

Innovation in Teaching The General Course of Indonesian Language with a Project-Based Learning Approach at Hamzanwadi University

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Abstract: The purpose of the study was to describe the application of the Project-based Learning (PjBL) model as the chosen alternative in relation to the maturation of learners who are oriented toward Indonesian language learning processes and products. The research method used is descriptive qualitative. The research subjects are first-year students of Hamzanwadi University in the academic year 2023/2024. The data sources are the results of performance observations and product portfolios. Data analysis was conducted qualitatively through tabulation and interpretation of General Work Criteria indicators. The results describe the PjBL model through its six steps, and the General Work Criteria (KKU) can help students achieve CPL, as evidenced by the KKU average score of 86. Through the PjBL model, students are able to publish ideas, ideas, knowledge, and research results, and have a working role equal, social sensitivity and concern; apply science and technology; have good morals, ethics, and language personality, and have a role as a proud citizen of the language with an anthology final average score of 86.2 as a final project. Based on these results, it can be concluded that the PjBL model can support the achievement of Indonesian language learning in producing written works and increasing collaboration, social work, and mastery of science and technology.

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INTRODUCTION

In Indonesia's national education system, the Indonesian language is compulsory in higher education. Recent regulations from the issuance of Government Regulation Number 57 of 2021 concerning National Education Standards as a derivative of the National Education System have raised issues regarding the position of this compulsory course (Republik Indonesia, 2021). The regulation gives the impression that Indonesian language courses are abolished or no longer a course content because it is not explicitly written. However, clarification from the Ministry of Education and Culture has reaffirmed Indonesian as one of the contents in the compulsory general education curriculum (Riana, 2021). In addition, Indonesian in education is not only seen as a means of communication, a subject, but also as a discipline as well as a carrier of knowledge. These problems become gaps and fundamental statements of strengthening from this research. Judging from the Graduate Learning Outcomes (LLOs) in various undergraduate-level study programs, Indonesian has a major contribution in supporting the achievement of these LLOs, including in terms of examining the implications of the development or implementation of science and technology, compiling scientific descriptions of the results of studies, and documenting, storing, securing, and recovering data to ensure validity and prevent plagiarism as stated in Permendikbud RI Number 3 of 2020 (Ministry of Education and Culture, 2020). This relevance ultimately makes the position of Indonesian important in higher education.

Another thing that strengthens is the development of education in Indonesia in 2021, which is moving towards Outcome Based Education (OBE) or Outcome Based Learning (OBL). Learning is not just

a process, but it is important to be results-oriented so that graduates ultimately have softskills that are evidenced by actual outcomes. Based on the search, OBE is also a new orientation in higher education in Afghanistan (Katawazai, 2021). In fact, in Hong Kong, OBE/OBL has been formally adopted to improve the quality of learning and teaching (Lixun, 2011). The importance of educational orientation on OBE makes a challenge for the general compulsory course (MKWU) of Indonesian, especially what Sasipraba, et al. (2020) stated that the most challenging aspect is formulating an assessment methodology to evaluate the results of the project in OBE.

To realize the achievement of ELOs through Indonesian as a course and achieve OBE orientation, alternative solutions are needed so that learning in MKWU is not just a one-way lecture. In previous research, various alternative innovative creative learning strategies have been offered (Fauziya & Fuadin, 2017), and the result is that various strategies can improve Indonesian learning competence. In this study, the alternative offered is a project-based learning (PjBL) model. The difference between these previous studies and this study is the orientation of learning products. In previous studies, writing products as learning outputs were not followed up as outcomes. While in this study, the learning product is continued to become an anthology of essays so that it becomes an outcome that is ready to be published and has even been published. That is the novelty of product-oriented research.

PjBL is one of the learner-centered learning models with activities as media. PjBL is one of the Ministry of Education and Culture's best offers to make learning more meaningful. Aqib & Murtadlo (2016) explained that through PjBL, learners conduct exploration, assessment, interpretation, synthesis, and information to produce various forms of learning. (The George Lucas Educational Foundation, 2005) explained six steps in the PjBL model, namely 1) determining the fundamental question, 2) developing project planning, 3) developing a schedule, 4) monitoring students and project progress, 5) assessing results, and 6) evaluating the experience. Brown & Campione (Warsono & Haryanto, 2014) mentioned two essential components in PjBL, namely 1) there is a challenging problem that encourages students to organize and carry out activities that lead students to a project and 2) the final work is an artifact or a series of artifacts or a continuous task completion that is meaningful to the development of their knowledge and skills.

The PjBL model has been proven to be used in writing scientific papers by Kristiantari (2019) with the result that this model can improve understanding and skills in writing scientific papers. The PjBL model has also shown significant results in learning to write biographical texts (Janah, Wikanengsih, & Fauziya, 2018). Apart from that, Chen & Yang (2019) have even summarized 30 research results regarding PjBL with data from 1988 to 2017 with the conclusion that PjBL positively influences student academic achievement compared to traditional teaching. This data is the basis of this study. The difference between the results of these previous PjBL studies and the PjBL in MKWU Indonesian lies in the final output as a result of the activity. While the earlier projects were oriented towards individual or small group results, in this study the project was continued in large groups, namely per class with an output in the form of an anthology of essays as one of the scientific works relevant to the achievement of SLOs, OBE, and the characteristics of PjBL itself. Thus, this study aims to describe the application of the PjBL model as an alternative chosen in connection with the maturation of learners who are oriented to the process and product of Indonesian language learning.

With product orientation, this research on Indonesian language learning makes a real contribution to all related parties. Scientifically, the anthology as the final product provides a new nuance of learning that carries the paradigm that learning outcomes are not only beneficial for the learner but also for the general public. For students as research subjects, this research has a real contribution that they can explore learning outcomes with various kinds of writing creativity. For lecturers and related institutions, this product becomes concrete evidence of learning outcomes that can be utilized to support the quality of learning. The novelty in this research lies in the application of the Project-based Learning (PjBL) model in the context of learning Indonesian at the university level, which focuses on the learning process and products that involve students.

METHOD

The method used in this research is descriptive qualitative. This type of research is used in connection with its characteristics that qualitative descriptive research seeks to explore and draw

interpretations from events, activities, processes, and programs (Creswell, 2016). The research was conducted during the 2023/2024 academic year. The research data is in the form of the process and results of Indonesian language learning, especially in producing written works.

Data collection techniques were carried out through observation, documentation, and portfolio. Observation was conducted to observe the implementation of learning activity scenarios with the steps of the PjBL model, while documentation and portfolios were carried out to assess the results of project activities. The observation sheet was prepared based on the PjBL General Work Criteria (KKU) indicators, including planning, creating, and processing. Meanwhile, documentation instruments in the form of field notes and portfolios were prepared based on the index criteria indicators of the achievement of learning objectives, including the successful publication of ideas and ideas, cooperation, and the application of science and technology. This document is an anthology of essays as the final project in this research. The research subjects were three Engkatan 1 classes who took the MKWU Indonesian language course in the 2023/2024 academic year.

Data analysis was carried out qualitatively by tabulating data into component indicators, both for observation results as well as document and portfolio analysis. Simple calculations were carried out in quantitative form to obtain a value representation to support qualitative data. The data is then described and interpreted according to the criteria of the PjBL KKU indicators and the achievement index of learning objectives. This flow refers to the data analysis activities proposed by Creswell (2016).

RESULT

The results of the observation of the PjBL implementation scenario in the MKWU Indonesian lecture are described descriptively. The results of the implementation of six steps were obtained. First, lecturers and students determine fundamental questions. Students as learning subjects determine and ask questions related to the urgency of the problem that refers to the content of learning outcomes and the final goal of the Indonesian language course, namely writing and publishing scientific papers and supporting techniques. Second, develop project planning. Students are guided by lecturers to discuss the final project, both regarding content and technicalities. In this step, the lecturer opens the opportunity for the final project in the form of an essay anthology. Thus, students plan the anthology project. Lecturers and students in a multi-directional discussion determine the topic together.

Ideally, this topic should be related to each discipline according to the study program. However, because the limited knowledge of the study program is still at a basic level (students are still level 1), the topic is agreed upon with alternatives according to the issues of language problems in everyday life according to the material content analysis knife charged with Indonesian language courses and or connected to each study program. Unlike conventional learning in general, which only ends up writing articles, the anthology project is planned until the technical team of editors, layout, printing, and even publishing. Third, develop a schedule. Students, individually and in teams, determine the timeline for the project, complete with the flow of activities, from pre-writing, and writing to post-writing, complete with time. Fourth, monitor students and project progress. Periodically, according to the activities that have been designed, lecturers and students work together to carry out sharing sessions regarding the progress of project work, discussing progress, obstacles, and solutions to overcoming them. This activity is carried out by linking to the discussion of language materials ranging from discussions of spelling, words, sentences, and paragraphs to the characteristics and principles of writing scientific papers, one of which discusses essays. Monitoring was also carried out before the anthology was printed.

Next, fifth, is the assessment of results. Assessment of process results is carried out periodically and the final results assessment is carried out at the 15th meeting when the anthology is completed. This assessment refers to the previously agreed indicators regarding the learning outcome indicators. Sixth, experience evaluation. This activity is carried out in an open interview to capture responses to experiences in working on and completing the project. The six steps of the activity, when viewed from KKU according to Figure 1, the first to third steps are part of planning. Step four is creating. Steps five and six are part of processing. The following results are in the form of process results that refer to the PjBL General Work Criteria (KKU) and results that refer to the achievements of Indonesian language learning that support the content of the ELO contribution of MKWU Indonesian Language. The data is processed in the form of

score assessment which is then described and interpreted for each criterion and aspect. Based on the general work criteria indicators of PjBL proposed by Han & Bhattacharya (2011), at least the activities consist of planning, creating, and processing. Table 1 shows the results of the project activity assessment

Table 1. Assessment Results of General Working Criteria of PjBL in MKWU Indonesian Language

General Working Criteria	Aspects	Average Value Per Class			Overall Average Score
		Class E	Class F	Class G	
Planning	Topic	95	95	95	95
	Source	80	80	80	80
	Organization	80	90	90	86.7
Creating	Mind Development	80	90	90	86.7
	Coordination and Alloy	85	80	85	83.3
Processing	Reflection	85	85	85	85
	Follow-up	85	85	85	85
Total		84.3	86.4	87.1	86.0

Table 1 shows that the project's KCU results were above 80, with a final average score of 86. Referring to the value categorization interval on a scale of 100, according to Nurgiyantoro (2014), this result is categorized as very good. Based on the three aspects of KCU, the planning criteria received the best score compared to the other criteria. This is because the planning was carried out structurally starting from determining the topic, source, and organization of the project work. Creating criteria can also be categorized as good even though it is not as planned. Based on the observation, this is because creating activities requires more time than planning and more independent work. Processing criteria are in the same category but with lower numbers. This is because reflection and follow-up have a limited time allocation because the final project results are obtained at the last meeting, so it is suspected that there is not enough time to maximize reflection and follow-up. Further results such as triangulation to strengthen the results of the scenario and implementation results based on KCU, the assessment results of the achievement of learning objectives can be seen in Table 2.

Table 2. Results of the Assessment of The Achievement Index of Learning Objectives in MKWU Indonesian Language with The PjBL Model

Aspects	Average Value Per Class			Overall Average Score
	Class E	Class F	Class G	
Successful Publication of Ideas, Ideas	81.9	83.5	88.9	84.8
Cooperation	90	85	85	86.7
Application of science and technology	85.9	85.1	89.2	86.7
Morals, Ethics, Language Personality	84.8	86.1	89.5	86.8
Total	85.65	84.925	88.15	86.2

Table 2 shows that the average score per class for each aspect has a category that is also good to very good. The success aspect of the idea received an average score of 84.8. This assessment is indicated by the results of student projects that are able to express ideas on the substance of the theme that has been agreed upon in planning. Class G received the highest assessment because it was considered capable of representing ideas very well, with an average supported by data and facts that were presented transparently. In addition, the assessment also received a higher score because the substance of the theme was categorized in more detail into four subthemes, namely Indonesian in the digital era, the use of Indonesian in the classroom, the use of language in the mass media, and my contribution to the dignity

of Indonesian. Meanwhile, in classes E and B, there was no sub-theme categorization, so all ideas were mixed up.

In the aspect of cooperation, the value of learning achievement through the project results of class E is considered better than the other two classes because class E's product represents good teamwork. There is a description of the layout team and complementary book identity, so teamwork is very visible. For the aspect of the application of science and technology, the value of achieving the objectives of Class G's project products is considered better because it has the strength of illustrations and the use of data support presented in illustrations of images and graphs. This represents an advantage compared to other product works that only rely on word descriptions. The aspect of achieving moral, ethical, and personality goals in language was well achieved by each class, but Class G was considered to have better goal achievement. This is supported by the use of straightforward but orderly language following good and correct language rules compared to other project results.

Based on the results found, the PjBL model positively influences Indonesian language learning, not only in the process but also in learning outcomes in the form of outputs and even outcomes. Indonesian language lectures have their own challenges because it is a familiar material and knowledge - because it has been studied for at least 12 years from elementary school, junior high school, to senior high school - for students, but at the same time it also becomes unfamiliar because of the deepening of material that is sometimes different from the implementation of language use in society or the capacity of daily assignments. Thus, the presentation of material regarding the concepts of words, sentences, paragraphs, and discourse is no longer taught discretely but is framed through implementation in pouring ideas into writing to support the achievement of Graduate Learning Outcomes imposed on Course Learning Outcomes.

DISCUSSION

Table 1 shows that the PjBL Model gives good results to the learning process of the charged Indonesian language. This reinforces what Efstratia (2014) stated: the PjBL Model's core idea is to connect students' experiences with school life and provoke serious thinking as students acquire new knowledge. Table 1 has also been formulated about the process that students must go through when learning Indonesian through project completion, which is not just sitting quietly listening to explanations as in the lecture model. This provides a strong impetus to achieve language competence by pouring ideas into writing a joint project. This implementation is supported by the autonomy of lecturers, who are free to implement learning. This condition is relevant to Lam, et al. (2010) findings that when lecturers are given autonomy and supported by competence, they have higher motivation for project-based learning and stronger willingness to persist in innovation. In addition, from the side of students themselves as learners, they get challenges and confidence so that for adequate potential and competence, they will learn better than just listening to lectures on language materials. This aligns with what Dinther, Dochy & Segers (2011) found that self-efficacy affects student motivation and learning.

In addition, this is also supported by the description of Rati, Kusmaryatni & Rediani (2017) that the PjBL model supports student creativity. This joint project activity in language learning is also a vehicle for building student cooperation. In this activity, interaction and communication are indeed established, which also requires an increase in language skills. Data on the results of cooperation can be seen in Table 2. In theory, this cooperation activity is part of the ecological system. Van Lier (2010) argues that language learning from an ecological perspective focuses on learning opportunities, classroom interactions, and educational experiences in general and in ecology, practice and theory are closely intertwined and both emerge dynamically. In addition, Nadiyah & Faaizah (2015) also showed the results of their research that collaborative learning has been proven in developing soft skills and collaboration does not occur naturally in a group. Thus, planning is needed in project activities.

Furthermore, table 2 shows the index assessment of the achievement of learning objectives through the project. This is the formulation of the final assessment without providing details of the material aspects. For example, the aspect of successful publication of ideas is based on a good assessment but not yet optimal. What is expected is that students can relate language study material to their respective scientific disciplines. However, this is constrained by the factor of strengthening the material of each

discipline which is still at a basic level because MKWU Indonesian is mapped at level 1 students who in fact are still not strong in their scientific foundation. This is a challenge in learning with the PjBL Model, namely in the assessment aspect. This condition is like what Sasipraba et al. (2020), that the most challenging aspect of project learning is formulating an assessment methodology to evaluate the extent to which the project has prepared students for program outcomes.

CONCLUSION

The results and discussion show that the PjBL model can effectively accommodate MKWU Indonesian Language's learning achievement. The PjBL model is applied through six steps, namely determining fundamental questions about the orientation of the anthology writing project, planning the anthology project, preparing a schedule, monitoring students and project progress, assessing results, and evaluating experiences. Based on the assessment results, the General Work Criteria (KKU) of project completion was obtained with an average score of 86, so it can be concluded that the project can facilitate students in achieving ELOs. Through the PjBL model, students get an average final score for writing papers through anthologies with a score of 86.2. From these results, it can be concluded that students can not only publish ideas, knowledge, and research results but also have role of cooperation and have social sensitivity and care; apply science and technology to obtain, collect, and process facts; have good and correct language morals, ethics, and personality, and have a role as a citizen who is proud of language. One challenge for the application, development, and future research in the PjBL model, both for MKWU Indonesian Language and other materials, is in formulating project assessment indicators that are relevant to the objectives of the abilities to be measured. Thus, for further research, it is recommended to utilize this PjBL model as an alternative learning, and it is good to develop evaluation instruments to complement and improve the model.

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