

Efforts to Improve *Project-Based Learning-Based* Beginning Writing Skills in Grade 1 Students

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1. Abstract

Project Based Learning Model is a learning model that applies problems as the first step in acquiring new knowledge based on the experience of concrete life activities. This study aims to improve the quality of the process and results of writing skills in Indonesian language lessons on writing simple word beginnings using the *Project Based Learning* model in Class IB SD in Yogyakarta. This type of research is a Collaborative Classroom Action Research (PTK-K). This research was motivated by the results of observations on Thursday 30 June 2023 with the research subject of class 1B SD students in Yogyakarta as many as 18 students consisting of 11 male students and 7 female students. In its implementation, learning is still conventional and does not utilise media. From these observations it can be concluded that students in grade 1 SD in Yogyakarta have not been able to write, especially words with symbols. When writing many letters in the middle or end are not written and the class average is only 61.07% of students who reach the KKM only 6 students (33.33%). Collection techniques were carried out by writing tests, observation and documentation. Indicators of student success are marked by increasing students' reading and writing skills with an average score of 70 and student completeness reaching 75%. Based on the results of the study, it can be concluded that learning using the *Project Based Learning* method can improve the quality of the process and students' beginning writing skills, activeness and enthusiasm of students in participating in learning. The average score of writing skills in the initial condition of 61.07 increased to 70.89 in cycle I and increased in cycle II to 81.07.

Keywords: Skills, Writting, *Project Based Learning* (PJBL)

2. Introduction

Indonesian language lessons develop skills that cover four aspects, namely *listening (listening skills), speaking skills, reading skills, and writing skills* (Solchan in Sulfemi & Minati, 2018: 229-230). The emphasis on Indonesian language skills in primary school is the basis for a child's learning to learn to read and write. These outcomes become the initial footing for a child to have reading-writing-counting skills, knowledge, and basic skills that are useful for children according to their stage of development and prepare them to move on to further education.

The general objectives of Indonesian language education, namely (1) students appreciate Indonesian as the national language and state language; (2) students appreciate Indonesian in terms of form, meaning and function, as well as its use; (3) the ability to use Indonesian to improve intellectual abilities, maturity, emotional, and social; (4) have discipline in thinking and language; (5) able to take advantage of literature to develop personality and insight (Dewi & Yuliana, 2018: 21).

According to Amirullah and Budiyo (2014: 21) explain that "Skill or skill is an ability to translate knowledge into practice so that the desired goal is achieved". Basically, skills are categorised into 4, namely Basic literacy skills, Technical skills, Interpersonal skills, Problem solving.

In addition, writing is also making letters with a pen or pencil, conveying thoughts or views, making up stories and describing them. Johnson (in Sigit, 2013: 1-2) states that "*writing is having ideas, organising ideas, and communicating ideas*". Writing is also defined as an activity of finding ideas, organising and communicating these ideas so that they can be enjoyed by others. The communication of ideas is of course not verbally, but with a

series of words to form a writing. According to Henry Guntur Tarigan (2008: 3), writing skills are one of the productive and expressive language skills used to communicate indirectly and not face-to-face with other parties.

According to Suhendra (2015: 5) Writing skills are a person's skill to express ideas in writing. Project-based learning is a learning activity that emphasises efforts to carry out special purpose activities and its achievements are planned within a firm time span (Mahsun, 2020). In the application of project-based learning (PjBL), there are several stages that must be carried out, among others: 1) Problem Presentation, 2) Making Planning, 3) Arranging scheduling, 4) Monitoring project creation, 5) Conducting research, 6) Evaluation.

"Some research results on improving writing skills as revealed by (Rahmadani, 2019) show that: The application of the Synthetic Analytic Structure (SAS) method can improve the initial writing skills of grade I students. Meanwhile, according to (Marlani, 2019) revealed that the ability to write poetry increased by applying the *Project Based Learning learning* model, it can be seen from the results of student learning completeness in the initial test of students who met the KKM as many as 2 people, cycle I as many as 6 people, then in cycle 9 people, and 14 people in cycle III from a total of 15 students. "The novelty of the research to be carried out is in the use of the subject to be studied and whether the use of the PJBL model can improve the ability to write beginnings.

Based on classroom observations in Indonesian language subjects on Thursday 30 June 2023, the implementation is still conventional, less use of media and educators use a lot of lecture methods. Based on these observations, it can be concluded that grade 1 students in Yogyakarta have not been able to write, especially words with symbols. When writing many letters in the middle or end are not written and the class average is only

61.07% of students who reach the KKM, only 6 students (33.33%) reach the KKM. From the results of the scores obtained by students, it can be said that they are low in writing skills, not as expected and need to be improved. Therefore, the researcher intends to improve learning through Classroom Action Research (PTK) with the title "Efforts to Improve PJBL-Based Beginning Writing Skills in Grade 1 Elementary Students in Yogyakarta".

3. Methods

3.1. Participants and context

The subjects in this study were first grade elementary school students in Yogyakarta Special Region with a total of 18 students consisting of 11 male students and 7 female students. In elementary schools in Yogyakarta, especially class 1B, experiencing difficulties when learning Indonesian language material writing simple word beginnings, it is necessary to make improvements in the classroom regarding writing skills, namely by using a PJBL (Project Based Learning) based learning model.

3.2. Materials

The research that has been carried out in this study is Classroom Action Research (PTK). This PTK uses 2 cycles in its implementation, each cycle consists of two meetings, but if one cycle has not reached the target then it is continued with the next cycle. In each cycle will use the *Project Based Learning* model. The research data collection method uses observation sheets, interviews and documentation. The model used in this PTK is the Classroom Action Research (PTK) model according to Kemmis and Mc Taggart which uses a reflection spiral system consisting of several cycles, which can be seen in the following

figure:

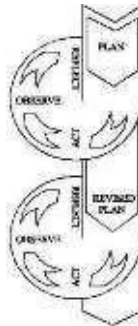


Figure 1 The Action Research Spiral Kemmis, Stephen, & MC Taggart,
Robin (1982:8)

The spiral design proposed by Kemmis and MC Taggart essentially consists of four components, namely *planning*, *acting*, *observing*, *reflecting*. These four components can also be called cycles because the definition of a cycle is a round of activities consisting of planning, action, observation, and reflection.

3.3. Data Collection and analysis

1) Data Collection Technique

Data collection techniques are carried out to obtain data and information in research, the data collection techniques used are as follows.

a) Observation

Sukmadinata (2013: 220) explains that observation is a way of collecting data by observing ongoing activities. This observation is carried out formally in the classroom during learning.

b) Interview

Interviews to find out the general description and problems that occur at the research site. Interviews were conducted with homeroom teachers of Ib primary schools in Yogyakarta.

c) Documentation

According to Sugiyono (2015: 329) documentation is used as a data collection technique where the researcher wants to conduct a preliminary study to find problems that must be researched, and is carried out in depth about the object to be studied as material for research. Documentation is done by taking photos during the classroom learning process.

3.4. Ethical Considerations

According to Suharsimi Arikunto (2009: 262) there are two kinds of research data analysis, namely quantitative descriptive analysis and qualitative descriptive analysis. Quantitative descriptive is used to analyse data in the form of numbers, while qualitative descriptive is used to analyse data in the form of sentence-shaped information. The data in this study were obtained through observations and tests to determine the improvement of the writing skills of grade 1B elementary school in Yogyakarta. This researcher used quantitative descriptive data analysis.

Data analysis for writing skills in grade I students is descriptive statistical analysis, namely by finding the average, while the formula used uses guidelines from Sugiyono (2005: 43), namely:

$$Me = \frac{\sum Xi}{n}$$

Dimana :

Me = Mean (rata-rata)

Σ = Epsilon (baca jumlah)

Xi = Nilai X ke i sampai ke n

n = Jumlah individu

3.5. Limitations to the Study

Based on the theoretical study and the framework that has been described, this research is expected to bring changes towards improving and increasing the quality of learning early writing skills in class 1B students in Yogyakarta. So that an action hypothesis can be proposed as follows:

The PJBL model can improve the ability to write beginnings in Indonesian language learning in class 1B SD in Yogyakarta in the 2022/2023 academic year.

4. Results and Discussion

This classroom action research was conducted to improve the ability of early writing skills. The first step taken by the researcher before conducting the class action research was to observe the learning of writing skills in class 1b at SD Yogyakarta. The learning of these early writing skills is still done conventionally which is teacher-centred. Students only quietly listen to educators and participants are not involved in learning so that the results are not optimal and there are still many students whose class average score is 61.07. This research was conducted with the subject of students of class 1B elementary school in Yogyakarta with a total of 18 students.

From the results of the observations made, class 1b students have diverse abilities and characteristics. Some have high, medium, and low academic levels. However, most Grade 1 learners have low writing skills, because the initial knowledge obtained by each learner is different according to the experience gained from learning.

From the conditions described above, the researchers made efforts to improve writing skills in Indonesian language learning. The activities carried out by researchers to improve early writing skills in Indonesian language subjects are described as follows:

1. Description of the initial condition of the ability of beginning writing skills.

This activity was carried out by researchers by means of classroom observations in Indonesian language subjects on Thursday 30 June 2023, in its implementation it is still conventional, less use of media and educators use the lecture method a lot. Based on these observations, it can be concluded that grade 1 students in Yogyakarta have not been able to write, especially words with symbols. When writing many letters in the middle / end are not written. And the class average is only 61.07% of students who reach the KKM only 6 students (33.33%). From the results of the scores obtained by students can be said to be low in writing skills, not as expected and need to be improved again.

2. Description of Cycle I Implementation

In accordance with the independent curriculum, researchers have compiled a cycle I action plan for class 1 which was carried out on Thursday 04 May 2023 and Monday 16 May 2023. In preparing this lesson plan, it emphasises efforts to improve the deficiencies found in the learning that has been carried out so far. Learning is changed from educator-centred to learner-centred learning. Learning will use the Project Based Learning (PJBL) model.

The results of observations made during the learning process of the first and second meetings of cycle I are that there are still students who pay less attention during the learning process. Learners still have difficulty when completing LKPD tasks. The results of observations of the learning process of beginning writing skills in cycle I reached a score

of 70.89%, which increased by 9.82% from pre-action activities which were only 61.07%. The implementation of the first cycle action still did not produce maximum scores, there were still 9 students (50%) out of 18 students who had not met the KKM.

Table 1. Percentage of Students who Met the KKM in Cycle I

Criteria	Number	Percentage (%)
Achieved KKM	9	50
Not Achieving KKM	9	50
Total	18	100

Based on the results of the analysis and reflection above, the researcher felt that action was still needed to improve the shortcomings contained in cycle I, therefore the researcher developed an improvement plan in cycle II.

3. Description of Cycle II Results

As a result of the reflection on cycle I, an action plan for cycle II was developed. Educators Develop a lesson plan for cycle II in accordance with the steps compiled . The implementation of cycle II was carried out on Wednesday 17 May 2023 and Thursday 25 May 2023. What is different is that researchers place more emphasis on students whose results are still low. The results of learning in cycle II in learning beginning writing skills reached a score of the class average score of 81.07, which increased by 20 from the pre-action activity of 61.07 and increased by 10.18 from the average score of cycle 1. To find out the number of students who have reached the KKM in beginning writing skills in cycle II can be seen in the following table:

Table 2. Percentage of the number of students who met the KKM in Cycle II

Criteria	Number of Students	Percentage (%)
Achieved KKM	14	77,77
Not Achieving KKM	4	22,22
Total	18	100

Based on the table above, students whose scores have met the KKM are 14 students or 77.77% and students who have not reached the KKM are 4 students or 22.22%. Thus there was an increase in scores above the KKM from cycle I to cycle II. Researchers stopped until cycle II because students reached the KKM more than 75%.

5. Conclusion

Learning the ability of beginning writing skills of IB class students can improve through the Project Based Learning (PJBL) learning model. The improvement is based on the activeness and enthusiasm of students during the learning process. In pre-action activities, students are still afraid to come forward, there are still students who pay less attention during learning. In cycle I, some students have dared to come forward but there are still some students who pay less attention during learning. In cycle II, some students have started to dare to come forward, but there are still students who have dared to come forward, students are very enthusiastic in the learning process.

The ability of beginning writing skills of grade 1B students of SDN in Yogyakarta can be improved through the Project Based Learning model. This is evidenced by the class average score on the ability of beginning writing skills and in the pre-action is 61.07 increased to 70.89 in cycle I and in cycle II increased to 81.07. The percentage of KKM also increased from preaction by 46.43% from preaction to cycle II.

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