

Learning Activities of Indonesian Language Content Using The Project Based Learning Model

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Abstract. *The purpose of this study was to determine teacher and student activities as well as to improve student learning outcomes. This research used Classroom Action Research (CAR). This research was conducted in two cycles. This research was conducted in class IV-A of SDN Melayu 2 with 22 students. The data were analyzed qualitatively, namely teacher and student activities, and quantitatively, namely student learning outcomes. The data generated from the instrument sheet, observation sheets and learning outcomes tests were then analyzed using descriptive techniques and described in the form of tables and graphs, then students understood using the criteria for each indicator of the achievement of teacher activities and activities, as well as the achievement of mastery learning and individually classic. The study's findings showed that the teacher's activity in cycle 1 obtained a score of 19 "Good" criteria, increasing in cycle 2 to 22 with "Very Good" criteria. Student activity also increased in cycle 1, obtaining 55% with the criteria of "Enough Active" and increased in cycle 2 to 86% with the "Very Active" criteria. Likewise, student learning outcomes in cycle 1 obtained 64% of students who completed and increased in cycle 2 to 86% of students who completed. Based on the results of this study, there was an increase in teacher activities, students' activities, and learning outcomes.*

Keywords: *Elementary School; Learning Activities; Learning Outcomes; Project Based Learning*

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INTRODUCTION

Education is one of the most notable indicators in developing and increasing the quality of human resources, and the quality of human resources is heavily dependent on the quality of education. The essence of education is to humanize humans, which can be interpreted as viewing humans as a whole form in their existence (Abdillah, 2017; Sinaga et al., 2022; Tilaar, 2002).

Efforts implemented in humanising humans, as interpreted by the nature of education, require many components to be carried out effectively. All of the required components have been arranged and stored in the Indonesian Curriculum 2013 in such a way as to facilitate their implementation.

The Indonesian Curriculum 2013 is one element of the strategy in efforts to increase educational attainment that has

been adapted to developments in the 21st century. Darmawan (2016) explains that national education is intended as a medium for developing students' potential to have intelligence, personality and morality. The curriculum 2013 is more focused on emphasizing the learning process, in which students are used as learning centers or student centered, this proves that the teacher is no longer the center in learning activities (teacher centered); at this time the teacher has a role as a facilitator.

The 2013 curriculum, updated to reflect 21st-century advances, is one component of the strategy to boost educational achievement. According to Darmawan (2016), national education aims to nurture students' intellectual and moral development. The curriculum 2013 places a greater emphasis on the learning process, with students serving as learning centers or being student-centered; this demonstrates that the teacher is no longer the center of learning activities (teacher-centered); rather, the teacher serves as a facilitator at this time.

At the elementary school level, Indonesian is one of the subjects taught and studied. Learning Indonesian in elementary schools has a goal. According to Susanto (2013), such learning will allow students to enjoy and benefit from literary works to build personality, widen life perspectives, and boost knowledge and language abilities. There are four language skills associated with studying Indonesian, which are listening skills, speaking skills, reading skills, and writing abilities.

In the implementation, Indonesian language teachers have not employed a suitable method. Thus the use of learning methods was ineffective or still conventional in conveying learning material to students. Learning Indonesian is still too informational due to the instructor's dominance (learning is more teacher focused). Students' lack of

enthusiasm in reading is also a concern. It is well known that students are less interested in reading the teacher's educational materials throughout online and offline learning. This is due to the abundance of writings in Indonesian content. Students are more likely to be engaged in reading illustrated stories and comprehend the material presented in video form. If this problem is not addressed and the learning process is not improved, it will impact learning outcomes and lead student achievement to drop.

For this problem not to have a broad impact, the researchers then proposed a solution by employing the Project Based Learning (PjBL) paradigm in learning the theme that always conserves energy when viewing Indonesian material.

The PjBL paradigm is a model that allows teachers to manage classroom learning by engaging students in project work. Project work includes complex tasks based on problems as a first step in collecting and integrating new knowledge based on experience in real activities. It requires students to design, solve problems, make decisions, conduct investigative activities, and provide opportunities for students to work independently or in groups. The project work culminates in a deliverable that may include written or oral reports, presentations, or recommendations. This model is an alternate option since it has several advantages, including engaging students. Increase student learning motivation, teach students to problem solve, and practice cooperation and communication skills. Yuliana et al. (2022) investigated increasing interest in learning Indonesian through the PjBL model in class III elementary school students. Marlani & Prawiyogi (2019) investigated the application of the PjBL model to improve poetry writing skills in elementary schools; (3) Cahyadi et al. (2019) investigated the improvement of integrated thematic learning outcomes

through the PjBL Model for elementary school students.

The aims of this study are as follows: (1) analyzing teacher activities in learning Theme 2 Energy Saving in Indonesian using the PjBL model for Class IV-A Students of SD Negeri Melayu 2 Banjarmasin; (2) analyzing student learning activities in learning Theme 2 Energy Saving in Indonesian using the PjBL model; and (3) analyzing student learning outcomes in learning Theme 2 Energy Saving in Indonesian using the PjBL model for Class IV-A Students of SD Negeri Melayu 2 Banjarmasin.

METHOD

The researchers seized the type of Classroom Action Research based on the concerns in this study. This study attempted to improve and enhance the classroom teaching and learning process (Suriansyah, 2015). Planning, Acting, Observing, and Reflecting are the four processes in implementing class action research (Arikunto, Suhardjono, & Supardi, 2016). The first process, planning, consisted of (1) determining the problem through observations and interviews; (2) planning and determining solutions to problems; (3) developing research instruments and producing learning resources; and (4) selecting observers. The PjBL approach was used in the second step, action. The third phase, observing, tried to obtain results from the activities of teachers, students, and student learning outcomes during the learning process. The fourth step was reflecting, in which the researchers identified and corrected faults in the learning process (Iskandar & Narsim, 2015).

This study involved 22 students from class IV-A at SDN Melayu 2 Banjarmasin during the odd semester of the 2022/2023 school year. The researchers served as teachers or action takers, collecting and interpreting data

gathered during the study process and generating research reports.

The data in this study were gathered through observation of instructor and student actions during the learning process using research tools in the form of observation sheets. The instrument is built on the steps of Sinambela's (2013) PjBL model.

Teacher activity in teaching and learning activities was measured using teacher activity observation sheets, which include the six factors listed below: (1) the teacher conveyed the topic and asked questions about how to solve problems; (2) the teacher ensured that each student in the group chooses and understands the procedure for making the project/product to be produced; (3) teachers and students agreed on the project schedule (stages and collection); (4) The teacher monitored students' activity while carrying out the project, tracks progress, and provides guidance when problems arise. (5) Teachers explained project prototypes, evaluated student involvement, and assessed standard performance. (6) The teacher directs the project presentation process, replies to the outcomes, and then both the teacher and the students reflect/conclude (Mujiburrahman et al., 2022).

Student activity in the learning process is measured using student activity observation sheets, which include the six factors listed below: (1) asking basic questions about what students should do about topics/problem-solving; (2) discussing and preparing a plan for doing a problem-solving project, including task division, preparation of tools, materials, media, and sources needed; (3) arranging a project completion schedule by paying attention to the time limit that has been determined together; and (4) completing projects on time, record each stage, and discuss problems that arise during the process.

The activity data of the teacher and students were analyzed using the calculation of assessment results obtained by observing the teacher's and student's actions in the learning process. The assessment took place during the teaching and learning activities using the PjBL model. The collected score would be a percentage to demonstrate growth in each meeting.

The increase in teacher activity was considered successful if it scored 21-24 on the "Very Good" criterion. Meanwhile, the increase in students' engagement was considered successful if the students received a score of 21-24 and a percentage of $\geq 82\%$ with the criterion of "Very Active."

RESULTS AND DISCUSSION

Classroom action research was conducted using the PjBL model with the theme Always Save Energy. The steps of the PjBL model are as follows: (1) Determine the basic questions (starting with essential questions); (2) Prepare project planning (designing project); (3) Arrange a schedule (creating schedule); (4) Monitor students and project progress (monitoring the students and progress of the project); (5) Assessment of results (assessing the outcome); (6) Evaluate of experience (evaluating the experience).

The results of teacher activities observations in the learning process using the PjBL model always increase in every meeting. The first meeting scored 19 with the "Good" criteria. The second meeting, the score increased to 22 where the criteria were "Very Good".

The results of observing students' activities in the learning process using the PjBL model. On the first meeting, the students still did not show satisfactory results because classically, student activity was only at a percentage of 55% with the "Very Active" criterion. In the second meeting, the students get a classical percentage of 86%, where the

criterion is "Very Active". This shows that student activity at the second meeting has increased and has reached the specified success indicators, namely, $\geq 82\%$ of students get very active criteria.

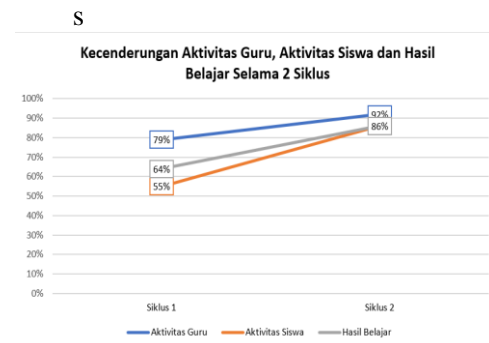


Figure 1 Trends in All Aspects

Based on Figure 1, applying the PjBL model in teaching and learning activities can increase the activity of teachers' and students' activity and improve student learning outcomes. This research was declared successful at the second meeting. We can see that there was an increase in teacher and student activity at the second meeting with the criteria of "Very Good" and "Very Active".

Using PjBL in teaching and learning activities can boost teacher participation in each meeting. This increase cannot be parted ways from the teacher's reflections at each meeting to fix mistakes from the previous meeting. According to Rosyada (in Susilo & Sarkowi, 2018), the level of success in teaching is determined not by how much knowledge the teacher conveys to students but by how much the teacher provides opportunities for students to learn everything they want to know; the teacher only facilitates their students' ability to improve their skills and knowledge. As a result, the teacher's quality or competence substantially impacts the effectiveness of a learning process.

A teacher must create an atmosphere and environment that promotes learning. Given that the

teacher's knowledge strongly influences determining appropriate learning strategies and models to be used during the teaching and learning process.

The teacher does not provide a large amount of content to be memorized while preparing the learning process but rather creates learning that lets students find the materials they need to understand for themselves. Learning is the facilitation of discovery activities in order for pupils to acquire their own discovery knowledge and abilities. Therefore, it's not just rote memorization. As a result, a good teacher is one who finds a means and always attempts to get his students adequately immersed in a subject (Al-Tabany, 2017).

The teacher must use a learning model for the quality of learning in class to be more meaningful, to increase learning outcomes, and to be enjoyed by students. The researchers adopted the PjBL approach. According to the research findings, the teacher's competence to manage the PjBL model is in the very good category, based on the results of the observer's assessment. This indicates that the teacher strongly grasps the PjBL approach in Indonesian language learning Theme 2. Always conserve energy. According to Ibrahim et al., (2000), teachers play an important role in managing teaching activities. Teachers must be creative and innovative in designing classroom learning activities to increase student interest and motivation in learning. Another supporter is Piter (in Nur & Wikandari, 2000), who believes that a teacher's capacity to manage to learn is critical for learning activities to occur successfully and efficiently.

According to the explanation above, teacher activities in the learning process utilizing the PjBL model have increased dramatically and significantly. Students are motivated to increase the quality of their learning due to this situation.

Learning activity is essential in learning since, without it, the learning process cannot take place. Recognizing this, researchers implemented the PjBL model in their teaching and learning activities. This technique has been shown to engage pupils in the learning process gradually. The PjBL approach is focused on student activity.

Teachers' adoption of the PjBL model in the learning process has been shown to maximize student involvement in the learning process. Student group activities demonstrate that they have developed communication among group members and can accept differences in their groupings. Student observations of this learning demonstrate an increase with each visit. This group's increased student involvement has demonstrated student-centered learning. The rise can be seen in terms of its activities and an increase in the pupils' ability to study. This increase in student involvement is consistent with Dahlia & Suyadi's (2014) belief that "active and collaborative learning, and student centered, so that students can develop problem-solving abilities independently."

Applying the PjBL learning model in the learning process always increased student activity in each meeting. This occurs due to the teacher's attempts to reflect on the learning that has occurred. In each meeting, the increase in student activity corresponds to the increase in teacher activity. The rise in learning outcomes that occurred in each meeting cannot be separated from the teacher's learning and reflection (Suriansyah et al., 2014). The better the teacher's learning process, the better the learning results obtained by students.

The increased activity and student learning results from classroom action research are examples of the positive impact of innovative learning built with innovative learning models. According to Nawawi (in Susanto, 2013), learning

outcomes can be defined as students' success in learning subject matter at school, as demonstrated in test results to recognize a certain subject matter. Evaluation can be used to determine whether the learning results gained follow the targeted aims. According to Hamalik (2014), learning objectives are a collection of learning outcomes that demonstrate that students have completed learning actions that generally comprise new information, abilities, and attitudes intended to attain.

Another conclusion in this study is that teachers use ICT-based learning in the learning process by using smartphones, computers, LCDs, and internet services to increase data support from extracting student-formulated solutions. According to Suriansyah (2015), using ICT in the learning process is critical in enhancing student creativity, yet, less than half of schools now employ ICT-based learning. According to Saifudin et al. (2020), using interactive learning multimedia can increase student passion for learning, leading to improved learning outcomes.

CONCLUSION

Based on the results of the study, it can be concluded that the application of the PjBL model to students in class IV-A of SDN Melayu 2 Banjarmasin can be carried out well and is able to increase teacher activity with the criteria of "very good", increasing student activity gradually until it meets classical success indicators $\geq 82\%$ of the criteria of "very active", as well as the thoroughness of student learning outcomes gradually until it reaches a classical success indicator of $\geq 80\%$ of all students who achieved a score of > 70 .

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