

The Influence of The Project-Based Learning Model on the Poetry Writing Skills of Class V Students of Pineleng State Elementary School

Norma Monigir^{1*}

¹Universitas Negeri Manado, Indonesia

*Corresponding author: non_modigir@unima.ac.id

ARTICLE INFO

Article history:

Received: July 25, 2023; Received in revised form: August 29, 2023; Accepted: September 07, 2023;

Available online: September 10, 2023;

ABSTRACT

This research aims to improve poetry writing skills using the Project-based Learning Model for Class V Students of Pineleng State Elementary School. This research method uses quantitative research with the type of research being experimental research. This research was carried out to improve poetry writing skills using the Project Based Learning Model. The results of this research show that there is an influence of the use of project-based learning on learning outcomes for poetry writing skills, in line with the results of observations made. Based on the results of observations, there were changes in students where at the beginning of learning activities there were several students who were doing other activities or acting indifferent during the learning process. Observation results show that there are a large number of students who answer when asked questions and students who volunteer to work on questions on the blackboard. Students also begin to be active and confident in responding to answers from other students so that other students are also motivated to follow the lesson.

Keywords: elementary school, project-based learning model, writing skills

INTRODUCTION

Language has an important role in a person's cognitive, social, and emotional growth because it is a tool or way to communicate with other people. One way that can help Indonesians unite is through language. According to Hayanah (2019), Indonesian functions to unite various regional languages in Indonesia. Indonesian serves as the language of instruction at all levels of education in Indonesia, from primary education to higher education. Learning Indonesian has a very important role in forming habits, attitudes, and abilities not only to communicate but also to absorb various values and knowledge that one learns (Monigir, 2022). The aim of learning Indonesian in Elementary School (SD) is to help students become better at communicating effectively, both orally and in writing. Language can be classified into receptive (listening, reading) and productive (speaking, writing) skills. One of the skills that is useful for students is to convey their thoughts and ideas in written form, such as poetry, short stories, drama, anecdotes, explanatory texts, procedural texts, and others. Poetry is written with language skills used to express one's thoughts and feelings. Writing poetry requires a lot of practice, precision, and intelligence. Writing poetry is one way to express one's feelings, according to Tarigan. To do this, a person must have the ability to process vocabulary and language structures well (Purwanti, 2022)

Education is very important for humans because it can encourage them to become better in all aspects of life. Education can be pursued through formal or non-formal. Formal education includes schools and universities, while non-formal education includes certain skills or expertise. Formal and non-formal education have one thing in common: there is an activity called learning. Education is an important part of the human future because it cannot be separated from humans. In the life of the nation and state, education, or science, is very important. Educational progress is directly correlated with the quality of a country's nation with a good education. Apart from that, the government, society, education managers, and parents who are responsible for their children's education must pay greater attention to education.

Learning means changing behavior. Because changes in behavior are related to changes in views, we cannot see how changes in behavior occur in someone, but we can compare conditions before and after the learning process. Indonesian language subjects are very important subjects for education in elementary schools. According to the KDP Curriculum and Learning Development Team, learning is a teacher's or educational effort to teach students what they need to learn (KDP Curriculum and Learning Development Team, 2011). The curriculum is an educational program designed to realize the goals of national education, namely "Developing the potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens. and responsible." According to D.A. Katuuk (2014), School components consist of the principal, teachers, facilities, culture, and environment. All of these components have their respective roles in implementing the curriculum. Thus, all existing potential and resources need to be managed in a comprehensive and integrated manner so that they are useful in curriculum implementation management. In a learning process that follows the curriculum, learning elements are integrated through a scientific approach, which includes activities such as observing, asking, reasoning, trying, and communicating. Educators must choose the right learning resources, learning media, and learning models to implement scientific learning.

The Influence of The Project-Based Learning Model on the Poetry Writing Skills of Class V Students of
Pineleng State Elementary School
Norma Monigir

Learning Indonesian helps students communicate correctly and effectively, both orally and in writing. Thus, the Indonesian language subject competency standard is the minimum level of ability possessed by students which shows assignments, knowledge, language skills, and a positive attitude towards the Indonesian language and literature. Language skills have four components, listening skills, speaking skills, reading skills, and writing skills (Tarigan, 2019). One of the most important skills in the world of education is writing. Writing is a form of written communication that conveys information to other people using writing as a medium (Tarigan, 2018). Through writing practice, students can learn to compose writing consisting of words that form sentences and groups of sentences that are systematic, logical, and effective. Apart from that, students are taught writing procedures that are organized and adapted to the situation, conditions, and place. Therefore, writers are accustomed to using fast and convincing language to convey themselves and their knowledge.

Writing, compared to reading, listening, and speaking, is the most difficult and complex language skill. Therefore, after students master these three skills, they can write. Students' mastery of language and non-language components that will form the content of written writing is very important for writing skills. To make students more proficient in writing, they also need special techniques and practice. Students' writing skills, one of which is writing texts, are very important for the success of the learning process at school. In class V of Pineleng State Elementary School, researchers found that students had low text-writing skills. This is confirmed by the information collected by the researcher. Students still have difficulty composing texts that are appropriate to the content, and chosen theme, expressing ideas in writing, composing coherent and coherent writing, choosing and using the right words, and arranging them correctly. Apart from these factors, problems are also caused by teacher factors; for example, teachers have not presented interesting, inspiring, and creative writing material, and have not implemented learning models that can increase student activity. Teachers still dominate the class by applying conventional learning models through lectures and assignments. If the teacher gives assignments or exercises after the explanation is finished, students will listen more and do the task. Because they only receive information from the teacher, students are passive. Teachers who turn the classroom into a learning center do not teach learning strategies to students who can understand lessons, think critically, and motivate themselves. Students only memorize ideas, not apply these ideas in everyday life. However, the learning model and approach chosen by the teacher greatly influence student learning outcomes.

Teachers must be able to create lessons that help students achieve learning goals. It must have the ability to change the learning paradigm from previously teacher-centered to student-centered. Teachers are not the only source of learning. Students can also learn from other people and sources in their environment, whenever and wherever they are active. Apart from that, learning includes an understanding of concepts, theories, and facts as well as their application in everyday life. As a result, learning material does not only consist of simple material such as memorization and understanding but also complex material that requires synthesis, application, and analysis. Based on this description, the researcher wants to improve the ability to write poetry as a means to support student learning outcomes, and is interested in conducting research entitled: The Influence of the Project Based Learning (Pjbl) Model on the Poetry Writing Skills of Class V Students at Pineleng State Elementary School.

METHODS

Research Model

In this research, researchers used Research & Development research. The research uses two approaches, namely qualitative and quantitative approaches. According to (Mulyatiningsih, 2014) research uses the ADDIE research model with stages of analysis, design, development, implementation, and evaluation. The R&D method is a research method used to obtain the desired media and test its effectiveness (Purnama, 2013). Sugiyono stated that research and development methods are methods for creating a product whose effectiveness in learning will later be tested (Haryati, 2012).

This research is quantitative research with the type of research being experimental research. Experimental research methods can be interpreted as research methods used to find the effect of treatment on others under controlled conditions (Sugiyono, 2017). According to Sugiyono (2017) in experimental research, there are several types of experiments, namely: 1) Pre-Experimental Design, 2) True Experimental Design, 3) Factorial Design, and 4) Quasi-Experimental Design. The type of research used in this research is pre-experimental or pre-experimental.

Data analysis

According to Sugiyono (2017), data analysis is an activity after data from all respondents or data sources has been collected. Data analysis in this study used descriptive statistics. Sugiyono (2017) explains that descriptive statistics are statistics that are used to analyze data by describing or illustrating the data that has been collected as is without the intention of making general conclusions or generalizations.

Sugiyono (2017) suggests presenting data in descriptive statistics through tables, graphs, diagrams, and pictograms, calculating mean, median, and mode, calculating deciles, and percentiles, calculating data distribution through calculating averages and standard deviations, as well as calculating percentages. Presentation of data in this research uses data presentation in the form of bar charts and calculation of the mean. Testing the effect of using project-based learning on the results of learning Indonesian to write poetry was carried out by comparing the average (mean) test scores obtained from the mean pretest and mean posttest results.

The statistical formula used to calculate the average or mean is as follows:

$$M = \frac{\sum fx}{N} \quad (1)$$

Information:

M : average (mean)

$\sum fx$: the sum of all numbers
N : the number of numbers added

RESULTS AND DISCUSSION

Project Based Learning is learning that helps students' real experiences. So that students can broaden their horizons and experiences that reflect non-verbalistic learning and make appropriate generalizations. Project Based Learning brings freshness and variety to students' learning experiences and makes learning outcomes more meaningful for their various abilities. With project-based learning, students will be more active in learning. In its implementation, the teacher's teaching style is adjusted to the student's learning style, for example learning while playing so that students can absorb lesson material according to their respective learning styles and students' absorption of the lesson material can be achieved optimally. Based on the pre-test results, the average value of student learning outcomes was 54.9 with categories namely very low, namely 6.68%, low at 33.32%, medium at 20%, high at 33.32%, and very high at a percentage of 6, 68%. Looking at the existing percentage results, it can be said that the level of students' ability to understand and master Indonesian language subject matter before using project-based learning was relatively low.

Furthermore, the average value of the post-test results was 82.05. So the results of learning poetry writing skills after using project-based learning have Better learning outcomes compared to before using it. Apart from that, the percentage of students' Indonesian language learning outcomes category also increased, namely very high at 45.64%, high at 39.74%, medium at 7.75%, low at 6.87%, and very low at a percentage of 0.00%.

The results of the analysis above show that there is an influence of the use of project-based learning on learning outcomes for poetry writing skills, in line with the results of observations made. Based on the results of observations, there were changes in students where at the beginning of learning activities there were several students who were doing other activities or acting indifferent during the learning process. This can be seen at the first meeting as many as 3 students did other activities, while at the last meeting, only 1 student did other activities when the teacher explained the material. At the beginning of the meeting, only a few students were active during the lesson. However, in line with the use of project-based learning, students began to be active at every meeting.

Observation results show that there are a large number of students who answer when asked questions and students who volunteer to work on questions on the blackboard. Students also begin to be active and confident in responding to answers from other students so that other students are also motivated to follow the lesson. A fun learning process means students no longer come in and out during learning.

Based on the results of the descriptive statistical analysis obtained as well as the results of observations that have been made, it can be concluded that the use of the project-based learning method has an influence on the learning outcomes of class V poetry writing skills at Pineleng State Elementary School.

CONCLUSION

This research concludes that the use of the project-based learning method influences the learning outcomes of poetry writing skills for class V of Pineleng State Elementary School. This can be seen at the first meeting as many as 3 students did other activities, while at the last meeting, only 1 student did other activities when the teacher explained the material. At the beginning of the meeting, only a few students were active during the lesson. However, in line with the use of project-based learning, students began to be active at every meeting. Students also begin to be active and confident in responding to answers from other students so that other students are also motivated to follow the lesson. A fun learning process means students no longer come in and out during learning.

REFERENCES

- Abdillah. (2012). Aspek belajar. Jakarta: dalam Aunurrahma. 2020:35
- Arikunto, Suharsimi. (2018). Dasar-dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara
- Arikunto, Suharsimi. (2016). Prosedur Penelitian Suatu Pendekatan Praktik, Jakarta: PT Rineka Cipta
- Bahri, Aliem & Syakur, Abdan. (2017). Pembelajaran Sastra Anak Lintas Kurikulum. Universitas Muhammadiyah Makassar.
- D.A. Katuuk. (2014). Manajemen Implementasi Kurikulum : Strategi Penguatan Implementasi Kurikulum 2013. Jurnal Cakrawala Pendidikan.
- Dalman. (2018). Keterampilan Menulis. Bandar Lampung: Raja Grafindo Persada.
- Emzir. (2019). Metodologo Penelitian Pendidikan. Jakarta: Raja Grafindo Persada.
- Gerlach S, Vernon & Ely P, Donal. (2012). Teaching & Media-A systematic dalam Arsyad (2016:3)
- Hayanah. (2019). Menulis sebagai suatu keterampilan berbahasa. Bandung : Angkasa
- Hhariyanto & Warsono. (2019). Jurnal Pembelajaran (PjBL), (online). (<https://www.bie.org>)
- Komalasari. (2017). Pembelajaran Kontekstual Konsep dan Aplikasi. Bandung: PT Refika Aditama.
- Nillas, Risha & Nufus, Hayatum. (2017). Pedoman Resmi EYD Ejaan Bahasa Indonesia yang di Sempurnakan. Permendiknas.
- N.N Monigir. (2022). Penerapan Model Pembelajaran Explicit Instruction Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Bahasa Indonesia Kelas IV SD GMIM Wailan. Jurnal Ilmiah Wahana Pendidikan.
- Purwanto. (2020). Evaluasi Hasil Belajar. Yogyakarta: Pustaka Pelajar.
- Purwanti. (2022). Struktural Bahasa. Bandung: Angkasa
- Sugiyono. (2017). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung. Alfabeta.
- Suryabrata, Sumadi. (2019). Metode Penelitian. Jakarta: Rajawali Pers.
- Tarigan. (2019). Komponen Keterampilan Berbahasa (Teori & Model). Jakarta: Grasindo.

The Influence of The Project-Based Learning Model on the Poetry Writing Skills of Class V Students of
Pineleng State Elementary School
Norma Monigir

- Tarigan, Hendry Guntur. (2018). Berbicara sebagai suatu Keterampilan Berbicara. Bandung: Angkasa Bandung.
- Tim Pengembang KDP kurikulum dan pembelajaran. (2011). KDP kurikulum dan pembelajaran
- Tim Pengembang Kurikulum dan Pembelajaran MKPD. (2020). Kurikulum dan Pembelajaran MKPD Undang-undang No.20. 2003 tentang Sistem Pendidikan Nasional.
- Warsono. Hariyanto. (2012). Pembelajaran Aktif Teori dan Asesman. Bandung: PT Remaja Rosdakarya Offset.