



The Application of the Project Based Learning Model in Improving Writing Skills in Class IV State SD 107402 Saentis Academic Year 2021/2022

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ABSTRACT

The object of this research is the writing skills of fourth grade students at SD Negeri 107402 Saentis. This research was conducted from July 2022 to September 2022. The data analysis techniques in this study consisted of four stages: (1) planning, (2) implementing, (3) observing, and (4) reflecting on class action. The results of this study indicate that the application of the Project-Based Learning Model can improve the Writing Skills of Grade IV Students at SD Negeri 107402 Saentis for the 2021/2022 Academic Year. This improvement is shown by the quality of the learning process which is reflected in the activeness of students during learning, the attention and improvement of students' writing skills, students' interest during learning and students' courage in presenting their writing in front of the class. Then the researchers continued the research until cycle III increased, namely in cycle I it was only 75.00% to 83.33% in cycle III and was included in the good category with an average value of 80.81. Because it has reached the completeness criteria, namely 80% of students scored more than or equal to the KKM (70), this study was said to be successful. Then the researchers continued the research until cycle III increased, namely in cycle I it was only 75.00% to 83.33% in cycle III and was included in the good category with an average value of 80.81. Because it has reached the completeness criteria, namely 80% of students scored more than or equal to the KKM (70), this study was said to be successful.

Keywords: Writing Skills, Project Based Learning, Learning Outcomes

Introduction

The learning process and education in schools are the main pillars of achieving or not achieving educational goals is largely determined by the learning process. Various subjects are taught in schools, one of which is Indonesian. Indonesian is one of the identities of the Indonesian nation, therefore Indonesian subjects have a strategic position in the school curriculum, so that learning Indonesian has an important role during teaching and learning activities in schools (Munirah, 2021). In language education, it has a central role in developing the intellectual, social, and emotional development of students and is a supporter of success in learning material in all fields of study. Language learning is expected to help students communicate in life, express thoughts and feelings, and use their imagination and creativity to produce a work (Wibowo, 2015). When we hear the term writing or composing, we may imagine something uninteresting, boring, or even frustrating. This opinion is not completely wrong. This happens because of a misunderstanding of the essence of the concept of writing, or maybe his experience at school in learning to write is not fun (Trismanto, 2017). Writing is one of the four language skills that must be mastered by students. Writing as part of language skills is a form of communication that students can do to express ideas, thoughts, and feelings with written language as the medium.

(Hatmiati, 2016). For that, so that Students' writing skills (SD) can be taught well and maximum results are obtained, teachers in elementary schools need an efficient and effective method or model that can be applied in learning. Given the importance of writing skills as a basic skill to acquire knowledge, it is necessary to seek an alternative model of learning writing skills in elementary schools. One model that needs to be applied is the Project Based Learning model. Project Based Learning learning model is a learning strategy that can involve students to be able to work on a useful project by examining problems in various concepts or subject matter in an effort to solve them (Rosifah, 2016). The project is carried out and then analyzed, explored, collected information and performs an assessment in working on the project related to the problems studied. That way students can develop their creativity on the project they are working on. This learning model requires students to be more active and create forms of work for example in the form of writing, art, pictures, videos or presentations that have been discussed by a group of friends,

students must find, design, detail, implement, and evaluate the results of the material. Students are prepared to have the ability to actualize their understanding of their environment at any time, forever even though they are not in school/college (Nani, 2021). This study aims to raise awareness to elementary school students about the importance of the environment (Dahnial, 2020:1). In order for schools to achieve their goals ethically and efficiently, principals must carry out managerial functions such as planning, organizing, directing, motivating, implementing, organizing control, evaluation and innovation (Dahnial, 2020: 157). Schools currently prioritize academics and teachers themselves are starting to forget about supporting areas. In affective assessment, the teacher assigns values randomly without knowing the truth in the affective nature of their students,

1. Benefits of Project Based Learning Model

According to Rohman (2016:122) that the Project Based Learning learning model has benefits, namely that students become more active in solving problems, so that students gain new knowledge and skills, train to solve a problem, and provide opportunities for students to produce projects. The work process starts from finding and managing information, carrying out the project work process to evaluating the work results.

2. Project Based Learning Model Learning Objectives

According to Trianto (2014:49), the purpose of this PjBL method is to (1) provide broad insight to students when facing problems directly and (2) develop critical thinking skills and expertise in dealing with problems that are received directly.

3. Learning Objectives of Writing

Learning to write is carried out from an early age, namely since elementary school is low grade. This is done considering how important writing skills are. By writing students can express something that is in their mind, so that it can be read by others. To learn other sciences can not be separated from writing. According to Tarigan in Sartono (2015: 3) writing skills are one of the productive and expressive language skills that are used to communicate indirectly and not face-to-face with other parties. So writing aims so that someone can communicate ideas, appreciation and experiences to various parties, in the form of writing. In essence, learning to write in elementary schools is expected to train students to think critically and logically, and be able to express feelings, ideas and ideas in the form of written language (Hasanah, 2021).

Research Methodology

In accordance with the type of research, namely classroom action research, the researchers have stages of research, namely in the form of cycles. The implementation of this action was carried out in two cycles, namely cycle I and cycle II. In the cycle, the learning activities were carried out in two meetings and in the second cycle, they were carried out as a reference in determining the corrective action in the second cycle. While the results of the second reflection will be used as a reference for the next learning plan. The action actors in this study were self-research and collaborating with fourth grade students as well as in collaboration with the principal, some of the parts being carried out were:

1. Planning Stage

In the planning stage, the researcher held several meetings with the class teacher to reply to the technician for implementing class actions. In the meeting, the curriculum was reviewed as a reference for other lessons:

- a. make RPP in accordance with the material to be achieved
- b. create supporting media in accordance with the material being taught
- c. make questions that will be given to each student based on the competencies learned
- d. make an observation sheet about the teacher's ability and student learning activity
- e. arrange a test to measure students' writing skills during the applied research

2. Action Execution

The implementation of the action by implementing and planning that is prepared is the implementation of learning with the Project Based Learning Learning Model in thematic lessons. With the following steps:

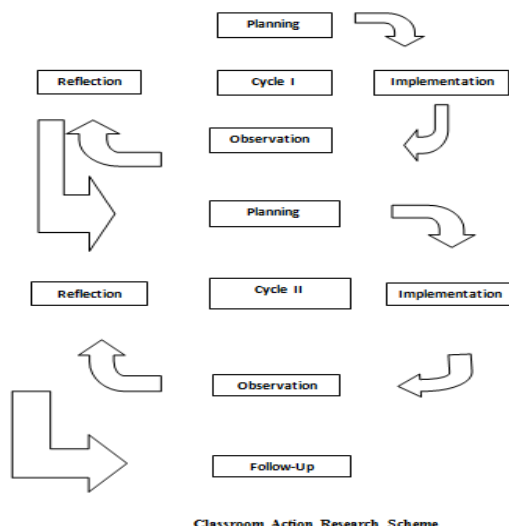
1. The teacher conveys the theory to the educator then it is followed by the activity of asking questions by students about how to solve the problem. In addition to the students asking how to solve the problem, students must also look for appropriate steps in solving the problem.
2. The teacher makes groups of students.
3. Determine the steps between educators and students to complete the making of the project.
4. Teachers continue to monitor what educators are doing regarding completing projects and their realization in solving problems.
5. The teacher evaluates the results of student projects m
6. The teacher directs the process in the presentation of the project, then reflects and concludes the outline of what has been obtained through the teacher's observations

3. Observation Phase (Observation)

Observation activities were carried out to observe the behavior and attitudes of students when participating in thematic learning by applying the Project Based Learning Learning Model. Observations were also carried out on teachers who applied the Project Based Learning learning model to thematic learning. This stage is carried out in the learning process or at the stage of implementing the action.

4. Stages of Analysis and Reflection

At this stage the researcher and the teacher analyzed the writing skills learning activities carried out. The results of this analysis will be the conclusion of the success or failure of the learning carried out and determine whether or not to carry out the next cycle.



Results and Discussion

This preliminary research needs to be known so that this research is in accordance with what the researcher expects. Is it true that this research needs to be given actions that are in accordance with what is being studied by researchers, namely learning by using the Project Based Learning model to improve student learning outcomes on the subject of the Himpunan. To measure students' initial abilities, initial tests are given. From the explanation of the results obtained by students, it appears that only about 29.17% of the 24 students achieved complete learning, or about 7 students. The percentage of completeness of the learning outcomes test in the initial cycle is as follows:

Table 1. Percentage of Completeness of Student Learning Outcomes in the Pre-Test

Pretest	
Finished	29,17%
Not Finished	70,83%

Then the results of the above observations are presented in a completeness diagram as follows:

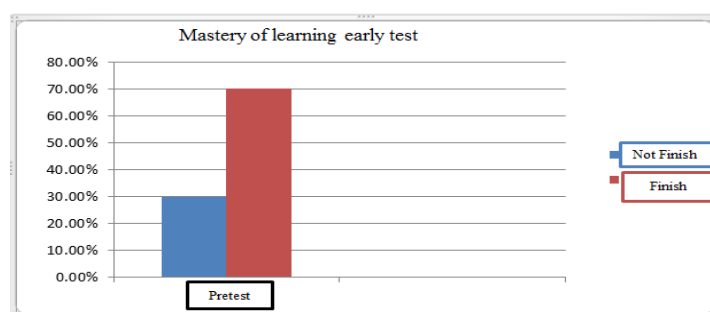


Fig 1. Research Results on the Percentage of Students' Completeness in the Pre-Test

At the end of the meeting after the subject was taught, students were given a test of 5 writing assignments to determine student learning outcomes. Based on data processing, 9 students (37.50%) have achieved learning mastery, while 15 students (62.50%) have not achieved learning mastery as shown in the table below:

Table 2. Percentage of Student Learning Completeness Cycle I

Finished	Not Finished
37,50%	62,50%

Then the results of the analysis above are presented in a mastery learning diagram as follows:

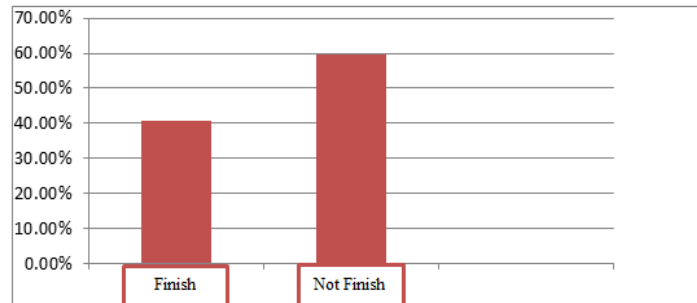


Fig 2. Diagram of the Percentage of Student Learning Completion Cycle I

Based on the table and figure above, we can see that in the first cycle the percentage of student learning completeness is still low, which is only 37.50%. Based on student learning outcomes in the second cycle of class IV SD Negeri 107402 Saentis. Based on the results of data processing shows 33 students (83.33%) who have achieved mastery learning, while 5 students (16.67%) have not achieved mastery learning as shown in the table below:

Table 3. Percentage of Learning Completeness Cycle II

Finished	Not Finished
75,00%	25,00%

Then the results of the above observations are presented in the following diagram:

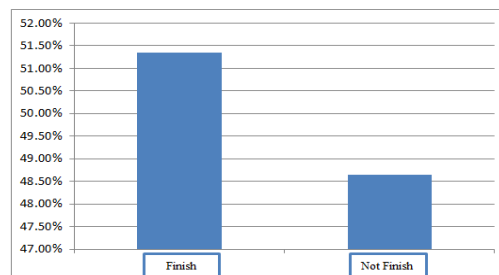


Fig 3. Diagram of the Percentage of Student Learning Completion Cycle II

From the results of data analysis, it can be concluded that the effectiveness or mastery of learning has been completed, student learning outcomes are in accordance with what is expected because the level of completeness has been fulfilled classically, so that the improvements made in cycle II have been effective. In this third cycle, observations were made on learning activities. Observations were made in the form of observing student learning outcomes on mastery of the subject and the stages in learning. Students who do not understand the subject are asked to complete the writing task on the blackboard. Then assisted by researchers to explain in detail. Based on the results of data processing, it shows that 20 students (83.33%) have achieved mastery learning, while 4 students (16.67%) have not achieved learning mastery as shown in the table below:

Table 4. Percentage of Learning Completeness Cycle III

Finished	Not Finished
83,33%	16,67%

Then the results of the observations above are presented in the form of the following diagram:

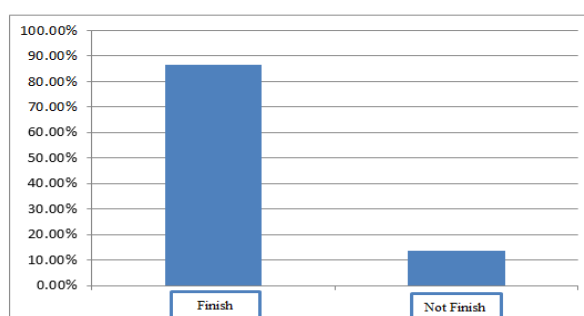


Fig 4. Diagram of the Percentage of Student Learning Completion Cycle III

From the results of data analysis, it can be concluded that the effectiveness or completeness of learning has been completed, student learning outcomes are in accordance with what is expected because the level of completeness has been fulfilled classically, so that the improvements made in cycle III have been effective. The discussion that will be described in this study is the effectiveness of student learning after learning using the Project Based Learning Model is increasing and giving special values to students who are active in the learning process. One of the learning methods in Indonesian, which is still considered to be a fairly effective method, is Project Based Learning. The failure or failure of a lesson is known from the extent to which the ability of students to master the subject matter that has been conveyed by the teacher, it also affects the effectiveness of the methods used by the teacher in learning. Each learning process should end with a final assessment. To find out the progress of learning that is owned by students in the learning process, it is necessary to hold a formative test. This test is given after an activity or learning unit is completed which aims to collect data or information about the strengths and weaknesses of students in the lesson. Some of the things found related to learning outcomes during the research were as follows:

- a. Before giving the first cycle of action, students were given an initial test. From the initial test, it was obtained data that out of 24 students only 7 students (29.17%) reached the completeness level and 17 students (70.83%) did not reach the completeness level with the highest score of 80 and the lowest score of 24, this is caused by student difficulties include:
 1. Students are not able to conclude the content of the subject that has been given by the teacher.
 2. Students are less able to think critically in completing existing writing tasks.
 3. Students are not confident in completing their own writing assignments, as a result students prefer to cheat on their friends who are smarter.
- b. Giving action in the first cycle to overcome the difficulties experienced by the students above is by using the Project Based Learning Model, then a test of learning outcomes in the first cycle is given. Of the 24 students there are only 12 students (50.00%) who have reached the level of completeness, while 12 students (50.00%) have not reached the level of mastery learning with the highest score of 85 and the lowest 50. The average results obtained by fourth grade students in the first cycle is 61.35. The percentage of completeness 50.00%. Because the classical completeness level has not reached 85%, this research is continued to the next cycle.
- c. Given the action in the second cycle, students were again given a test of learning outcomes in the second cycle. Obtained from 24 students there are 20 students (83.33%) who have reached the level of completeness, while 4 students 16.67% have not reached the level of completeness of learning. The highest score in this cycle was 95 and the lowest score was 65. The average result obtained by the XI students in the second cycle was 78.68. The percentage of completeness is 83.33%. Because the level of completeness has been met, the research is not continued to the next cycle or this research stops until the second cycle only. This can be seen in the table and figure below:

Table 5. Percentage of Completeness of Student Learning Outcomes in the Pre-Test Cycle I, Cycle II and Cycle III

	Pretest	Cycle Test I	Cycle Test II	Cycle Test III
Finish	29,17%	37,50%	75,00%	83,33%
Not Finish	70,83%	62,50%	25,00%	16,67%

Then the results of student learning outcomes in the initial test, cycle I and cycle II are presented in the form of a diagram as follows:

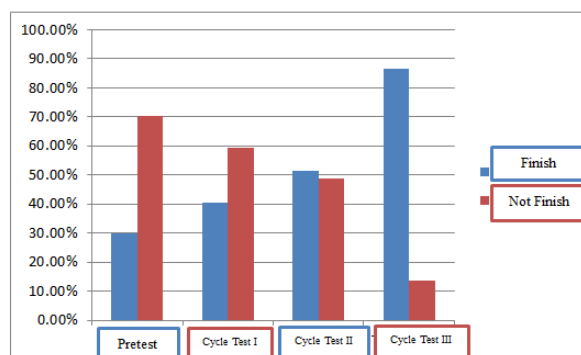


Fig 5. Diagram of the Percentage of Students' Learning Completeness in the Pre-Test Cycle I, Cycle II and Cycle III

It is clear in the picture above that there is an increase in each cycle. Starting from the initial test, cycle I to cycle II. In the initial test the percentage of learning completeness was only 29.17% or about 10 people, then it increased in the first cycle to 52.63%, then continued to increase in the second cycle to 83.33%. Based on the results of the study, it can be seen that with increasing student learning outcomes in learning it will also increase student learning outcomes in writing material, this can be seen from the results of observations and learning outcomes tests in cycle I and cycle II. Thus, it can be concluded that learning using the Project Based Learning Model on the subject of Writing can improve students' Indonesian learning outcomes in grade IV SD Negeri 107402 Saentis effectively.

Conclusion

Based on the results of observations in learning activities that have been carried out, it can be concluded that student learning outcomes in the learning process are increasing. This increase was caused by the courage of students in asking and answering questions during learning. The results of learning improvements from cycle to cycle experienced a significant increase as seen from student learning outcomes and the level of student activity. Mastery of learning subjects will be more easily and quickly accepted if accompanied by the use of concrete teaching aids when carrying out the learning process. There is an increase in student learning outcomes after learning is held using the Project Based Learning Model. This can be shown by the increase in the average result on the initial test by 54.74 increasing to 61, 35 in the first cycle test; increased to 74.13 in the second cycle, and increased again to 80.81 in the third cycle; and the increase in the percentage of complete learning before using the Project Based Learning Model only 29.17% and after using the Project Based Learning Model it increased to 37.50% in the first cycle; in the second cycle increased to 51.35%; then in the third cycle increased to 83.33%. This is supported by the Project Based Learning Model which is supported by all components that are implemented in accordance with the planning in Indonesian subjects that can improve Indonesian language learning outcomes for students of SD Negeri 107402 Saentis in the 2021/2022 academic year. and the increase in the percentage of complete learning before using the Project Based Learning Model only 29.17% and after using the Project Based Learning Model it increased to 37.50% in the first cycle; in the second cycle increased to 51.35%; then in the third cycle increased to 83.33%. This is supported by the Project Based Learning Model which is supported by all components that are implemented in accordance with the planning in Indonesian subjects that can improve Indonesian language learning outcomes for students of SD Negeri 107402 Saentis in the 2021/2022 academic year. and the increase in the percentage of complete learning before using the Project Based Learning Model only 29.17% and after using the Project Based Learning Model it increased to 37.50% in the first cycle; in the second cycle increased to 51.35%; then in the third cycle increased to 83.33%. This is supported by the Project Based Learning Model which is supported by all components that are implemented in accordance with the planning in Indonesian subjects that can improve Indonesian language learning outcomes for students of SD Negeri 107402 Saentis in the 2021/2022 academic year.

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