



## Implementation of Problem Based Learning (PBL) Model with Teaching At The Right Level (TaRL) Approach to Improve Student Learning Outcomes in History Material of Class XD SMA Negeri 4 Palu

Ririani Ramdhani Syam<sup>\*1</sup>, Misnah<sup>2</sup>, Adsul Ismail<sup>3</sup>

<sup>1,2</sup>Universitas Tadulako Palu, Sulawesi Tengah, Indonesia

<sup>3</sup>SMA Negeri 4 Palu, Sulawesi Tengah, Indonesia

Corresponding Author ✉ [ririani\\_ramdhany@gmail.com](mailto:ririani_ramdhany@gmail.com)\*

### ABSTRACT

This study aims to improve student learning outcomes in History subjects through the application of the Problem Based Learning (PBL) learning model combined with the Teaching at The Right Level (TaRL) approach. The study was conducted in class XD of SMA Negeri 4 Palu in the even semester of the 2024/2025 academic year with 30 students, consisting of 10 male students and 20 female students. The method used was Classroom Action Research (CAR) which was carried out in two cycles, each consisting of planning, implementation, observation and reflection stages. The results of the observation showed that the majority of students had low interest and learning outcomes. After the application of the PBL model and the TaRL approach, there was a significant increase in learning outcomes. The average student score from 68.4 in the pre-cycle to 74.2 in cycle 1 and reached 81.6 in cycle II. The percentage of learning completion from 33.3% increased to 90%. The results of the study show that the application of the PBL model with the TaRL approach is able to create an active, collaborative and participatory learning atmosphere, and help students understand historical material according to their respective ability levels.

**Keywords:** Problem Based Learning, Teaching at The Right Level, Learning Outcomes, History, Classroom Action Research

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### INTRODUCTION

Ki Hajar Dewantara defines the meaning of education that "Education is a demand in the life of growing children, as for the meaning, education guides all the natural forces that exist in children, so that they as humans and as members of society can achieve the highest safety and happiness. Education is a process of humanism which is then known as humanizing humans. Students in other words, their students are the generation that we need to help and give care in every reaction of change towards maturity, in order to form human beings who are independent, think critically and have good moral attitudes. (Pristiwanti et al., 2022)

Education is more than just teaching. It can be defined as a process of transferring knowledge, transforming values, and shaping personality, encompassing all its aspects. Therefore, teaching creates a learning environment and process that allows students to actively develop their potential, developing spiritual and religious strength, self-control,

personality, intelligence, noble character, and the skills needed by themselves and society. (BP et al., 2022)

In the learning process, it is necessary to create a learning atmosphere that can produce effective learning, learning can be said to be effective if the learning objectives are achieved in accordance with the learning achievement indicators. In addition, in the learning process, there are certainly many differences, such as students who are able to digest the material well, there are also those who are slow in understanding the learning material and these two differences cause teachers to arrange strategies in the learning process that are appropriate to students, the way of learning and teaching each individual is different, this is related to the strategies used in the learning process which are the main factors in improving the learning process. (Kamariyah et al., 2024)

One model that can be used to increase active learning is Problem-Based Learning. The curriculum is designed with problems that require students to acquire essential knowledge, which makes them proficient in problem-solving, have their own learning models, and have the ability to participate in teams. The learning process uses a systemic approach to solving problems or facing challenges that will be needed in everyday life. It presents contextual problems to stimulate students to learn in a classroom that applies real-world problem-based learning. (Khakim et al., 2022)

Besides learning models, there are other ways to increase student engagement during the learning process, including through approaches. One approach is the teaching approach in the Merdeka curriculum, commonly known as Teaching at the Right Level. This approach orients students to carry out learning based on their ability levels, consisting of low, medium, and high levels, rather than based on grade level or age. With the TaRL (Teaching at the Right Level) approach, learning takes into account the capacity and needs of students' interests. By implementing this approach, teachers must conduct initial assessments as diagnostic tests for students to determine their characteristics, needs, and potential, thus understanding their abilities and initial development. (Ningrum et al., 2023)

History is known as a scientific discipline that studies human life in the past with its various dynamics and developments. The position of history in school learning is to provide an understanding of the methods and thought processes in examining past events. Students are encouraged to dare to question historical stories, including the underlying assumptions, as a reference for questioning themselves. Philosophically, history is a communication between the past and the future that never ends. Therefore, history must be studied thoroughly and comprehensively to be able to provide meaningful learning as a provision for living life in the future. (Mahardika, 2020)

Based on the researcher's experience during the Field Experience Practice (PPL) at SMAN 4 Palu, which has students with varying levels of learning motivation. This research focused on class XD through the application of the PBL model with the TaRL approach, it is expected that the quality of history learning can be improved. Therefore, this study aims to determine whether the use of the model and approach can increase student activity and understanding of history material in class XD SMAN 4 Palu in the even semester of the 2024/2025 academic year.

Based on the problems above, the researcher has an idea to conduct research that can be a solution to these problems. In order to improve student learning outcomes in the material of the History of the Hindu-Buddhist Kingdom in class XD SMAN 4 Palu. Thus, the application of the Problem Based Learning learning model with the TaRL approach is expected to be a solution to improve the activeness and learning outcomes of students in the History subject at SMAN 4 Palu. Through this research, it is hoped that

students will not only be passive recipients of information but also active in the process of seeking knowledge. In conclusion, the PBL learning model with the TaRL approach can improve the quality of learning in Indonesian schools. With the support of all parties, teachers, students, and parents, so that this model and approach can be widely applied to achieve better educational goals.

## METHOD

The method thatThe method used in this study is Classroom Action Research (CAR) aimed at improving History learning outcomes by applying the Problem Based Learning (PBL) learning model and the Teaching at The Right Level (TaRL) approach. This research was conducted in two cycles. The research subjects consisted of four stages: planning, implementation, observation and reflection. Classroom Action Research was chosen because it allows researchers to intervene directly in the learning process and observe its impact systematically, in addition to being carried out to improve the quality of learning practices in the classroom. CAR aims to find weaknesses and strengths in the learning process, so that with these efforts can be determined steps for improvement.(Nurjannah & Khatimah, 2022)

This Classroom Action Research (CAR) was conducted at SMAN 4 Palu, with the research subjects being students of class XD SMAN 4 Palu in the 2024/2025 academic year, totaling 30 students, consisting of 10 male students and 20 female students. Data were collected through Pre-Test, Observation and Post-Test conducted on google form given to students after participating in history learning using the PBL model and TaRL approach. Researchers also conducted initial observations through questions related to learning interests implemented to collect more contextual data regarding student behavior and responses during the learning process such as the level of involvement, student interaction, and responses to learning materials.

## RESULTS AND DISCUSSION

The research was conducted in class XD of SMA Negeri 4 Palu with a total of 30 students (10 boys and 20 girls). The research used two cycles of Action through the PBL model and the TaRL approach to improve students' interest and learning outcomes. Before conducting the classroom Action research, the researcher conducted initial observations showing that out of 30 students, they were classified into 3 groups based on their ability levels. There were 6 students with high ability levels, 10 students with medium ability levels, and 14 students with low ability levels. This indicates that most students have low learning interest, seen from the lack of participation in discussions, interest in historical material, and difficulty understanding the contents of the lesson.

Before the intervention, the researcher conducted a diagnostic test to assess the students' initial abilities, followed by observations of previous history lessons and student classification based on their initial test scores. The diagnostic test, in the form of questions on basic understanding of historical material, specifically Hindu-Buddhist history, was administered. The test results were used to group students according to the TaRL approach. Furthermore, based on the test results and observations, the majority of students were passive in learning, unable to logically connect historical events and accustomed to receiving information in a one-way fashion. Based on this description, a model that facilitates active student involvement is needed, and learning strategies need to be adapted to the students' initial abilities.

## Pre-Cycle Evaluation Results

Ability Category	Number of Students	Completed	Not yet finished	Average
Tall	6	6	0	82.5
Currently	10	3	7	71.4
Low	14	1	13	63.1
<b>Total/Class</b>	<b>30</b>	<b>10</b>	<b>20</b>	<b>68.4</b>

## CYCLE I

## Planning

In the planning stage, the teacher prepares learning based on the teaching module with the material of Hindu-Buddhist History using a Problem Based Learning-based teaching module integrated with the TaRL approach. The teacher sets learning objectives that include the ability of students to explain the background of the entry of Hinduism and Buddhism in the archipelago, identify the Hindu-Buddhist cultural heritage in the archipelago and analyze social, political, economic and cultural developments in the archipelago. In addition, the teacher prepares learning tools such as Power Point, problem-based LKPD according to the level of students, as well as observation and evaluation sheets then group students homogeneously based on their abilities.

## Implementation

In the implementation stage, face-to-face learning is carried out in two meetings (two cycles). In each cycle, activities begin with apperception and the presentation of learning objectives. Next, the teacher delivers material via PowerPoint, facilitates group discussions according to level (low, medium, high), and then students are given a real-life historical problem and asked to analyze its causes and impacts. Students with low levels receive additional guidance, while students with high levels are challenged with open-ended questions.

## Observation

In the observation stage in cycle 1, the researcher and the subject teacher directly monitored the learning process. Based on the observation results, positive changes were seen in the attitudes and behavior of students during the history learning process using the PBL model with the TaRL approach. In general, the classroom atmosphere became lively and interactive. Compared to the initial observation before the Action was given, students were more enthusiastic, active, and eager to participate in the learning.

Some indicators of increased interest in learning that are visible during the learning process include:

- High ability: actively leading discussions, solving problems well
- Medium ability: still hesitant in expressing opinions
- Low ability: still involved but still dependent on the teacher

## Reflection

There is a need for strengthening basic materials and scaffolding for low-ability students, as well as the need for additional time and discussion training for students in the medium-ability group. Learning outcomes show improvement, but are not yet optimal.

Results of Cycle I Evaluation

Ability Category	Number of students	Completed	Not yet finished	Average
Tall	6	6	0	86.3
Currently	10	7	3	76.1
Low	14	6	8	69.3
<b>Total/Class</b>	<b>30</b>	<b>19</b>	<b>11</b>	<b>74.2</b>

## CYCLE II

### Planning

Based on the results of reflection from cycle I, the researcher made improvements and refinements in the learning plan for cycle 2 with the main goal of increasing the involvement of all students, based on their ability level. The material taught in this cycle is "Hindu-Buddhist Kingdoms in the Archipelago" as part of the history curriculum for class X. In planning, the researcher compiled learning tools including teaching modules with an integrated PBL model using the TaRL approach, LKPD evaluation instruments, observation sheets, and assessment rubrics. Adjusted the teaching module with more reinforcement of basic material for the lower group and added visual learning media and concept maps to facilitate understanding, then prepared more challenging PBL questions and activities for the higher group.

### Implementation

Cycle II learning begins with an apperception that motivates students through the screening of a short video about Hindu-Buddhist Kingdoms in the Indonesian Archipelago, followed by the presentation of learning objectives and materials. Group division is carried out according to the pattern of the previous cycle. Then the teacher provides guidance to low-ability students. The activity begins with a class review of the material. The low-ability group is given intensive guidance, the medium and high-ability groups present the results of their analysis openly, and then the teacher provides direct feedback.

### Observation

Observations during cycle II showed significant improvements in various aspects. Student engagement increased, with nearly all students actively participating in group discussions. Low-ability students demonstrated increased engagement and independence, medium-ability students became more confident and structured in their opinions, and high-ability students were able to analyze historical issues critically. The atmosphere became more conducive, enjoyable, and full of collaborative interactions.

### Reflection

The final reflection on the implementation of cycle II confirmed the success of the implementation of the Problem Based Learning model with the Teaching at The Right Level approach in increasing student interest, activeness, and learning outcomes. Learning was not only more engaging and interactive in helping students understand complex historical concepts in a fun and visual way. The PBL model and TaRL approach showed maximum results, and the differences in approaches per level made it easier for all students to understand the material and the class became more active, collaborative, and participatory. Positive behavioral changes in students and significant improvements

in learning outcomes marked the success of this method and created opportunities for further development in subsequent cycles.

**Results of Cycle II Evaluation**

Ability Category	Number of students	Completed	Not yet finished	Average
Tall	6	6	0	91.1
Currently	10	10	0	83.8
Low	14	11	3	77.2
<b>Total/Class</b>	<b>30</b>	<b>19</b>	<b>3</b>	<b>81.6</b>

**Comparison of Results of Each Stage**

Stage	Average	Completed	Percentage
Pre-Cycle	68.4	10	33.3%
Cycle I	74.2	19	63.3%
Cycle II	81.6	27	90%

The improvement in learning outcomes that occurred from cycle to cycle shows the effectiveness of the application of the Problem Based Learning model with the Teaching at The Right Level approach in history learning. This is reflected in the increase in the average value of students, namely from 68.4 in the pre-cycle to 74.2 in cycle I and increased again to 81.6 in cycle II, in addition to the level of student learning completion also increased significantly from 33.3% to 90%. This surge shows that active, collaborative, and participatory learning methods are able to improve students' understanding of the material.

This success is also closely related to the increase in students' interest in learning during the learning process. The effectiveness of PBL with the TaRL approach encourages students to think critically, relate historical events to real contexts and help students learn according to their respective levels of understanding, as well as specific interventions for low-ability students showing significant results. Based on observations, it is seen that students' learning activities become more meaningful, seen as students are more active in group discussions, in addition to increased self-confidence in expressing opinions and collaboration between students increases because homogeneous group work becomes effective.

The results of this classroom action research are in line with (Aulia et al., 2025) which examines the Application of the TaRL approach with the PBL Model to improve Student Learning Outcomes in the Pancasila Education Subject of Class VIII.B SMPN 11 Mataram, namely the increase in learning outcomes proves that learning using the Teaching at The Right Level (TaRL) approach coupled with the Problem Based Learning (PBL) model can improve student learning outcomes. In addition, this research is also in line with (Yuliana et al., 2024) in his research that has been conducted on two

cycles of learning activities in the Application of the Problem Based Learning (PBL) Model with the Teaching at The Right Level (TaRL) Approach in improving the cognitive learning outcomes of grade IX students on Polynomial material. This finding confirms that the application of the TaRL approach with the PBL learning model can effectively improve student learning outcomes.

## CONCLUSION

Based on the results of the classroom action research that has been carried out for two cycles on class XD students of SMA Negeri 4 Palu, it can be concluded that the application of the Problem Based Learning (PBL) learning model with the Teaching at The Right Level (TaRL) approach has proven effective in improving learning outcomes, activeness and interest in learning students in history subjects. Student learning outcomes experienced a significant increase from pre-cycle to cycle II. In the pre-cycle, the average student score only reached 68.4 with a completion rate of 33.3% (10 students completed). After the Action was carried out in cycle 1, the average score increased to 74.2 with a completion rate of 63.3% (19 students completed). In cycle II, learning outcomes increased again with an average score of 81.6 and completion reaching 90% (27 students completed). This shows that the Action carried out succeeded in improving learning outcomes gradually and evenly.

Model Problem-Based Learning (PBL) combined with the Teaching at the Right Level (TaRL) approach is a strategic solution to address the challenges of history learning, which has traditionally been considered boring and difficult to understand. This research demonstrates that implementing this strategy can improve the quality of learning, foster a passion for learning, and facilitate the optimal development of students' potential.

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