

The Implementation of the Project Based Learning (PjBL) Model in the Era of Independent Learning in Indonesian Language and Literature Development Courses

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Article history: accepted November 23, 2023; revision November 27, 2023; accepted November 29, 2023

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Abstract. The aim of this research is to determine the implementation of the PjBL model in the era of independent learning in the Indonesian Language and Literature Development course. The PjBL model used focuses on product creation and involves students directly in the learning process. This research uses a qualitative descriptive research method. This research was carried out in the even semester of FY 2022-2023. The subjects in this research were 24 semester 6-V students of PGSD UMN Al Washliyah who were taking the Indonesian Language and Literature Development course. The data collection instruments used were observation sheets, questionnaires and student project assignments. The research results show that 91.6 % of the PjBL models used by lecturers during the teaching and learning process have succeeded in making students active, creative and innovative in understanding the material and producing products. This can also be seen from the results of the learning products of the Indonesian Language and Literature Development course, namely that students were able to produce an Anthology of Children's Stories which can be used as a medium or learning resource for Indonesian language subjects in elementary schools.

Keywords: PjBL Model, Independent Learning, Indonesia Language

INTRODUCTION

As an educator, of course you have a very big role in improving the quality of education. One of the demands for an educator, especially in the era of freedom of learning, is to be able to create creative and innovative learning. Creative and innovative learning in question is a learning process which requires the involvement of creativity and innovation. The creative process in learning is a benchmark for the creation of innovation. In the learning process, teaching staff or lecturers are given the freedom to implement various learning models according to students' needs and interests in supporting successful learning. The use of learning models is one of the most important things to design for the success of a teaching and learning process. This is in line with the opinion of Saefudin (Majid, 2013: 28), who states that a learning model is a conceptual framework that describes a systematic sequence for achieving a particular learning goal and has a function as a guide for educators or educational designers in planning and implementing learning activities.

One creative and innovative learning model is the *Project Based Learning* (PjBL) model. The PjBL model is the most popular learning model in the era of independent learning. This model focuses on learning through projects that are focused on real problems or contexts that are relevant to life. Students are given the freedom to determine their own learning activities, work on learning projects collaboratively or individually until results are obtained in the form of a product. That is why the success of this learning is greatly influenced by the activeness of students.

The Indonesian language and literature development course is one of the mandatory courses for the Primary School Teacher Education Study Program (PGSD). This course has a weight of 2 credits. As one of the essential courses, this course generally aims to provide knowledge and learning experience for students so that they have the ability and skills to design learning in the classroom. One of the main

contents of this course is procedures for developing media and learning resources. By studying this course, students are expected to be able to understand and master both the concepts and practices of learning Indonesian language and literature in elementary schools so that students as future teaching staff (teachers) are able to design creative and innovative learning and are able to implement language and literature learning. Indonesia correctly.

Based on the results of observations during the lecture, several problems were found in the teaching and learning process. The problem found was that students found it difficult to solve problems involving understanding in analyzing a problem because some students were weak in mastering Indonesian language and literature learning. Students are also less motivated to be creative in designing Indonesian language and literature lessons. As reflection material for lecturers, it was found that the cause of these problems was that the learning models used were less varied. In existing learning, it often only takes the form of a transfer of knowledge and does not provide encouragement to students to think critically and creatively. There are still students who think that courses on developing Indonesian language and literature learning only consist of theoretical learning and are not yet able to integrate into everyday life in the classroom. To overcome this problem, an effort is needed to achieve the success of educational goals so that students are able to integrate the learning received from lectures into real life designing learning in the classroom.

One of the efforts made in this era of independent learning is to apply the Project Based Learning (PjBL) learning model. This PjBL model provides opportunities for students to develop their knowledge and create creativity in learning. This is in line with Susanti's opinion (in Anggara, 2017) who said that the *Project Based Learning model* was developed based on the level of development of students' thinking by focusing on students' learning activities so as to enable them to carry out activities according to their skills, comfort and learning interests.

The role of teaching staff (lecturers) in project-based learning is as facilitators, trainers, advisors and intermediaries to produce optimal projects in accordance with students' imagination, creativity and innovation in line with the course.

Project Based Learning (PjBL) Model

According to Thomas JW in Uum Murfiah (2017), Project Based Learning is a learning model that emphasizes student-centeredness in a project. This allows students to work independently to build their own learning and will culminate in a realistic result, such as work produced by the students themselves. Meanwhile, according to Daryanto and Raharjo (2012: 162) Project Based Learning (PjBL) is a learning model that uses problems as the first step in collecting and integrating new knowledge based on experience and real activities. Project Based Learning (PjBL) is designed to be used on complex problems that require students to investigate and understand them. Isriani (2015: 5) also said that project-based learning is a learning model that provides opportunities for teaching staff (teachers) to manage learning in the classroom by involving project work. Based on several expert opinions above, the author concludes that Project Based Learning is a learning model that is centered on students, namely starting from a problem background, then continuing with in-depth investigations so that students gain new experiences from real activities in the learning process and can produce a project as a final result which can be in the form of a written or oral report, presentation or recommendation, media or learning resources, and so on.

According to Fathurrohman (2016: 121-122) the principles underlying project-based learning are as follows:

- 1) Learner-centered learning that involves real-life assignments to enrich lessons.
- 2) Project assignments emphasize research activities based on a theme or topic that has been determined in the lesson.

- 3) Investigations or experiments are carried out authentically by producing real products that have been analyzed and developed based on themes or topics which are arranged in the form of products (work tattoo reports).
- 4) Curriculum. PjBL is not like a traditional curriculum because it requires a target strategy where the project is the center.
- 5) Responsibility. PjBL emphasizes the responsibility and answerability of students to their role models.
- 6) Realism. Student activities are focused on work that is similar to actual situations. These activities integrate authentic tasks and produce a professional attitude.
- 7) Active learning. Raising issues that lead to questions and students' desire to determine relevant answers so that an independent learning process occurs.
- 8) Feedback. Presentations and evaluations of students produce valuable feedback. This encourages learning based on experience.
- 9) General skills. PjBL is developed not only on basic skills and knowledge, but also has a big influence on basic skills such as problem solving, group work and self-management.
- 10) Driving questions. PjBL is focused on questions or problems that trigger students to solve problems with appropriate concepts, principles and knowledge.
- 11) Constructive investigation. PjBL as the central point, projects must be adapted to students' knowledge.
- 12) Autonomy. Projects are important student activities. Blumenfeld describes a project-based learning model as centered on the process of relatively timed, meaningful learning units.

Supardan (2015), developed the PjBL syntax, namely:

- 1) Planning, in its implementation includes project preparation and systematic project planning. At this stage, students are exposed to real problems, encouraging them to identify these problems, then students are asked to find alternative problem solutions and design aspirational problem solving models based on their abilities and needs.
- 2) Creating, namely implementing a project that provides the widest opportunity for students to express themselves in designing and conducting investigations and presenting reports (products) both orally and in writing.
- 3) Processing, which includes project presentation and project evaluation. Project presentations are actual communication of creations or findings from group investigations including reflection and follow-up on projects. Meanwhile, evaluations carried out at this stage include peer evaluation, self-evaluation and portfolio.

Meanwhile, according to Widiaworo, E (2016: 184), the PjBL syntax is as follows:

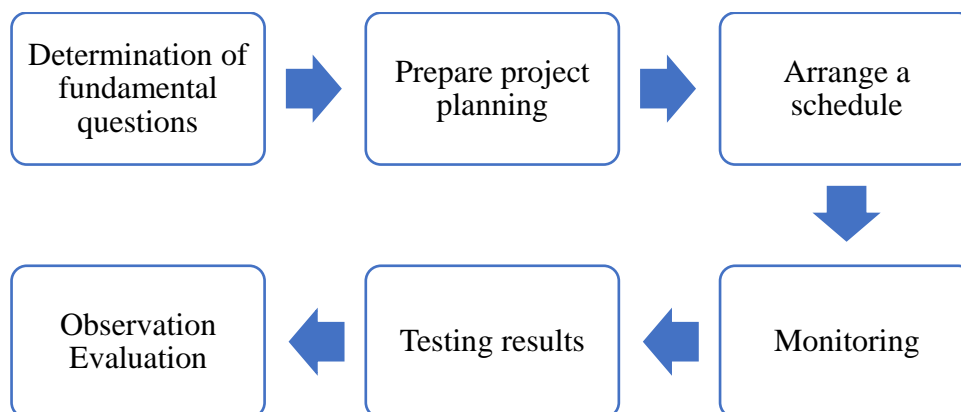


Figure 1. Syntax for Implementing the Project Based Learning Model

An explanation of the steps of the Project Based Learning (PjBL) learning model are as follows:

- 1) Determination of fundamental questions
Learning begins with essential questions, namely questions that can give assignments to students in carrying out an activity. Assignment topics are relevant to the real world for students. And it starts with an in-depth investigation.
- 2) Design project planning
Planning is carried out collaboratively between teachers and students. In this way, students are expected to feel "ownership" of the project. Planning contains the rules of the game, selecting activities that can support answering essential questions, by integrating various possible subjects, and knowing the tools and materials that can be accessed to help complete the project.
- 3) Arrange a schedule
Teachers and students collaboratively prepare a schedule of activities to complete the project. Activities at this stage include:
 - (1) Create a timeline (time allocation) to complete the project,
 - (2) Create a deadline (final deadline) for project completion,
 - (3) Encourage students to plan new ways,
 - (4) Guide students when they create ways that are not related to the project, and
 - (5) Ask students to make an explanation (reason) about the choice.
- 4) Monitor students and project progress
The teacher is responsible for monitoring student activities while completing the project. Monitoring is carried out by facilitating students in each process. In other words, teachers play the role of mentors for student activities. To make the monitoring process easier, a rubric was created that can record all important activities.
- 5) Testing results
Assessments are carried out to help teachers measure the achievement of standards, play a role in evaluating the progress of each student, provide feedback about the level of understanding that students have achieved, and assist teachers in developing subsequent learning strategies.
- 6) Evaluate experience
At the end of the lesson, teachers and students reflect on the activities and results of the projects that have been carried out. The reflection process is carried out both individually and in groups.

Era of Independent Learning

In the current era of revolution 4.0, education is one of the fields that finds these challenges appropriate to the times. To respond to these needs and challenges, the Ministry of Education and Culture formalized the independent learning curriculum. In the era of freedom of learning, both teaching staff and students are required to be more capable of creativity and innovation in education. Students who are currently studying at a university must be prepared to become true learners who are skilled, flexible and tenacious. In particular, student teachers must be able to carry out creativity and innovation for the sake of Indonesia's sustainable development in the field of education.

The Merdeka Belajar program is in line with the thoughts of Ki Hajar Dewantara who emphasizes that education is a series of processes to humanize humans. Therefore, education needs to be based on the principle of independence. The goal of Merdeka Belajar in the long term is to improve the quality of education and develop the potential of students. So that Indonesia's Human Resources (HR) in the future will have superior integrity, intelligence and skills.

According to the Big Indonesian Dictionary, Edition V, era has the meaning of a period of time in history; a number of years in the period between some important event in history; period. Meanwhile, the plan for the "Freedom to Learn" education program by the Minister of Education and Culture, Nadiem Makariem, emphasized that teachers and students have the freedom to innovate, are able to learn independently and creatively (Aesthetic, 2019 in Aini, et al, 2020). Teachers are also expected to be the driving force to take action that ultimately provides the best for students.

Freedom of learning implemented in the learning process has meaning and implications for both teachers and students. Referring to several literatures, it can be concluded that the meaning of freedom to learn in the learning process is freedom to think, freedom to innovate, freedom to learn independently and creatively (Lao & Hendrik, 2020).

Independent learning is developed more flexibly and focuses on essential material as well as developing the character and competence of students. One of the characteristics of independent learning that is widely applied is project-based learning to develop students' soft skills and character.

RESEARCH METHODS

This research uses a qualitative descriptive research method. Qualitative descriptive research aims to describe, describe, explain, explain and answer in more detail the problems to be studied by studying as closely as possible an individual, a group, or an event. The subjects in this research were 24 students in the 6th semester of PGSD UMN Al Washliyah for the 2022-2023 Even Semester Academic Year who were taking the Indonesian Language and Literature Development course. The data collection instruments used were observation sheets, questionnaires and student assignments. In this research, researchers used non-participatory observation methods. Researchers chose this method because they wanted to see students' natural learning situations without researcher intervention. Meanwhile, giving questionnaires aims to obtain data on student understanding using a project-based learning model and student assignments as final course assignments. After the data was collected, it was then analyzed using qualitative descriptive data analysis.

RESULTS AND DISCUSSION

The results of this research answer three important points, namely the learning process, student responses, and student project results.

1. Learning Process for Indonesian Language and Literature Development Courses

- a) Preliminary activities

In the introductory activity, the lecturer started by reading Surah Ash-Shaff verses 10-11 and continued by reading the study prayer . Then check the students' attendance and continue with conducting an apperception which aims to determine the students' initial abilities regarding media creation material and learning resources that can be used in learning Indonesian.

b) Core activities

In accordance with the syntax of the PjBL learning model, in this activity the lecturer asks several basic questions to students to build their own knowledge based on independent learning experiences. Students are given freedom regarding the project which will be used as the final assignment for the course. From several choices, the students determined that their project task was to create a short story that could be used as a medium for learning Indonesian language and literature in class. Students are expected to be able to design a predetermined project after hearing an explanation regarding the procedures for making a project from the lecturer. Lecturers give independence and freedom to students to develop stories with free themes, but still prioritize the values of character education in them and do not include prohibited elements. This aims to ensure that the stories written by students can later be used as a learning medium that helps teachers in the classroom.

After the lecturer has finished explaining the procedures for making a project, the lecturer and students determine and agree on a schedule for collecting project assignments. Lecturers also supervise the progress of projects that students have worked on. It is the lecturer's job to assess and evaluate the projects that have been collected as to whether or not the project is appropriate and suitable for publication and made into a short story anthology.

c) End activities

Lecturers and students conclude the learning process activities, then continue by providing material and assignments for the next meeting.

2. Student Response to the Implementation of the Project Based Learning (PjBL) Model

a) Aspects of student motivation

One of the keys to implementing the PjBL model is to make students creative and innovative. This is reinforced by students' answers who stated that they felt more motivated to complete the specified project assignments. Of course, in completing project assignments, students must understand and master the lecture material as a whole. The project assignments that have been given can be carried out and submitted by students on time. For more details, see the image below.

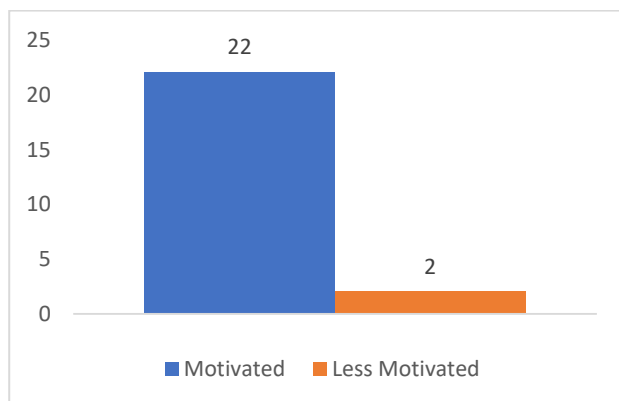


Figure 2. Student Motivation in Using the PjBL Model

From the diagram above, it can be seen that the teaching and learning process in the Indonesian Language and Literature Development course using the PjBL model has succeeded in motivating students to be more active, creative and innovative. It can be seen that out of 24 students, there are 22 students who feel motivated as evidenced by their timely submission of project assignments. Meanwhile, the other 2 were less motivated because students were known to rarely attend class during learning and did not master the predetermined project assignments. Most students looked enthusiastic and actively asked questions regarding the project assignments given.

b) Student Understanding of Material Mastery

In fact, the PjBL model that has been implemented has succeeded in making students understand more and easily master the lecture material, this makes it easier for students to work on project assignments in a timely manner. By implementing the PjBL model, students also practice how to solve problems that become obstacles in completing project tasks. Understanding of mastery of the material can also be seen from the results of students' UTS and UAS scores, which on average get satisfactory scores. Students think that the PjBL model is one of the right steps to make students active, creative and innovative. Students also feel satisfied with the work they have written and it can be useful for teachers as a medium for learning Indonesian in instilling the values of character education and literary learning media.

3. Results of Student Project Assignments Using the Project Based Learning (PjBL) Model

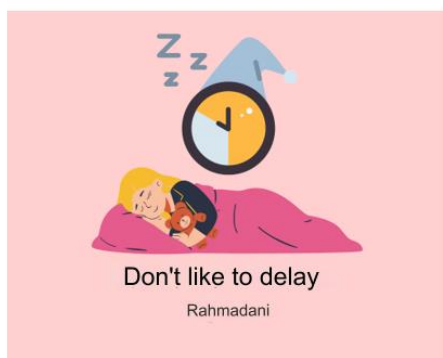
Learning Indonesian Language and Literature Development courses using the PjBL model can actually make things easier and profitable for both teachers and students. Apart from creating stories that will be included in children's story anthologies, students also learn to design gambai using the Canva Web application. This makes students more creative in developing ideas and thoughts in a story. It is hoped that this collection or anthology of children's stories can help teachers present stories to students. Becomes a learning medium so that students are closer to reading literacy activities. Semester 6-V students who take the Indonesian Language and Literature Development course are also on average already working as teachers, so this is more beneficial for both students and teachers. Because a collection of children's stories that have been combined can become a learning medium in their class when teaching. The children's stories produced by students contain pictures designed independently by the students. The following are several examples of excerpts from children's stories that students have produced.



"Be friends and not enemies, because every human being will need each other"

Every day they play together, namely Adreana and Raka. They live side by side. Every day Adreana always comes to Raka's house. Adreana always greets Raka every morning, "Hello Raka" said Adreana "Hello non" answered Raka "Come here non, eat together" asked Raka "yes Raka", answered Adreana

Don't like to delay

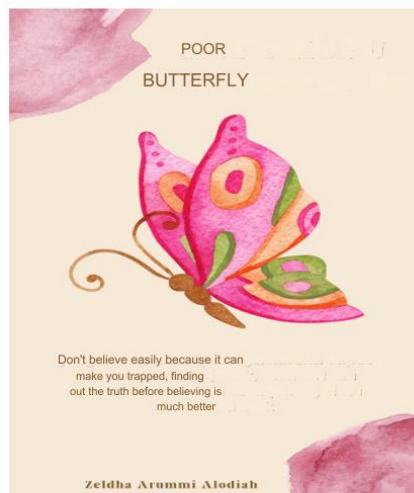


"People who like to postpone work are the same as people who waste time."
 Rahmadani

"Ra, have you finished your Indonesian assignment yet?" Cika asked Rara.

"Rara hasn't done it yet. Because the Indonesian language assignment is due on Monday. It'll take a while, Cika. Just relax." Rara answered.

POOR BUTTERFLY



Don't believe easily because it can make you trapped, finding out the truth before believing is much better

In the forest, there lived a cute and cheerful butterfly. He made friends with a rabbit who had big round eyes and long ears and beautiful colored fur, which made other animals jealous of him. Rabbit lives with his mother in the garden

FORGIVE EACH OTHER



On a sunny morning there were several children having fun playing on their bicycles and cooking. Several boys named Faiz, Raey, and Albi played bicycles and several girls named Dila, Fila, and Sakinah played cooking.

The mother of one of the girls, Dila, is looking at her child while playing. Faiz disturbed the girls who were playing by hiding the toy cooking utensils used by some of the girls.

Figure 3. Student Product Results

CONCLUSION

Based on the research results that the researcher has described, it can be concluded that the implementation of the Project Based Learning (PjBL) model in the era of independent learning in the Indonesian Language and Literature Development course has made students more active, creative and innovative. This can be seen from the learning process in class, product creation, and students' UTS and UAS results. Of the 24 students, there were 22 (91.6 %) students who submitted their project assignments on time, the other 2 (8.4%) students were less active because they rarely attended lectures, which prevented them from submitting their project assignments on time.

ACKNOWLEDGEMENT

On this occasion, the author would like to thank the parties who have supported and been involved in collecting data and completing the writing of this article, especially the Head of Al Washliyah Muslim Nusantara University and its staff, along with their families.

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