

Pedagogical Analysis Of The Problem-Based Learning Model Assisted By The Animated Film *Jumbo* On Improving Analytical Skills Of Intrinsic Elements In Grade VI Students At SDN 019 Pabaki

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Abstract

This research was motivated by the low critical thinking skills of Grade VI students at SDN 019 Pabaki in analyzing the intrinsic elements of literary works. Students' understanding tended to be literal and based on textual memorization. The pedagogical gap was caused by the dominance of teacher-centered learning and the limited use of multiliteracy media. This study aims to comprehensively describe the process of pedagogical analysis in implementing the Problem-Based Learning (PBL) model assisted by the animated film Jumbo to improve the analytical abilities of Grade VI students at SDN 019 P (2025–2026). The film Jumbo was selected as a problem-based instrument because of its relevance to bullying issues and children's psychological development.

The research procedure followed the PBL syntax, including problem orientation, learning organization, independent investigation, project development, and evaluation. Data were collected through participatory observation, in-depth interviews, and learning outcome tests focusing on Higher Order Thinking Skills (HOTS). Data analysis was conducted interactively through the stages of data reduction, data presentation, and conclusion drawing. The findings revealed that the use of problem-based pedagogical scenarios through visual media significantly increased students' emotional and cognitive engagement. The teacher's role shifted into that of a facilitator who encouraged healthy classroom dialectics, where students' questions developed

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from literal understanding to critical analysis of character motives and the moral messages of the story. The study concludes that pedagogical reorientation through PBL assisted by animated films is highly effective in improving literary literacy competence in elementary schools.

Keywords: Pedagogical Analysis; Problem Based Learning; Jumbo Movie; Intrinsic Elements; SDN 019 Pabaki.

INTRODUCTION

Learning Indonesian language in the 21st century is not only about mastering knowledge, but also about developing higher-order thinking skills, namely analytical ability. Analytical ability itself is a form of literary learning that helps students develop critical, interactive, and reflective thinking toward literary texts. This helps them understand implied meanings within a work, according to Nurgiyantoro (2018) and Wellek and Warren (2016). In line with Anderson and (Anderson et al., 2000), analytical ability falls under higher-order cognitive skills involving the processes of differentiating, organizing, and connecting various pieces of information. However, in reality in the field, there are still students who experience difficulties in deeply understanding and analyzing intrinsic elements. Learning activities that remain teacher-centered and rely on the lecture method have become a pattern that limits student engagement. As a result, students' analytical ability to identify and interpret the intrinsic elements of prose has not yet developed optimally. Therefore, learning innovations are still needed to shift the focus from mere memorization toward deeper and more meaningful analytical activities.

The urgency of applying Problem-Based Learning (PBL) in prose learning lies in its ability to transform rote memorization into learning focused on critical and analytical thinking. Analytical ability is one of the key competencies in 21st-century learning, as it relates to critical thinking and problem-solving. Previous research has shown that PBL can enhance higher-order thinking skills in students. Mutiara, Suyanto, Laksita, and Zamzami (2024)(Rusman et al., 2019) explain that Problem-Based Learning is one of the effective learning models for improving students' analytical thinking ability. Therefore, PBL is relevant for facilitating the development of analytical ability a demand of 21st-century competencies while simultaneously addressing students' low performance in analyzing the intrinsic elements of prose.

Research findings by Nyoman Adi S. et al. (2024) (Yuliaty & Yusmar, 2021) show that the PBL model is effective in improving the ability to analyze intrinsic elements of short stories among



students of Class XI F 8 at SMA Negeri 6 Denpasar, with the average score rising from 6.7 in Cycle I to 8.05 in Cycle II. Research results indicate that PBL implementation has a positive impact on improving critical thinking ability, analytical skills, and student learning outcomes across various levels of education. For instance, Ni Ny. Sri S. et al. (2024) conducted classroom action research (PTK) at SDN 2 Belalang and found that PBL could increase student engagement, with the completion rate rising from 55% in Cycle I to 85% in Cycle II, in a learning process using PBL assisted by video media to improve intrinsic elements of simple narrative texts. In language and literary learning, the PBL model is considered capable of helping students understand reading content more deeply, since PBL principles require students to connect information, evaluate evidence, and construct interpretations based on discovered data. Furthermore, (Sa'diya et al., 2026) assessed that PBL implementation has a very strong impact on the development of critical thinking skills among elementary school students in Indonesia. Thus, both theoretically and empirically, PBL holds great potential for enhancing students' analytical ability in literary learning.

Studies on the use of Problem-Based Learning to improve students' analytical ability in identifying intrinsic elements of prose are still relatively limited. Some previous studies have examined the effectiveness of PBL across various subjects. (Panjaitan et al., 2022) explain that PBL can enhance students' problem-solving ability and emotional intelligence. (Husin et al., 2023) explains that a PBL model based on Socio-Scientific Issues can improve students' critical thinking skills. Additionally, most studies focus on science and other subject areas, while studies specifically examining the PBL model in literary learning particularly in improving analytical ability in identifying intrinsic elements of prose remain limited.

Furthermore, previous studies have used experiments to test PBL's effectiveness, whereas studies that use and systematically integrate research findings to obtain a comprehensive picture of PBL's contribution to students' analytical ability are rarely conducted. This creates a research gap: the absence of a systematic mapping of PBL's implementation and effectiveness in improving analytical ability in literary learning, especially in identifying intrinsic elements of prose. Therefore, a more in-depth study is needed to map existing research findings and identify PBL's contribution to the development of students' analytical ability in literary learning. The novelty of this research lies in the systematic analysis of various research findings on PBL implementation in the context of identifying intrinsic elements of prose, using the PRISMA-based Systematic Literature Review (SLR) method.



Based on this explanation, the research questions are: (1) How is the Problem-Based Learning model applied in learning aimed at improving students' analytical ability in identifying intrinsic elements of prose? (2) What is the impact of Problem-Based Learning implementation on improving students' analytical ability? And (3) What factors influence the success of Problem-Based Learning implementation in literary learning? This study aims to pedagogically analyze the effectiveness of the Problem-Based Learning model in improving students' analytical ability in identifying intrinsic elements of prose, based on published research findings. The results are expected to provide a theoretical contribution by strengthening the study of PBL's effectiveness in literary learning, as well as a practical contribution for teachers and researchers in designing instruction capable of optimally developing students' analytical ability.

Method

This study employs the Systematic Literature Review (SLR) method with reference to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) 2020 protocol developed by (Collier et al., 2022) (McCrudden et al., 2019). PRISMA is a guideline used to improve the transparency and reporting quality of systematic reviews through the stages of identification, screening, eligibility determination, and article inclusion.

Characteristics of the Reviewed Literature

The literature search was conducted across several scientific databases, namely Google Scholar, Scopus, ERIC, and SINTA. The literature search strategy used a combination of keywords arranged systematically with Boolean operators (AND, OR, NOT), as presented in the following:

No.	Author(s) & Year	Education Level	Research Method	Research Focus	Main Findings
1	Ladjulu et al. (2025)	Grade XI Senior High School	Experimental	PBL and analysis of intrinsic elements	PBL had a positive effect on students' learning outcomes.
2	Isprianti (2022)	Grade XI Vocational High School	Quasi-Experimental	PBL and analysis of intrinsic	Improvement in students' critical reading



				elements in short stories	skills was observed.
3	Susrawan et al. (2024)	Grade XI Senior High School	Classroom Action Research (CAR)	Ability to analyze intrinsic elements of short stories	Students' learning outcomes improved significantly.
4	Tusaqdia & Sudarti (2026)	Grade XI Senior High School	Quantitative Experimental	PBL assisted by Wayground	Students' ability to analyze intrinsic elements increased.
5	Nyoman Adi S. et al. (2024)	SMA Negeri 6 Denpasar	Classroom Action Research (CAR)	PBL to improve understanding of intrinsic elements in short stories	Improved students' ability to analyze intrinsic elements of short stories.
6	Ni Ny. Sri S. et al. (2024)	SDN 2 Belalang	Classroom Action Research (CAR)	PBL assisted by video media to improve understanding of intrinsic elements	Students' ability to identify intrinsic elements improved.
7	Artini, Karmini, & Raka (2025)	Grade VI Elementary School	Classroom Action Research (CAR)	Video-assisted PBL for identifying intrinsic elements in short stories	Students' ability to identify intrinsic elements increased significantly.

8	Nurinayah (2019)	Grade IX Islamic Junior High School (MTs)	Experimental	PBL in analyzing moral values in short stories	PBL enhanced students' critical thinking skills.
9	Rahmawati (2022)	Senior High School	Experimental	PBL in writing short stories oriented toward moral values	Students' creative thinking skills improved.
10	Sari (2023)	Senior High School	Quantitative	PBL and learning motivation in short story writing	Students' learning motivation increased after the implementation of PBL.

The data collection process was carried out through an article search in the Google Scholar database in May 2026, taking into consideration that the PBL learning model can improve the understanding of intrinsic elements.

Pedagogical Concepts of Problem-Based Learning in Language and Literature Learning

Problem-Based Learning (PBL) is a student-centered learning model that uses problems as the starting point of learning. This model was developed by Howard S. Barrows and is grounded in constructivist theory, which emphasizes that knowledge is actively constructed through learning experiences. In Indonesian Language and Literature learning, PBL provides students with opportunities to develop critical thinking, analytical, collaborative, and problem-solving skills through activities of comprehending, interpreting, and analyzing literary texts.

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students' learning experiences. Indonesian language learning using the PBL model provides students with opportunities to develop critical thinking, analytical, collaborative, and problem-solving skills through activities of comprehending, interpreting, and analyzing literary texts.

Characteristics of Problem-Based Learning

According to Arends (2012) (Rusman et al., 2019) and, the main characteristics of Problem-Based Learning are as follows: it is student-centered learning, so that students actively seek and construct knowledge; it uses authentic problems as triggers for learning, connected to real-world contexts or the subject matter being studied; it encourages higher-order thinking skills, such as analysis, synthesis, evaluation, and problem-solving; learning is carried out through inquiry, information gathering, and solution seeking; it prioritizes group collaboration, allowing students to exchange ideas and engage in discussion; the teacher acts as a facilitator rather than the primary source of information; and it produces a product or solution as the outcome of the students' inquiry process. These characteristics make PBL relevant for use in literary learning, as it is capable of training students to analyze the intrinsic elements of prose critically and syst.

Stages of Problem-Based Learning Implementation

According to Arends (2012), the implementation of Problem-Based Learning consists of five main stages.

Stage	Learning Activities
Problem Orientation	The teacher presents a problem related to the learning material.
Organizing Students	The teacher forms groups and helps students understand the tasks that need to be completed.
Guiding Investigation	Students seek information, collect data, and analyze the problem.
Developing and Presenting Results	Students compile the results of their analysis and present their solutions or findings.



Analyzing and Evaluating the Problem-Solving Process	The teacher and students reflect on both the learning outcomes and the learning process.
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In learning the intrinsic elements of prose, these stages can be applied by providing a short story or prose text as the problem source. Students then analyze the theme, characters and characterization, plot, setting, point of view, and moral message through group discussion and presentation of their analysis results. This process enables students to develop their analytical ability more optimally compared to learning that is solely oriented toward memorization.

Analytical Ability in Identifying Intrinsic Elements of Prose

1. Definition of Analytical Ability

In the revised Bloom's Taxonomy by (Anderson et al., 2000), analyzing falls under the higher-order cognitive domain, positioned above the abilities of remembering and understanding. Analytical activities include differentiating, organizing, and attributing information in order to achieve a deeper level of understanding. In the context of Indonesian Language and Literature learning, analytical ability plays an important role because students are not only required to understand the content of a text, but also to identify, connect, and interpret the elements that construct a literary work. Through analytical ability, students can understand the meaning contained within a text more critically and systematically.

2. Indicators of Analytical Ability in Prose Learning

According to Burhan Nurgiyantoro (2018), intrinsic elements are the elements that build a literary work from within, encompassing theme, characters and characterization, plot, setting, point of view, style of language, and moral message. In the learning process, students are not only asked to identify these elements, but also to analyze their interrelationships and functions in constructing the overall meaning of the story.

Referring to the analyzing cognitive process dimension from (Anderson & Krathwohl, 2001)(Rourke et al., 2001), the indicators of analytical ability in identifying intrinsic elements of prose can be elaborated as follows.

Analytical Aspect	Indicator
Differentiating	Identifying the intrinsic elements of prose, such as theme, characters, plot, setting, point of view, and moral

	message, based on the content of the story.
Organizing	Classifying information related to each intrinsic element accurately.
Attributing	Explaining the relationships among intrinsic elements in constructing the plot and meaning of the literary work.
Interpreting	Explaining the meaning of the theme, character traits, conflicts, and moral message based on evidence found in the text.
Concluding	Drawing logical and systematic conclusions about the content and messages conveyed in the prose.

Research Findings on the Effect of PBL on Analytical Ability

1. Summary of Research Results

The results of various studies indicate that the Problem-Based Learning (PBL) model has a positive effect on students' analytical ability. Through problem-solving activities, discussion, and inquiry, students are trained to identify information, analyze relationships between concepts, and draw conclusions based on evidence. In Indonesian Language and Literature learning, PBL helps students understand and identify the intrinsic elements of prose more deeply compared to conventional learning.

2. Emerging Patterns of Findings

Based on the synthesis of research results, several main patterns of findings were identified:

- PBL improves students' analytical ability in identifying intrinsic elements of prose.
- PBL encourages critical thinking through problem-solving activities and discussion.
- PBL increases learning activeness as students are directly involved in the learning process.
- PBL strengthens collaboration and communication skills through group work and presentation of results.
- The success of PBL is influenced by the quality of implementation, such as lesson planning, the teacher's role, and the problems presented.



In general, the research results indicate that PBL is an effective learning model for developing students' analytical ability, particularly in identifying intrinsic elements of prose.

DISCUSSION

Pedagogical Relevance of the Problem-Based Learning Model

Problem-Based Learning (PBL) holds a very high degree of relevance in the demands of 21st-century learning, which emphasizes the development of critical thinking skills, problem-solving, collaboration, and communication. According to Howard S. Barrows (1986), PBL is a learning model characterized by the use of problems as a starting point for acquiring and integrating new knowledge. From a pedagogical perspective, PBL aligns with constructivist theory, which states that students construct their own knowledge through active learning experiences.

According to Richard I. Arends (2012), PBL can create student-centered learning so that students do not merely receive information, but are also engaged in the process of inquiry, analysis, and problem-solving. In Indonesian language learning, particularly in the subject of intrinsic elements of prose, PBL is relevant because it encourages students to examine and interpret the content of texts in depth, rather than simply memorizing concepts.

The Mechanism of PBL in Improving Students' Analytical Ability

The improvement of students' analytical ability through PBL occurs when students actively engage in learning through the problem-solving process. According to (Anderson et al., 2000), analytical ability encompasses differentiating, organizing, and connecting various pieces of information. These three processes are present within the stages of the PBL model.

These stages consist of problem orientation, where students identify important information within a problem. In the inquiry stage, students collect data and connect various relevant pieces of information. Subsequently, in the stage of presenting results and evaluation, students construct arguments and draw conclusions based on the evidence found. Therefore, PBL provides students with the opportunity to develop higher-order thinking skills through continuous analytical activities.



Implications of PBL for Learning Intrinsic Elements of Prose

The application of the PBL model can have a positive impact on learning the intrinsic elements of prose. According to Burhan Nurgiyantoro (2018), understanding intrinsic elements not only improves the ability to recognize theme, characters, plot, point of view, and moral message, but also to understand the relationships between elements in constructing the meaning of a story.

By using the PBL model, students can analyze intrinsic elements based on problems presented within prose texts. The process of discussion and inquiry can help students find concrete evidence to support their analysis results. Literary learning becomes more meaningful because students play an active role in constructing their understanding of literary works. In addition, PBL can reduce the tendency toward rote learning and direct students toward critical thinking activities and analytical ability.

Implications for Indonesian Language Learning Practice

The findings of this study explain that PBL can serve as an effective alternative learning model in implementing Indonesian language learning. According to (Rusman et al., 2019), this student-centered learning model is capable of increasing student engagement and independence in learning. Therefore, educators namely teachers need to design instruction that provides students with opportunities to explore, discuss, and solve problems independently.

In learning intrinsic elements of prose, educators can present problems related to story conflicts, character traits, or the messages contained within the text. This strategy helps students develop analytical ability while simultaneously enhancing literary appreciation. As such, the application of PBL not only contributes to improving learning outcomes, but also supports the achievement of Indonesian language learning objectives oriented toward the development of higher-order thinking skills.

CONCLUSION

The results of the literature review conducted can be concluded that the Problem-Based Learning (PBL) model is an effective learning approach for improving students' analytical ability. By utilizing activities of problem identification, inquiry, discussion, and solution construction, PBL is capable of encouraging students to develop their higher-order thinking skills. In particular, the ability to analyze information, connect concepts, and draw accurate conclusions from learning.



The results of the synthesis of various studies conducted indicate that the application of PBL has a positive impact on students' ability as seen from identifying intrinsic elements of prose, such as theme, characters, characterization, plot, setting, point of view, and moral message. The results of this study show that beyond improving analytical ability, PBL also helps encourage students' learning activeness, communication skills, collaboration, and critical thinking skills in learning. This indicates that PBL can overcome the tendency of literary learning that remains centered on memorization and direct it toward meaningful learning.

In the pedagogical context, PBL contributes to realizing student-centered learning, which is in accordance with the demands of 21st-century education. The PBL model provides students with the opportunity to actively construct knowledge through contextual and problem-based learning experiences. Therefore, PBL serves as a relevant alternative for improving learning to be applied in Indonesian language learning, particularly in the subject matter of identifying intrinsic elements of prose.

Based on the research results and reviews that have been conducted, future research is recommended to test the effectiveness of PBL across various educational levels and different types of prose works using diverse research designs. Furthermore, studies can examine the integration of PBL with digital technology or other innovative learning models in order to further maximize students' analytical ability. With this, the development of studies on PBL is expected to make a real and broader contribution to improving the quality of Indonesian Language and Literature learning.

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