Implementation of Verbal Focusing as a Stimulant to Improve Indonesian Online Learning Interaction

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Abstract

One of the ways that teachers can do to realize the success of learning in training students to be independent and able to think creatively through verbal focusing is by choosing a learning model that is relevant to that purpose. The subjects of this research are Indonesian language teachers who have passed the Professional Teacher Education (PPG) in Jabatan. The data of this research is in the form of verbal focusing utterances of teachers when interacting with students in Indonesian language learning. Reflective field notes data contains the relationship between the improvement of learning interaction and verbal focusing as a stimulant in the process of learning Indonesian with Problem Based Learning Model. The listening-recording technique is carried out by listening to videos from YouTube about learning activities in the classroom, determining the data that will be used in accordance with the research objectives, and recording the necessary data in a research instrument. In this study, researchers presented data on classroom management, both speech data and field note data in accordance with the results of observation and data reduction. The results showed that the teacher in the step of organizing students to learn used three types of verbal focusing, namely: presenting problems, asking questions, and directing inquiry and dialogue. In online learning, the teacher tends to use verbal focusing to present the problem which aims to determine the direction of students' actions, through the links distributed to students.

Keywords: *Verbal Focusing; Stimulant; Presenting Problem; Asking Questions; Directing Inquiry*

Introduction

Effective learning is able to develop thinking skills, so effective teaching is of course teaching that can answer or realize thinking skills for students. The effectiveness of educators in teaching can be measured by the ability to manage learning interactions so that students are active in learning and thinking (Sudarman and Ellyawati, N. 2021). Learning interaction is the process of transforming messages in the form of science and technology from the teacher as a communicator to students as communicants, in which case students are able to understand the meaning of the message in accordance with predetermined

goals, thereby increasing their knowledge of science and technology and causing changes in behavior for the better.

Problems in PBL use real problems that students experience daily and are open-ended as a context for students to develop problem-solving skills and creative thinking to solve a problem and to build new knowledge. Problem-based learning has two levels, namely students must be able to solve the problems presented and know related problems, so as to increase creative thinking in problem solving and become independent students (Handayani & Koeswanti, 2021). The application of stimulus variation skills through the implementation of verbal focusing as a stimulant to increase learning interactions is something that is favored in Indonesian online learning during the Covid-19 pandemic. This is because increased learning interactions are an indication of perseverance, enthusiasm, and active participation, which can develop critical, creative, communicative, and collaborative characters in students in Indonesian language online learning with the Problem Based Learning Model.

Therefore, this research is expected to provide an overview of the application of verbal focusing in various forms of stimulant sentences as a teacher's effort to improve the interaction of Indonesian language learning with the Problem Based Learning Model. The results of this research along with the discussion are expected to produce findings on an effective learning interaction model, which raises critical, creative, communicative, and collaborative characters in students.

Literature

Stimulus Variation

Education teachers, schools, students, parents, and the environment must work together in shaping generations of students for the better in the future. For this reason, it is necessary to work together in education in order to achieve the desired goals. In education, teachers play a very important role for students in the teaching and learning process to create creative and enjoyable learning requires a variety of skills, one of which is teaching skills. According to (Majid, 2013) in teaching there are two main abilities that must be mastered by the teacher, namely, mastering the material or teaching material taught and mastering the methodology or how to teach it. With the ownership of basic teaching skills, it is hoped that teachers can optimize their role in the classroom. One of them is to hold stimulus variation skills to provide learning stimuli for students.

The position of stimulus variation as one of the basic teaching skills is absolutely owned by a teacher. Learning stimulus variation is the teacher's effort to eliminate student boredom in receiving lessons through variations in interaction styles, use of media, interaction patterns of learner activities, concentration of attention, and nonverbal communication (voice, expression, eye contact, and enthusiasm) (Kunandar, 2007); (Musrijal, 2019). Through a learning process that is developed in a varied manner, it will further enhance students' appreciation for learning actively, creatively, and fun so that it will have a positive impact on improving the quality of the process, and learning outcomes.

According to Usman (2013); Kristiawan & Rahmat (2018) the basic teaching skills that teachers must have include questioning skills, skills to provide reinforcement, stimulus variation skills, explaining skills, skills to open and close lessons, skills to guide small group discussions, class management skills, individual teaching skills. The basic skill of stimulus variation is one of the basic skills that must be possessed by a teacher, because a professional teacher must have skills in the learning management process, including variations in the learning strategies and models used by the teacher, as revealed by Safitri & Oktaviana (2017); Yusmaliana (2020) that variation is a skill that must be mastered by teachers

in learning, to overcome the boredom of students, so that they are always enthusiastic, diligent, and full of participation ". In the learning process, varying the stimulus is one of the dynamic aspects that is very important. The use of stimulus variation has a very meaningful influence, not only on student learning outcomes but also has a positive effect on learning achievement and increasing student interest and motivation in learning.

Learning Interaction

In the learning process between educators and students there must be interaction. Education is basically an interaction between educators (teachers) and students (students), to achieve educational goals, which take place in a certain environment. This environment is organized and supervised so that learning activities are directed in accordance with educational objectives. Education functions to assist students in their self-development, namely the development of all their potential, skills, and personal characteristics in a positive direction, both for themselves and their environment.

Life between humans takes place in various forms of relationships and in various circumstances. Without the process of interaction in life, it is impossible for humans to live together. Interaction consists of the word 'inter' which means between and action which means activity. So that interaction is a reciprocal activity. In terms of terminology, interaction means the act of interconnecting and influencing each other. Interaction is always related to the term communication. Communication comes from the word 'communicare' which means to participate and inform. In addition, communication can also be interpreted as a process by which an idea is transferred from a source to a recipient with the intention of changing their behavior.10 Meanwhile, in the communication process, it is known: (1) who communicates called the source (communicator), (2) states what (message/communication content), (3) with which channel (media used), (4) to whom (message recipient/communicant), (5) with what effect (result). In terms of terminology "interaction" has the meaning of mutual action; related; influence; interrelationship. Interaction will always be related to the term communication or relationship.

Problem Based Learning Model

Learning developed based on PBL or known as problem-based emphasizes the use of various kinds of intelligence needed to confront real-world challenges, the ability to deal with everything that is new and the complexity that exists (Rusman, 2011); (Gustiawati et al., 2014); (Meileni, 2021). In line with that, Majid (2014); Katuuk (2014) states that problem-based learning is a learning model that presents contextual problems, thus stimulating students to learn. For classes that implement problem-based learning, students work in teams to solve real-world problems. Learning a subject matter using PBL as the basis of the model is carried out by following a number of principles (Majid, 2014); (Katuuk, 2014). First, the basic concept. If deemed necessary, lecturers can provide basic concepts, instructions, references, or links and skills needed in the learning. Second, defining the problem.

In this step, the lecturer conveys the scenario or problem and in the group, students carry out various activities, namely brainstorming, selecting alternatives to choose a more focused opinion, determining the problem and dividing tasks in the group and looking for references to solve the problem issues obtained. Third, self-learning. After knowing the task, each student looks for various sources that can clarify the issue being investigated. Fourth, exchange knowledge. This knowledge exchange can be done by students gathering according to groups, presenting the results and determining the final conclusion. Fifth, assessment (assessment) Assessment is carried out by combining three aspects of knowledge (knowledge), skills (skills), and attitudes (attitute).

Methods

The approach used in this research is descriptive approach. The subject of this research is Indonesian language teachers who have passed the Professional Teacher Education (PPG) in Jabatan. The research subjects were observed and recorded as teachers with all their learning activities when teaching Indonesian online in their respective schools.

Data

This research has two types of data, namely speech data and field notes data. The data of this research is in the form of verbal focusing of teachers when interacting with students in Indonesian language learning. The field note data consists of two types, namely descriptive and reflective field note data. Descriptive field note data contains (a) reconstruction of verbal interaction in the learning process in the classroom, and (b) teacher and student behavior during teaching-learning interaction in the classroom. Reflective field note data contains the relationship between the improvement of learning interaction and verbal focusing as a stimulant in the learning process of Indonesian Language with Problem Based Learning Model.

Data Collection

In collecting data, the simak-catat technique was used. The simak-catat technique is a way to obtain data from material objects. The simak-catat technique is done by listening to videos from YouTube about learning activities in the classroom, determining the data that will be used in accordance with the research objectives, and recording the necessary data in a research instrument. This instrument is used to facilitate researchers in the process of analyzing research data collected based on indicators of increased teacher-student interaction based on the stages of the Problem Based Learning Model.

Data Analysis Technique

The coding process is a process of categorizing qualitative data so that it can be easily understood. The first thing to do in the coding process is to determine the concept based on the predetermined research objectives. Then process and prepare data derived from YouTube video transcripts that have been listened to and finally make valid and systematic conclusions. The steps of qualitative research analysis can differ from one study to another because the experience of the research is not the same. The steps of data analysis according to Miles & Huberman (Miles et al., 2018); (Huberman & Miles, 2002); (Gusnardi, 2019) are data reduction, data display, and conclusions drawing/verifying.

Reducing data means summarizing, selecting key things and focusing on important things and discarding unnecessary data. Data that has been reduced will provide a clear picture. During the data reduction process, researchers collected all data about classroom management. Researchers grouped the data found during the research process and focused according to the problems that had been formulated.

Presenting data is organizing and compiling data systematically. Presenting data systematically can make it easier to understand what is happening and can continue to plan the next stages of work that have been understood. Presentation of this data can be done in the form of a brief descriptive description. In this study, researchers presented data on classroom management, both speech data and field note data in accordance with the results of observation and data reduction.

Analysis

Improving Learning Interaction with Verbal Focusing at the Student Orientation to the Problem Stage

The step of orienting students to the problem is the teacher's action to guide students to express their opinions based on the problems conveyed by the teacher through triggering questions. The realization of the teacher's action is in the form of explaining the learning objectives, explaining the logistics needed, and motivating students to get involved in the problem-solving activities they choose. The teacher's action is intended to develop a classroom environment that allows for an open exchange of ideas. The teacher in the step of orienting students to the problem uses two types of verbal focusing, namely: presenting the problem and asking questions. The utterance of presenting the problem is intended to focus students' attention at the time of the meeting. Then followed by focusing on the learning activities that will be carried out. After that, the teacher focuses on the learning media which is the object that students must observe at the beginning of the orientation stage to the problem.

Guru	:	*Pada pertemuan **hari ini**, kita akan menelaah, pertama adalah **menelaah pola penyajiandan kebahasaan teks iklan, slogan, dan poster**. Pak Iwan akan memberikan contoh video. (guru membagikan contoh video di dalam ruang virtual (zoom) dan semua siswa memperhatikan video tersebut)*
Teacher	:	*In today's meeting, we will examine, first, the presentation pattern and language of advertisement texts, slogans and posters. Mr. Iwan will give a video example. (the teacher distributes video examples in the virtual space (zoom) and all students pay attention to the video)*

The utterance shows a focusing sequence that begins with the time of the meeting 'today' followed by the focusing of the learning activity 'examining the presentation patterns and language of advertising texts, slogans, and posters' and the object of observation in the form of video advertising texts. The focusing sequence pattern develops following the syntax of the Problem Based Leaning (PBL) Model. In the next step, verbal focusing is used by the teacher to provide confirmation of the learning activities that must be carried out by students.

Guru	:	*Pada pertemuan **kali ini** nanti kalian akan **menemukan pola ya, pola penyajian iklan** nanti seperti apa, kebahasaannya dan kalian akan merancang.*
Teacher	:	*In this meeting, you will find a pattern, what the pattern of presenting the advertisement will be like, the language and you will design.*

The verbal focusing to emphasize students' learning activities is done by the teacher with the order of the focusing sequence beginning with the meeting time 'this time' followed by the focusing of learning activities 'finding the presentation pattern of advertisements, the language of advertisements, and designing advertisements', without conveying focusing related to the object of observation. The utterance of asking questions is intended to focus students' attention on taking the speech turn. In this case, the taking of speech turns by students must follow the purpose of the focusing. At the stage of orienting students to the problem, the teacher's focusing intention is to make an offer.

Guru	:	*Siapa yang ingin memberikan tanggapan? (guru berhenti membagikan video di dalam ruang virtual (zoom) dan bertanya kepada peserta didik)*
PD 10	:	*Mi kare enak yang membuat orang selalu nambah tidak terasa sudah sampai petugasnya melayani pemimpinnya yang terus menerus meminta mi kare Pak (siswa10 mengaktifkan microphonenya dan menjawab pertanyaan guru)*
Teacher	:	*Who wants to give a response? (the teacher stops sharing the video in the virtual space (zoom) and asks the learners)*
PD 10	:	*The delicious curry noodles that make people always add more are not felt until the officer serves the leader who keeps asking for curry noodles sir (student10 activates his microphone and answers the teacher's question).*

The above offer is a form of teacher focusing in the form of questions so that students pay attention to learning by taking a turn to talk to give responses to the video that has been shown. In addition, teacher focusing in the form of questions is intended to ask students for information about advertising posters that have been delivered by the teacher in the virtual space.

Guru	:	*Menurutmu informasi apa yang ada di sini? (guru bertanya danmembagikan contoh poster iklan di dalam ruang virtual (zoom)*
PD 11	:	*Buka pada pukul satu (siswa11 mengaktifkan microphone nyadan menjawab pertanyaan guru)*
Teacher	:	*What information do you think is here? (the teacher asks and shares examples of advertising posters in the virtual space (zoom).*
PD 11	:	*Open at one o'clock (student 11 activates the microphone and answers the teacher's question)*

The use of this type of verbal focusing in the form of questions leads the teacher to an interactional teaching style, which encourages students to interact with the teacher.

Guru	:	*Pada pembelajaran kita hari ini, kita nanti akan melanjutkan materi kita di pertemuan minggu lalu ya tentang teks iklan, slogan, dan poster. Namun sebelum pembelajaran kita di mulai, seperti biasa kita lanjutkan penguatan gerakan literasi kita dengan membaca buku terlebih dahulu. Hari ini yang bertugas untuk membaca siapa ya? Yang kebagian ...*
PD 1	:	*Saya pak (siswa 1 mengaktifkan microphonenya)*
Guru	:	*Oh! Haikal, baik Haikal terima kasih. Saya akan bagikan dulu. Haikal sudah terlihat jelas? Buku elektronik yang saya bagikan?* *(guru membagikan bulu elektronik pada bagian yang akan dibaca siswa di ruang virtual)*
Teacher	:	*In our learning today, we will continue our material from last week's meeting on advertising texts, slogans, and posters. But before our learning*

		begins, as usual we continue to strengthen our literacy movement by reading books first. Who is in charge of reading today? The one who gets ...
PD 1	:	*Me sir (student 1 activates his microphone)*
Teacher	:	*Oh! Haikal, well Haikal thank you. I will share it first. Haikal is it clear? The electronic book that I shared?*

Not only interaction between students and teachers, teachers also encourage students to interact with learning resources.

Guru	:	*Coba Haikal mulai dibaca ya!*
PD 1	:	*Nggeh.*
Guru	:	*Ya silakan.*
PD 1	:	*Pada minggu pertama kunjungan Matilda. Mrs. Phelps bertanya kepadanya, "Apakah ibumu mengantarkanmu ke sini setiap hari dan menjemputmu?"..., Matilda telah menyelesaikan Great Expectation setebal empat ratus sebelas halaman. "Aku sangat menyukainya,". (siswa mengaktifkan microphone nya dan mulai membaca)*
Guru	:	*Kira-kira pelajaran apa ya yang kita bisa ambil dari kisah Matilda ini?*
PD 5	:	*Matilda ternyata suka membaca buku di perpustakaan tanpa sepengetahuan ibunya. (siswa 5 mengaktifkan microphonenya dan menjawab pertanyaan guru)*
Teacher	:	*Try Haikal to start reading it!*
PD 1	:	*Bye.*
Teacher	:	*Yes, please.*
PD 1	:	*During the first week of Matilda's visit. Mrs. Phelps asked her, "Does your mother drive you here every day and pick you up?"..., Matilda had finished the four hundred and eleven-page Great Expectation. "I really liked it,". (student turns on microphone and starts reading)*
Teacher	:	*What lessons can we learn from Matilda's story?*
PD 5	:	*Matilda likes to read books in the library without her mother knowing. (student 5 activates his microphone and answers the teacher's question)*

Increasing interaction to student interaction with learning resources is a manifestation of the teacher's efforts in organizing the environment so that students can expand their understanding through new perspectives, which can help students in providing arguments to the problems posed by the teacher.

5.2 Improving Learning Interaction with Verbal Focusing at the Organizing Students to Learn Stage

The step of organizing students to learn is the teacher's action to guide students to understand the learning material and guide students in the process of completing the task. The realization of the teacher's action is in the form of helping students define and organize learning tasks related to the problem of their choice. The teacher's action is intended to develop a classroom environment that allows for an open exchange of ideas. The teacher in the step of organizing students to learn uses three types of verbal focusing, namely: presenting problems, asking questions, and directing inquiry and dialogue. The speech presenting the problem is intended to focus students' attention on the group task that students must complete through the LKPD link sent by the teacher. This focusing is done by the teacher before explaining the assessment in the learning process.

Guru	:	*Pak Iwan sudah mengirimkan juga tautan LKPD. Tolong diselesaikan secara berkelompok, Pak Iwan juga akan menilai proses pembelajaran kalian ya? (guru menampilkan LKPD di dalam ruang virtual (zoom) yang nanti akan dikerjkan oleh peserta didik)*
Guru	:	*Ketika kalian nanti merancang iklan, slogan atau poster, kalian boleh menggunakan aplikasi. Bagaimana kalau saya tidak menggunakan aplikasi, saya menggambar manual boleh? Ya boleh.*
Teacher	:	*Mr. Iwan has also sent the LKPD link. Please complete it in groups, Mr. Iwan will also assess your learning process (the teacher displays the LKPD in the virtual space (zoom) which will be worked on by students).*
Teacher	:	*When you later design an advertisement, slogan or poster, you can use the application. What if I don't use the app, can I draw manually? Yes, you can.*

The teacher's focus is supported by the LKPD display that the teacher distributes in the virtual room. In addition, the teacher is also supported by focusing through a question that is answered by the teacher himself to emphasize the freedom for students to choose to use the application or not. On the other hand, with the questioning speech, the teacher intends to focus the students' attention so that they take the turn of speech. In this case, the taking of speech turns by students must follow the focusing intention. At the stage of organizing students to learn, the teacher's focusing intention is to ask students for information.

Guru	:	*Menurut kalian informasi apa yang ada di dalam iklan ini? (guru membagikan contoh iklan di dalam ruang virtual (zoom).*
PD 3	:	*Iklannya itu tentang yummy donuts. Donatnya itu lembut dan bikin nagih. Itu jualannya di Jalan Poltangan Raya No. 20 Pejaten Timur. (siswa 3 mengaktifkan microphonenya dan menjawab pertanyaan guru)*
Teacher	:	*What information do you think is in this advertisement? (The teacher shares an example of an advertisement in the virtual space (zoom).*
PD 3	:	*The advertisement is about yummy donuts. The donuts are soft and addictive. It is sold on Jalan Poltangan Raya No. 20 Pejaten Timur. (student 3 activates his microphone and answers the teacher's question)*

The students took the turn to speak by answering the teacher's questions about the information in the advertisement that the teacher shared in the virtual space. In accordance with the focusing, students answer the teacher's questions related to the information conveyed in the yummy donuts advertisement. Furthermore, the teacher focuses with speech that is intended to direct the investigation and dialog. The investigation conducted by students is related to the bill of designing advertising designs.

Guru	:	*Kalian juga sudah berdiskusi melalui kelompok untuk merancang desain iklan, slogan, dan poster. Sudah dipilih temanya?*
Semua PD	:	*Sudah Pak. (semua siswa mengaktifkan microphonenya dan menjawab pertanyaan guru)*
Teacher	:	*You have also discussed in groups to design advertisements, slogans and posters. Have you chosen a theme?*
All PD	:	*Yes, sir. (all students activate their microphones and answer the teacher's question)*

Focusing is done by the teacher by asking a question that directs students to take a turn talking about the inquiry task of designing an advertising design. The directing question presents the answer that the teacher intended through the answer 'already'. In this case the teacher has succeeded in giving direction. The use of the three types of verbal focusing above leads the teacher to an interactional teaching style, which presents learning interactions between teachers and students at the level of student-teacher interaction.

Guru	:	*Sudah selesai LKPDnya?*
PD 4	:	*Saya sudah Pak. (mengaktifkan microphonenya dan menjawab pertanyaan guru)*
Guru	:	*Baik, terima kasih Nais*
PD 3	:	*Saya, belum pak. (mengaktifkan microphonenya dan menjawab pertanyaan guru)*
Guru	:	*Segera ya Mutiara.*
Teacher	:	*Have you finished the LKPD?*
PD 4	:	*I have, sir. (activates her microphone and answers the teacher's question)*
Teacher	:	*Okay, thank you Nais*
PD 3	:	*Me, not yet sir. (activates her microphone and answers the teacher's question)*

Not only interaction between students and teachers, teachers also encourage students to interact with learning resources.

Guru	:	Tujuannya untuk apa ya poster ini menurutmu Seila? (guru membagikan contoh poster di dalam ruang virtual)
PD 3	:	Untuk melindungi diri dari virus corona Pak. (mengaktifkan microphone nya dan menjawab pertanyaan guru)
Teacher	:	What do you think this poster is for? (the teacher shares an example of a poster in the virtual room)
PD 3	:	To protect ourselves from the coronavirus, sir. (activates her microphone and answers the teacher's question)

Increasing the interaction to the interaction of students with learning resources provides an understanding that the teacher seeks to organize the environment so that students can expand their understanding through new perspectives, which can help students understand the subject matter and answer the problems of the proposed tasks related to the subject matter studied.

Guru	:	Baik sudah. Yang iklan kira-kira mau memilih tema apa?
PD 4, PD 6	:	Kuliner. (mengaktifkan microphonenya dan menjawab pertanyaan guru)
Guru	:	Untuk poster?
PD 10	:	Pendidikan. (siswa 10 mengaktifkan microphonenya danmenjawab pertanyaan guru)
Guru	:	Slogan?
PD 3	:	Lingkungan. (mengaktifkan microphone nya dan menjawab pertanyaan guru)
Teacher	:	Okay. Which ad would you like to choose as your theme?
PD 4, PD 6	:	Culinary. (activates his microphone and answers the teacher's question)
Teacher	:	For posters?
PD 10	:	Education. (student 10 activates his microphone and answers the teacher's question)
Teacher	:	Slogan?
PD 3	:	Environment. (activates his microphone and answers the teacher's question)

Thus, the Organizing Students to Learn Stage has achieved learning objectives. Verbal focusing carried out by the teacher has brought an increase in learning interactions to the interaction of students with learning resources so that the new perspectives obtained by students through the arrangement of the learning environment by the teacher can help students understand the subject matter and answer the proposed task problems related to the subject matter studied.

5.3 Improving Learning Interaction with Verbal Focusing at the Stage of Analyzing and Evaluating the Problem Solving Process

The step of analyzing and evaluating the problem-solving process is the teacher's action to summarize learning problems, provide feedback on problems raised by students, and provide problem solving for difficulties faced by students when presenting/practicing the results of the analysis. The realization of the teacher's action is in the form of reflection or evaluation of the investigation and processes carried out by students. The teacher's action is intended to reflect on the learning process. In this case the teacher tends to use verbal focusing to present the problem.

Guru	:	Nah! Itu jadi apa yang bisa kita pelajari hari ini?
PD 14	:	Kita jadi tahu cara membuat slogan, iklan, dan poster. (siswa mengaktifkan microphone nya dan menjawab pertanyaan guru)
Teacher	:	So what did we learn today?
PD 14	:	We know how to make slogans, advertisements, and posters.

The use of verbal focusing in the form of presenting problems, above, leads teachers to a technological teaching style. This teaching style presents learning interactions at the level of student-teacher interaction only.

Guru	:	Pak Iwan akan memberikan tautan refleksi juga ya, refleksi pembelajaran silakan dikerjakan nanti tanggapannya akan Pak Iwan tunggu pada siang hari ini. Terima kasih mengikuti pembelajaran hari ini. Semoga memberikan banyak manfaat, memberikan keberkahan bagi kita semua. Mari kita tutup pembelajaran kita hari ini dengan bacaan hamdallah bersama-sama. Nyalakan microphonenya. Alhamdulillahirabbilalamin
Semua PD	:	Alhamdulillahirabbilalamin
Teacher	:	Mr. Iwan will provide a reflection link as well, please do the learning reflection and we will wait for your response this afternoon. Thank you for following today's learning. Hopefully it will provide many benefits, provide blessings for all of us. Let's close our learning today by reading hamdallah together. Turn on the microphone. Alhamdulillahirabbilalamin
All PD	:	Alhamdulillahirabbilalamin

The interaction is in the form of interaction between teachers and students related to reflection activities at the end of learning activities by students through links that the teacher will share. Therefore, the teacher does not conduct reflection and evaluation of learning that can be directly received by students, as suggestions and input for improvement in the next lesson.

Thus, the stage of analyzing and evaluating the problem-solving process has not achieved the learning objectives. Verbal focusing done by the teacher only presents the level of student interaction with the teacher, without direct reflection and evaluation. Therefore, new perspectives are not obtained by students, because the interaction is more about the technicalities of providing reflection by students through the links shared by the teacher.

Discussion

6.1 Improved Learning Interaction with Verbal Focusing

Stimulus variation is a teacher activity in the context of the teaching-learning interaction process aimed at overcoming student boredom, so that in the teaching-learning process situation students always show perseverance, enthusiasm and full participation. Therefore, verbal focusing is used by the teacher with the intention of providing learning motivation to increase participation in the classroom. Verbal focusing provides encouragement for students to experience changes in behavior that are better in meeting learning needs. This is because motivation contains desires that activate, move, channel, and direct the attitudes and behavior of individual learners.

The results showed that the teacher in the step of organizing students to learn used three types of verbal focusing, namely: presenting problems, asking questions, and directing investigation and dialogue. Related to motivating students, teachers use these three types of verbal focusing with the aim of motivating students, which according to Sadirman (Sadirman, 2007); Devi (Devi et al., 2021) the purpose of verbal focusing can be classified as follows.

1. Encouraging students to do; verbal focusing becomes the driving force of every activity that students will do.
2. Determining the direction of student actions; verbal focusing provides direction and activities that must be done in accordance with learning objectives.
3. Selecting student actions; verbal focusing determines the actions that must be done that are harmonious to achieve learning goals by setting aside actions that are not useful.

Based on the results of the research, the increased interaction resulting from the use of verbal focusing shows that each type of verbal focusing has its own purpose, namely as follows.

a. Verbal focusing presents a problem to determine the direction of students' actions.
b. Verbal focusing asking questions aims to encourage students to do.
c. Verbal focusing directing inquiry and dialog aims to select students' actions.

Among the three types of verbal focusing, verbal focusing asking questions and verbal focusing directing inquiry and dialog are used less by teachers than verbal focusing presenting problems. Therefore, only two stages of the Problem Based Leaning Model experienced an increase in learning interactions, namely the stage of orienting students to the problem and the stage of organizing students to learn. This is because the teacher's choice of verbal focusing provides less opportunity for students to interact with learning resources. Problem-based teaching cannot be implemented if the teacher does not develop a classroom environment that allows for an open exchange of ideas (Sofyan, 2013); (Widodo & Basori, 2021); (Rini, 2021).

The Problem Based Leaning model is a learning model with a learning approach to authentic problems, so that students can compile their own knowledge, develop higher and inquiry skills, empower students, and increase their own self-confidence (Arends & Castle, 1991); (Hosnan, 2014); (Saputra, 2021). This model is characterized by the use of real-life problems as something that students must learn to train and improve critical thinking and problem-solving skills and gain knowledge of important concepts.

Learning occurs through student interaction with learning resources, so that it can help each individual expand their learning to gain understanding of an idea or concept (zone of proximal development). This zone can be presented as long as teachers provide opportunities for students to expand

their knowledge and understanding through interactions with people or mediums that can provide new perspectives (Safwan, 2020); (Fadilah, 2015); (Hartidini et al., 2018).

6.2 Improved Learning Interaction with Online Learning

Based on the research results, in online learning, teachers tend to use verbal focusing to present problems that aim to determine the direction of students' actions, through links shared with students. So, students interact more with the links shared by the teacher, through instructions and tasks that must be read by themselves and translated by students. This certainly reduces the communication channel between students and teachers as learning motivators whose role is to activate, move, channel, and direct students' learning attitudes and behaviors.

This is understandable considering that online learning has several weaknesses. According to (Sagita & Nisa, 2019); (Yudhana & Kusuma, 2021); (Yustanti & Novita, 2019). The use of the internet for learning or e-learning is also inseparable from various shortcomings, including: (a) lack of interaction between teachers and students, as well as students with students; (b) ignoring academic and social aspects; (c) the teaching and learning process tends towards training rather than education; (d) changing the role of teachers from mastering conventional learning techniques, now required to know learning techniques using ICT; (e) students who do not have motivation to learn tend to fail; (f) not all regions (especially in Indonesia) have internet networks available; and (g) lack of education workers who know and have internet skills.

These weaknesses make the implementation of the Problem Based Learning Model with online mode has not achieved the learning objectives, because only two stages out of five learning stages have increased learning interaction. The obvious weakness is the lack of interaction between teachers and students, so that the teacher's task as an educator with the role of managing classroom interactions to provide learning motivation shifts towards the teacher's task as a teacher with the role of delivering TPACK-based learning materials, which tends to ignore social aspects. As a result, students who are not motivated to learn tend to fail to gain new perspectives.

Acknowledgement

Conclusion

Among the three types of verbal focusing, verbal focusing asking questions and verbal focusing directing inquiry and dialogue are used less by teachers than verbal focusing presenting problems. Therefore, only two stages of the Problem Based Leaning Model have increased learning interactions, namely the stage of orienting students to the problem and the stage of organizing students to learn. Verbal focusing conducted by the teacher has brought an increase in learning interactions to the interaction of students with learning resources, so that the new perspectives obtained by students through the arrangement of the learning environment by the teacher can direct students to provide arguments to the problems given by the teacher. In addition, it can also help students in understanding the subject matter and answering the proposed task problems related to the subject matter studied.

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