APPLICATION OF THE PROJECT-BASED LEARNING MODEL TO IMPROVE INDONESIAN LANGUAGE LEARNING OUTCOMES FOR CLASS V ELEMENTARY SCHOOL STUDENTS

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Abstract. This research was conducted to address the issues that occur in the classroom and determine the extent of improvement in students' learning outcomes in the Indonesian language, particularly in the Pantun material, using the Project Based Learning model for the fifth-grade students at SD GMIM 4 Tomohon for the academic year 2022/2023, with a total of 31 students. The background of this research arises from the low learning outcomes of the fifth-grade students at SD GMIM 4 Tomohon, especially in the Pantun subject, due to the suboptimal application of the learning model. Based on observations conducted in the fifth-grade class at SD GMIM 4 Tomohon, out of 31 students, only eight have achieved the minimum completeness criteria (KKM) of 75. In contrast, 23 students did not meet the minimum completeness criteria set. This action research refers to the research design by Kemmis and Mc. Taggar has the following steps: Planning, Action, Observation, and Reflection, carried out in two cycles. Based on the percentage of learning outcomes obtained in Cycle I, which is 69%, it requires re-planning for Cycle II. In Cycle II, the learning outcomes have reached 86.2%, indicating an improvement and achievement of the completeness standard. With these results, the researcher can conclude that implementing the Project Based Learning model has increased students' learning outcomes. Based on the research and discussion, students' learning outcomes in the Indonesian language can be improved by applying the Project Based Learning model, especially in the Pantun material.
INTRODUCTION

Through education in elementary schools, it is hoped that students will be able to develop their attitudes, skills and intelligence to become skilled, intelligent and noble individuals. So great is the importance of education for life, so education must be carried out as well as possible to obtain the expected results. Through guidance realized and directed by educators towards the development of students, it is hoped that students can be formed as superior individuals.

In order to achieve these results, the researcher needs to follow these steps, such as procuring qualified teaching staff and efforts to improve the quality of educational staff. PP Number 28 of 1990 explains in primary education that teachers are always responsible for achieving educational success, especially in improving student learning outcomes during the learning process per the provisions in Law Number 20 of 2003. The purpose of the education system is to develop the potential of students so that they become individuals who have faith and piety to God Almighty, have noble character, are skilled and disciplined, have high morale, become democratic citizens, and are responsible both physically and spiritually.

A significant influence on student learning success is determined by the learning process developed by the teacher. The teacher's task in learning is not only to focus on the intellectual development of students but also to pay attention to their overall personal development, including physical, spiritual and social aspects. As a teacher, it is also essential to provide enthusiasm and encouragement to students so they can learn optimally (Nafisah et al. et al., 2021), (Purnasari & Sadewo, 2021). The quality and success of learning, reflected in the achievement of student learning outcomes, is influenced by the teacher's abilities and decisions in choosing and implementing learning methods (Purnasari & Sadewo, 2020). Two factors influence student success in achieving learning outcomes: internal and external. Internal factors involve all student aspects, including intelligence, interest, motivation, etc. Meanwhile, external factors include all factors outside the student, such as family environment, social environment, relationships, learning facilities, family socio-economic conditions, and other related factors.

Several factors contribute to determining the success of Teaching and Learning Activities (KBM), including curriculum, books or learning resources,
teacher quality, models, methods, and learning media, as well as facilities and infrastructure. All of these components have a significant impact on student learning outcomes (Supriatna et al., 2020). According to Nurhadiyati et al. (2020), students not only understand the concept through solving a given problem but also produce products from solving these problems. It allows students to be active in learning, both in terms of the quality of the process and the quality of the results.

Based on Bloom's classification, learning outcomes are divided into three main domains: cognitive, affective, and psychomotor. Learning outcomes are abilities that individuals can achieve (Widdy, 2020). In Briggs' opinion, learning outcomes refer to several concrete behaviours that can be observed and describe an individual's ability to achieve specific goals (Gultom, 2022). These behaviours involve the use of knowledge and skills that have been acquired to achieve expected results. When someone is learning, he tries to achieve the learning targets previously set. The results of this learning are reflected in the individual's ability to apply the knowledge and skills he has mastered (Purnasari et al., 2023). These learning outcomes are often expressed in forms of learning. Learning outcomes in the cognitive domain involve various aspects of knowledge, abilities, and intellectual skills, which include the following categories: knowledge or memory, understanding, application or application, analysis, synthesis, and assessment. Meanwhile, learning outcomes in the affective domain are related to various attitudes and interests (Darmawan & Sujoko, 2013).

At the elementary school level, Indonesian is taught as a subject to improve students' ability to communicate well and correctly, both orally and in writing. In addition, this subject also aims to foster an appreciation of the works of Indonesian human literature. One of the learning objectives is to acquire the desired knowledge, skills, creativity, and attitudes. The school curriculum divides language skills into four aspects: listening, speaking, reading, and writing, (Ali, 2020; Lumbantobing & Sadewo, 2022). To achieve this goal, appropriate and effective learning strategies are needed.

Two things can be said about the condition of the teaching and learning process for fifth-grade students at SD GMIM 4 Tomohon, namely from the teacher's and student's sides. From the teacher's point of view, the management of the teaching and learning process has not reached an optimal level, which can be seen from several signs or indications, such as Teachers still apply conventional learning methods in the form of lectures in the
learning process, because learning methods still use lectures, students tend to be very passive in the learning process. The teacher seems to pay little attention to the activities of students who seem less interested in the subject matter being explained; the use of group learning methods by teachers is rarely carried out on students. On the student side, several things happen: Students often talk to their classmates.

As mentioned above, the learning process for fifth-grade students at SD GMIM 4 Tomohon cannot be considered adequate due to using less-than-optimal learning methods. Based on the results of interviews with the homeroom teacher of class V SD GMIM 4 Tomohon, there still needs to be more students who understand Indonesian material about Pantun, so their learning outcomes on this Pantun material are also low. The results of students' Indonesian learning of Poetry material reflect the students' low conceptual understanding of the material. It is known that from a total of 31 students from class V SD GMIM 4 Tomohon who have achieved the minimum completeness criteria (KKM) set, namely 75, there are only 8 (25.80%) students. Meanwhile, as many as 23 students (around 74.19%) have yet to reach the minimum completion criteria (KKM) that have been set. Therefore, more students score below the class completeness criteria, so real action is needed from the teacher to achieve this in the teaching and learning process in class. The class action in question is the application of learning strategies that are appropriate to students' conditions and learning styles, using the Project Based Learning approach as the learning model.

The project-based learning model (Project Based Learning/PjBL) is a learning approach that regulates the teaching and learning process through working on projects or learning projects. In this method, as mentioned by Trianto, the teacher's role is as a facilitator who assists students when they ask questions about theory and motivates students to be active in the learning process (Anggraini & Wulandari, 2020). Fathurohman (Fitriah, 2020; Christian, 2023) expresses that project-based learning is a learning model that utilizes projects or activities to achieve competence in attitudes, knowledge, and skills. In line with this statement, project-based learning is a learning model that takes problems as an initial step to collect and integrate new knowledge based on students' active experiences in real situations (Afriana, 2015).

According to Abidin (inMaisarah & Lena, 2021), the advantage of the Project Based Learning (PjBL) Model is that this model encourages students to develop creativity in thinking, innovating, making decisions, solving problems, and also
increasing students' self-confidence. Apart from being very good for use in learning, the PjBL model is very suitable for developing various student skills. Apart from being very effective in learning, the PjBL model is also suitable for developing various student skills.

The reason the author chose to apply the Project Learning model to fifth-grade students at SD GMIM 4 Tomohon in Indonesian is that fifth-grade students are included in the high-class category, where they begin to show a level of independence, have a sense of personal responsibility, and show a critical and rational attitude. Therefore, using the Project Based Learning model in learning will increase student interactivity and provide opportunities for them to manage their time independently. It will help students develop logical thinking abilities and gain new knowledge and skills in the learning process.

Concerning the background described, the author chose the title or raised the research topic: "Application of the Project-Based Learning Model to Improve Indonesian Language Learning Outcomes for Class V SD GMIM 4 Tomohon."

METHOD

This study used a Classroom Action Research (CAR) design, which refers to the class action research model put forward by Kemmis and Mc Taggart (in Aqib Zainal & Amrullah, 2018). This model consists of four stages: Planning, Implementation/Action, Observation, and reflection. This research was conducted in two cycles.

![Kemmis and Mc Taggart Classroom Action Research](image)

This research took place on April 13 2023 and was conducted at GMIM 4 Elementary School (SD) in Tomohon City, North Sulawesi Province. Cycle I and Cycle II were carried out over two weeks. The study population consisted of all 31 fifth-grade students at SD GMIM 4 Tomohon, consisting of 16 male and 15 female students. Data was obtained through observation techniques, interviews, and tests. After the data was collected, the
research continued with data analysis. According to Trianto (in Kumolontang & Tombokan, 2021), the achievement of student learning outcomes can be analyzed using the formula:

\[
\frac{T}{KB} = \frac{Q}{Tt} \times 100 \%
\]

Information:

- \(KB\) = Completeness of learning
- \(Q\) = Total score achieved by students
- \(Tt\) = Sum of total scores

After calculating the percentage of completeness of student learning outcomes, the next step is to see whether classical learning mastery reaches or exceeds 75%. If student learning outcomes reach more than 75%, it can be concluded that the student has achieved mastery.

RESULTS AND DISCUSSION

This action research was conducted in Class V of SD GMIM 4 TOMOHON, consisting of 31 students, with 16 male and 15 female students. Actions are carried out in two cycles: April 03 and 2023. The implementation of actions is described in detail based on the steps of the learning cycle.

This research was conducted in two cycles. In Cycle I, the material taught is about poetry with a time allocation of 2x35 minutes. Meanwhile, in Cycle II, improvements were made based on the results of Cycle I with the same time allocation, namely 2x35 minutes.

The discussion of the results of this study is based on data collection through actions carried out in Cycle I and Cycle II by following the following stages: (1) planning, (2) implementing actions, (3) observation, and (4) reflection.

Description of Cycle I

This first learning cycle was carried out on Monday, April 03 2023, with Pantun material.

1. Planning
   At this stage, researchers:
   a. First of all, the researcher communicated with the fifth-grade teacher to obtain material appropriate to the student's level of readiness, especially in Indonesian language subjects, so that it could be integrated into learning using a Project Based Learning approach.
   b. The next step is to prepare a learning implementation plan (RPP) in line with the curriculum and syllabus applicable to the school.
   c. Furthermore, preparations are made by making the material to be
taught in the form of a PowerPoint presentation.

d. Next, the researcher prepared Student Worksheets (LKPD) and assessment sheets to measure the extent of student achievement.
e. The final step is to prepare observation instruments or guides containing steps to implement Project Based Learning.

2. Implementation

Implementation of actions is carried out according to the learning plan researchers have prepared by applying the Project Based Learning model. The following are the stages carried out:

1) Initial activity

This activity begins with the teacher greeting and asking students how they are doing, praying together, and taking class attendance. Next, the teacher sings the national song “Garuda Pancasila” before explaining the learning activities that will be carried out and preparing the learning media that will be used in the learning process.

2) Core activities

In this activity, teachers are expected to carry out implementation in line with the stages of the Project Based Learning Model.

3) Closing

After all learning activities are completed, students and the teacher summarize the entire learning process that has been carried out. The teacher awards groups and students who are the best at participating in learning activities. Next, the lesson closed with prayers and greetings led by one of the students.

Indonesian language learning outcomes data on Poetry material using the Project Based Learning Model obtained from students in Cycle I are contained in the following table:
learning is carried out using observation. At this stage, the activities observe the student learning completion in Cycle I = 69%. Although this result is quite good, it has yet to reach the completion standard set at 75%.

Based on the results above, the level of student learning completion in Cycle I reached 69%. Although this result is quite good, it has yet to reach the completion standard set at 75%.

3. Observation

At this stage, the activities observe the ongoing learning process, namely when learning is carried out using observation sheets. The observation sheet includes an assessment of the teacher's abilities, student activities, and learning outcomes. During the learning process, everything that happens is recorded in detail.

4. Reflection

The data obtained from the observation stage in the application of the Project Learning Model includes the following: 1) Cycle I meeting the seriousness of students in learning activities is still lacking, 2) lack of student activity in the question and answer process, 3) In group discussions, students have not fully
able to participate effectively and discuss well, 4) students still do not understand how to design activities and also researchers are still not optimal in implementing learning steps.

The results of Cycle I show that the level of student learning completeness is 69%, which means that the actions taken have yet to reach the classical level of learning completeness set at 75%. Therefore, the actions in Cycle I were unsuccessful, so it was necessary to continue with them in Cycle II.

Description of Cycle II

This first learning cycle was carried out on Monday, April 03 2023, with Pantun material. In Cycle II, the research was conducted like Cycle I, but the aim was to improve the deficiencies in Cycle I in implementing Project Based Learning steps. In Cycle II, learning will be held on Thursday, April 13 2023, with Poetry material.

1. Planning

At this stage, learning is carried out in two meetings for 35 minutes each. The learning process in Cycle II results from improvements made based on the evaluation from Cycle I. In this research, the steps taken are as follows:

a. Prepare a learning implementation plan (RPP) that aligns with the curriculum and syllabus applicable at the school.

b. Prepare learning materials in the form of PowerPoint presentations that will be taught.

c. Prepare student worksheets (LKPD) and assessment sheets to measure student achievement.

d. Prepare observation tools or guides containing steps to implement Project Based Learning.

2. Implementation

The implementation of the action is carried out by following the lesson plan prepared by the researcher using the Project Based Learning model. Here are the steps that are executed:

1) Initial activity

At the beginning of this activity, the teacher greeted and asked students how they were doing, prayed together, and took class attendance. After that, they sang the national song "Garuda Pancasila". Next, the teacher explains the activities that will be carried out and prepares the learning media that will be used in the learning process.

2) Core activities

In this activity, the teacher's task is to implement according to the stages of the Project Based Learning model.

3) Closing

Next, the lesson closed with prayers and greetings led by one of the students. Teachers and students summarize all learning activities that have been carried out. The
teacher awards groups and students who actively participate in learning activities.

The results of learning Indonesian about Pantun material using the Project Learning Model obtained by students in Cycle II can be observed in the following table:

### Table 2. Cycle II learning outcomes

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Siswa</th>
<th>Jumlah Soal</th>
<th>Jumlah skor</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6 7</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>10 10 10 10 10 25 25</td>
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<td></td>
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<tr>
<td>1</td>
<td>A.K</td>
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<td>-</td>
<td></td>
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<tr>
<td>2</td>
<td>D.M</td>
<td>10 10 10 10 - 25 25</td>
<td>90 T</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>E.S</td>
<td>10 10 10 10 - 25 25</td>
<td>90 T</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>E.K</td>
<td>10 - - 10 10 20 20</td>
<td>70 BT</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>E.R</td>
<td>10 10 10 10 - 25 20</td>
<td>85 T</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>G.K</td>
<td>- - - - - -</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>K.M</td>
<td>- - - - - -</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>K.P</td>
<td>10 10 10 - 10 25 20</td>
<td>85 T</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>M.P</td>
<td>10 10 10 10 10 25 10</td>
<td>85 T</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>M.S</td>
<td>10 10 10 10 10 25 15</td>
<td>90 T</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>M.B.P</td>
<td>10 10 10 10 10 25 20</td>
<td>95 T</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>M.J.P</td>
<td>10 10 10 10 10 25 20</td>
<td>95 T</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>P.R</td>
<td>10 - 10 10 - 25 10</td>
<td>65 BT</td>
<td></td>
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<tr>
<td>14</td>
<td>R.A</td>
<td>10 10 10 10 - 25 25</td>
<td>85 T</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>S.W</td>
<td>10 - - 10 - 5 10</td>
<td>35 BT</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>X.K</td>
<td>10 10 10 10 10 25 25</td>
<td>100 T</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>A.P</td>
<td>10 10 10 10 10 25 25</td>
<td>100 T</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>B.S</td>
<td>10 10 - - 10 25 20</td>
<td>75 T</td>
<td></td>
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<tr>
<td>19</td>
<td>C.T</td>
<td>10 - 10 10 10 25 20</td>
<td>85 T</td>
<td></td>
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<tr>
<td>20</td>
<td>C.S</td>
<td>10 10 10 10 10 25 25</td>
<td>100 T</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>D.R</td>
<td>10 10 10 - 10 25 25</td>
<td>90 T</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>E.G</td>
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<td>75 T</td>
<td></td>
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<tr>
<td>23</td>
<td>G.W</td>
<td>10 10 - 10 10 25 25</td>
<td>90 T</td>
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<tr>
<td>24</td>
<td>G.S</td>
<td>10 10 10 10 - 25 25</td>
<td>90 T</td>
<td></td>
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<tr>
<td>25</td>
<td>G.M</td>
<td>10 10 10 10 10 25 20</td>
<td>95 T</td>
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<tr>
<td>26</td>
<td>J.Wc</td>
<td>10 10 10 10 - 25 20</td>
<td>85 T</td>
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<tr>
<td>27</td>
<td>K.R</td>
<td>10 10 10 10 10 25 25</td>
<td>100 T</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>L.A</td>
<td>10 10 10 10 10 25 10</td>
<td>85 T</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>N.K</td>
<td>10 10 10 10 - 25 25</td>
<td>90 T</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Q.S</td>
<td>10 10 10 10 10 25 20</td>
<td>95 T</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>T.U</td>
<td>10 10 10 10 - 25 25</td>
<td>90 T</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>280 230 240 250 170 675 575 2415</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
\[ KB = \frac{T}{T_t} \times 100\% \\
= \frac{2415}{2800} \times 100\% \\
= 86.2\% \\

The results of Cycle II show that the actions taken have reached a learning completeness level of 86.2%. Because the deficiencies in Cycle I have been corrected in the research cycle II, this research succeeded in achieving the expected goals.

3. Observation
In this step, the activity is to observe the ongoing learning process, namely when learning is carried out using an observation sheet. The observation sheet includes an assessment of the teacher's abilities, student activities and learning outcomes, as well as recording all events that occur during the implementation of the lesson.

4. Reflection
From the observation phase results on applying the Project-Based Learning Model in Cycle II, there is an increase in learning outcomes. Data on student learning outcomes on learning material about Pantun shows that the level of completion reaches classical standards, namely more than 86.2%. It indicates the success of this research in achieving the goals set.

Discussion
In the learning process, always try to achieve learning goals. However, in teaching and learning activities, the results are often only sometimes in line with expectations.

The facts show that some students still need help understanding Indonesian language learning, primarily material about pantun. The teacher's role is crucial in choosing a learning model appropriate to the material and preparing teaching aids to increase students' interest in learning.

Based on the data analysis from Cycle I, some students still needed to improve their grades; this was caused by less than optimal implementation of the learning model. In this context, the role of the researcher is to strive to improve actions to achieve maximum results.

The results of implementing teaching and learning actions using the Project Based Learning model show positive and satisfying progress. It can be seen in the implementation of learning that students are enthusiastic and actively involved in the learning process using the Project Based Learning model. Teachers succeed in building good relationships with students as learning facilitators. In Cycle II, there was an increase in student scores, indicating that the learning process by applying the Project Based Learning model received a positive response from students.
The results of increasing student achievement can be easily observed through the evaluation of achievements in Cycle I and Cycle II, which are listed in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Siklus</th>
<th>Jumlah Skor yang diperoleh</th>
<th>Jumlah Skor total</th>
<th>Analisis Data</th>
<th>Hasil</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I</td>
<td>1725</td>
<td>2500</td>
<td>$\frac{1725}{2500} \times 100%$</td>
<td>69%</td>
</tr>
<tr>
<td>2.</td>
<td>II</td>
<td>2415</td>
<td>2800</td>
<td>$\frac{2415}{2800} \times 100%$</td>
<td>86.20%</td>
</tr>
</tbody>
</table>

From the results of this research, applying the Project Learning Model in learning Indonesian about Pantun material in Cycle II achieved a learning completeness level of 86.2%. These results show a significant increase from the previous Cycle I, which reached 69%. Thus, this research supports the effectiveness of using the Project Based Learning Model in increasing student learning achievement in Pantun material.

This research's findings align with several previous studies conducted by Cahyadi et al. (2019) and Riyawati Jannah (2021). Previous studies also found that applying the project-based Learning Model has impacted student learning outcomes in various subjects. It indicates the consistency of the findings and the relevance of this study to previous studies.

However, this research also found several differences in student learning outcomes compared to previous studies. Variations in research methodologies, student populations, or learning contexts can cause these differences. Therefore, it must be recognized that each study has its unique scope and characteristics.

In conclusion, this research has proved that applying the Project Based Learning Model has impacted student achievement in Pantun material. These results contribute to knowledge about effective learning methods for improving learning outcomes.
student learning outcomes. In addition, this research also provides relevant information for educators and related parties to understand the importance of implementing the Project Based Learning Model as an innovative and compelling learning alternative.

**CONCLUSION**

From the results of research and discussions carried out in class V of SD GMIM 4 Tomohon, the application of the Project Learning Model positively impacts student learning achievement in Pantun material. These results contribute to knowledge about effective learning methods for improving student learning outcomes. This research also provides relevant information for educators and related parties to understand the importance of implementing the Project Based Learning Model as an innovative and compelling learning alternative. The suggestion from this research is to apply the Project Based Learning Model more widely in learning and provide training and support for teachers in implementing this model. Besides that,

**BIBLIOGRAPHY**


