

# DEVELOPMENT OF INDONESIAN LANGUAGE BASED ON SPIRITUAL PROJECT BASED LEARNING APPROACH FOR STUDENTS OF GRADE VI OF SDN 04 RANTAU UTARA LABUHAN BATU

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## ABSTRACT

*Indonesian language skills for sixth-grade students of SDN 04 Rantau Utara Labuhanbatu by developing their Indonesian language speaking skills, but in reality, the ability to speak Indonesian is very low, especially at SDN 04 Rantau Utara, even though they have been studying for years. The researcher attempted to provide a solution by using Islamic-themed English teaching materials using teaching materials based on the spiritual Project-based Learning approach so that students are motivated and more confident in communicating using Indonesian, because the teaching materials presented are in accordance with the environment and conditions of the school, which is an Islamic environment, so that the interest of students in learning Indonesian increases and Indonesian language communication is created and what is expected by the author is achieved.*

**Keywords:** Language skills, Teaching Materials

## I. INTRODUCTION

Learning using Islamic-based teaching materials for children is very important, because it adapts to environmental conditions and learning that is generally Islamic, so it is necessary to create project-based teaching materials so that students are required to be creative and active. Even applied linguistics experts (Nunan.D: 2004) emphasize the importance of contextual and communicative language learning.

In previous studies, I saw many that only focused on strategies, motivation, and vocabulary development so that students could speak Indonesian, all of which are also important. However, what is very important is that we pay attention to how the teaching materials make students creative and enthusiastic so that their interest in learning increases, then Indonesian language communication will automatically be created with their peers, juniors, teacher, and all residents of the Islamic boarding school. Thus, to facilitate and obtain the maximum results in this study, we will take a sample of class VI students from SDN 04 Rantau Utara. Emphasizing that learning is a cyclical process in which students learn by experiencing, reflecting, conceptualizing, and applying knowledge" and (Dewey, J: 1938) "believes that learning must be centered on direct experience and problem solving. He emphasized the importance of learning, which is relevant to real life.

The problem identified in this study is the low interest of students in learning Indonesian, especially the ability to speak Indonesian, even though their environment is a school environment where they always meet, do activities together, even though an environment or conditions like this should make it easier and faster for students to be able to speak Indonesian, but in reality, it is not as we imagine, the ability to speak Indonesian is very low, especially at SDN 04 Rantau Utara, even though they have studied.

## II. LITERATURE REVIEW

According to Klein et al., al. (2009, p.125) Project-Based Learning is a learning strategy that empowers learners to pursue their own content knowledge and demonstrate their new understanding through various presentation modes. This learning model uses problems as the first step in gathering and integrating knowledge based on real activities. Based on the two definitions above, it can be concluded that Project-Based Learning is learning that uses authentic real-world projects based on highly motivating and engaging questions, tasks, or problems to teach academic content to students. In the context of cooperation, to address this problem by providing existing facilities. Project-Based Learning is a teaching strategy that empowers students to pursue content knowledge on their own and demonstrate new understanding through a variety of means. The use of Project-Based Learning activities in English language teaching is said to foster student autonomy and encourage active student-centered language practice (Florez, 1999, p.17). Learning and achieving deeper levels of understanding can be effectively encouraged by learning from examples and learning-by-doing. The collaborative nature of Islamic learning promotes greater appreciation of social responsibility (Scott, 1994, p.92).

A teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions, and carefully designed products and tasks (Markham, et al., 2003, p. 4). It can be concluded that Project Based Learning aims to solve problems in a collaborative environment over time. It is a hands-on experience that begins with a guiding question or problem that generates an activity and leads to a meaningful product at the end.

Learning can be assumed as “an instructional approach that contextualizes learning by serving students with Problem to finish or products to be developed” (Moss & Duzer, 1998, p.1). PBL differs from traditional instruction in that it emphasizes learning through student-centered, interdisciplinary, and integrated activities in real-world situations (Solomon, 2003; Willie year 2001 as quoted by Poonpon, (2011), which is student-centered and pushed by the need to create a final product (Fried-Booth, 2002, p.8). Project-Based Learning is based on the intrinsic needs of students who develop their own tasks individually or in small groups. It connects real-world languages with textbook languages.

Hutchinson (1993, p. 104) suggests Project Based Learning as a powerful and motivating teaching method for developing students' second and/or foreign language through learning-by-doing. Students often see the target language as something outside their world because they do not have the opportunity to use the language they are learning in class or outside the classroom. Project Based Learning enables students to work in authentic and meaningful contexts and can work alone or in groups. They are challenged and held accountable for solving real problems.

Students Can develop language skills and communicative competence when they see that language can be used in their lives and is useful for their tasks and needs. Language also increases self-confidence, cooperation, imagination, independence, and self-discipline. Therefore, they can communicate about their lives, cultures, and world in the target language. Guo (2006, p. 147) said that language is an activity that improves language learning and content in English, as in Indonesian.

The spiritual approach refers to a variety of perspectives, methods, and practices that focus on developing and understanding the spiritual dimension of human life. This approach aims to explore and nurture the non-material aspects of existence; seek deeper meaning and purpose; and build relationships with oneself, others, the universe, and/or a higher power or reality.

Encourage reflection on the learning process and the impact of projects. This reflective aspect can lead students to consider deeper questions about themselves, their values, and their places in the world, which encourages spiritual growth. The goals of Indonesian national education (as stated in the context of implementing PBL in teaching the Indonesian language) emphasize the development of students' religious and spiritual strengths, noble character, and skills needed by society. Projects involving collaboration, community involvement, and ethical considerations can contribute to these goals. The researcher tried to conduct research using Islamic teaching materials to foster self-awareness in learning Indonesian, especially in speaking. Thus, students really have the character and skills to speak Indonesian.

### **III. RESEARCH METHODOLOGY**

This chapter introduces a methodology for finding answers to the research questions discussed in the first chapter. This chapter contains the research plan and procedures as well as the process of realizing the research plan. Therefore, it is necessary to explain the structured research design used in this study. The research background, research participants, data collection techniques and instruments, and data analysis are the final part, and a general description of the research background is provided. known as the Research and Development method, this method is used to produce a product and perform product

testing, as stated by Sugiono (2016), which is a method based on adjustments to a procedure. (Syaodih et al., 2009) stated that the R&D method is a process for developing a new process to perfect an existing product. A spiritual approach can provide motivation, creativity, and character, and can provide self-awareness so that you can be active and understand it easily according to what is expected from the project-based independent curriculum. This includes a review of research findings related to the product to be developed, product development based on these findings, conducting field tests in the environment in which it will be used, and making any revisions that may be necessary. corrected those found during the field-test phase (Borg and Gall 2003).

#### IV. RESEARCH RESULTS

This research was conducted at SDN 04 Rantau Utara. This is specifically for the elementary-school level. The school has six classes. Currently, the school is under the auspices of Labuhan Batu City Education Office. The subjects of this study were Grade VI students. Purposive sampling was used because there were several requirements for becoming a participant. The participants in this study were 30 Grade VI students. Arikunto (2002:10) said "Sample is a part or representative of the population being studied.

#### V. DISCUSSION

The research subjects were selected based on Purposive Sampling to collect data. Therefore, this study used several data sources by inviting students and teachers of SDN 04 Rantau Utara and experts as validators. For more details, the research subjects are described as follows.

- Students: Small groups (8) and large groups (12). They become subjects or the people that this development is intended to, also as practitioners.
- Teacher (practitioner): 1 Teacher

##### A. Data collection technique

Data collection in this study included qualitative and quantitative data obtained through the analysis of teaching material products. Qualitative data included suggestions, criticisms, comments, and written responses to expert evaluations, which were described in detail by the researcher. Meanwhile, quantitative data undergo a processing process. using various formulae to facilitate clear presentation to others. This analytical approach was in line with the four main steps of data analysis: data collection, data reduction, data display, and drawing conclusions, followed by verification. The following formula was used by researchers to add the scores from validators and practitioners:

- Count That average score from every aspect rated by equality:

Information:  $\bar{X}$  : Average score or e from validity/practicality mark  
use That follow formula:

$$V/P \text{ level} = \frac{\text{Total score obtained}}{\text{Total score}} \times 100\%$$

- Suitable That average with That material validity/practicality criteria teach.

**Table 1. Practicality/Validity Criteria For Teaching materials**

Average Score Hose	Clarification
81% - 100%	Very Worthy/ Very Practical
61% - 80%	Feasible/Practical
41% - 60%	Absolutely Worthy/ Reasonable Practical
21% - 40%	Less Worthy / Less Practical
0% - 20%	No Feasible/ Impractical

Source: Prasetyo & Dear (2024).

##### B. Data Analysis Techniques

This model also offers flexibility, making it easier to apply in a variety of educational situations By looking at these steps, we can see how simple, effective, and efficient this model is. Preliminary research, for example, can be included in preliminary research. This preliminary research can also be in the form of preliminary research, whose findings are used as a basis for further development; in this case, the research design is a research and development design (Sari, R., & Setiawan, H. 2020). This model has four stages: (1) defining, (2) designing, (3) developing, and (4) spreading. The 4D development model was chosen because

the steps are easy and do not require significant time.

That Instrument from This research is as follows:

#### 1. Document Analysis

Qualitative documents were collected during the research. Specifically, the literature review in this study focused on the development of teaching materials for Grade VI students and testing the feasibility and practicality of teaching materials. To develop it, it is important to understand the materials used by teachers to teach students in the classroom. Document-analysis guidelines are very important for assisting researchers in analyzing document data.

## VI. CONCLUSION

The interviews were intended to identify Indonesian students and teachers in using teaching materials and whether Islamic teaching materials met the standards that have been validated by the validator, who is the head of the Indonesian Language postgraduate study program and has competence in his field in the learning process. Interview guidelines are required to assist researchers in conducting interviews. The purpose of the initial trial was to determine the extent of students' knowledge of the material they study in the books they usually use in class, the extent of their knowledge of Indonesian words, and sentences in general are often spoken without Islamic words in Indonesian language materials. The final trial was conducted to determine the practicality of the open teaching materials developed by the researcher. The validation checklist was used as a benchmark and was given to both experts in evaluating the product. This checklist was used to measure the validity of each item.

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