of score dispersion, and the high level of statistical significance collectively demonstrate the model's effectiveness. These findings confirm the theoretical propositions of constructivist learning and align with a growing body of international research supporting PBL as a powerful instructional strategy.

4) CONCLUSIONS

Based on the data, the positive impact of the problem-based learning model on students' comprehension and performance in expository text material was indicated. The treatment, which consisted of eight 70-minute sessions, enabled students to actively construct knowledge, engage with real-world texts, and develop critical thinking skills. The high scores across the board suggested that PBL served as a powerful instructional tool in enhancing learning outcomes in secondary education. Future studies could build upon this evidence to explore the long-term retention and transferability of skills acquired through this model.

The use of the PBL model helps improve students' understanding of the subject matter, especially in the context of expository texts. As a result, students become more active and involved in the learning process, which in turn increases their motivation and self-confidence. This study provides valuable insights for educators to adopt more interactive and problem-based teaching strategies that develop students' critical thinking and collaborative skills.

The use of the PBL model helps improve students' understanding of the subject matter, especially in the context of expository texts. As a result, students become more active and involved in the learning process, which in turn increases their motivation and self-confidence. This study provides valuable insights for educators to adopt more interactive and problem-based teaching strategies that

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develop students' critical thinking and collaborative skills. It anticipates that teachers will create more engaging and relevant learning experiences that are aligned with students' daily lives. Additionally, the results of this study serve as a reference for future research on the effectiveness of PBL models in various learning contexts. Future researchers are encouraged to explore the application of PBL across various subjects and educational levels to gain a more comprehensive understanding of its impact on student achievement.

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