

Improving Non-Fiction Writing Skills Through a Project Based Learning Approach for Class VII G Students at SMPN 10 Mataram

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Article Info

Article history:

Received : 16 March 2024

Published : 28 March 2024

Keywords:

Non-Fiction Writing Skills, Project Based Learning (PJBL), SMP Negeri 10 Mataram

Abstract

Education is a forum for gaining knowledge and achieving goals. The curriculum becomes a guideline in organizing learning activities. SMP Negeri 10 Mataram has used the Merdeka Curriculum for classes VII and VIII, and has an educational goal so that students are able to understand the material well. The problem faced is the lack of non-fiction writing skills in class VII G students of SMP Negeri 10 Mataram caused by internal and external factors. Internal factors can be seen from the lack of student interest in the learning process. External factors arise when teachers choose inappropriate strategies and approaches. This research aims to improve non-fiction writing skills through the Project Based Learning (PJBL) approach for class VII students at SMP Negeri 10 Mataram. This research uses a quasi-experimental method with a pre-test and post-test with control group design. The research results showed that there was a significant difference between the non-fiction writing skills of students in the experimental class which used the PJBL approach and the control class which used traditional learning. The PJBL approach can improve the non-fiction writing skills of class VII students at SMP Negeri 10 Mataram.

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1. INTRODUCTION

Education is a forum for the process of imparting knowledge to students, so that they can achieve their highest goals. In essence, human history cannot be separated from education. Education is at the center of all efforts to build the image of a complete human being, and makes education the starting point and main strategy in forming quality humans, complete human beings, (Munir Yusuf, 2018).

The curriculum is a set of regulatory plans regarding objectives, content, and learning materials as well as methods used as guidelines for implementing learning activities so as to achieve certain educational goals (Law Number 20 of 2003 concerning the National Education System Law on the National Education System). In terms of terminology, the term curriculum used in the world of education means a certain amount of knowledge that students must complete or complete in order to obtain a level or diploma (Sudarman, 2019). Since Indonesia's independence in 1945, the national education curriculum has undergone repeated changes, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, and 2004, 2006, 2013 and the most recent is the Merdeka curriculum. The change from the 2013 Curriculum (K13) to the *Merdeka* Curriculum is a transformation in the Indonesian education system. The *Merdeka* Curriculum provides greater autonomy to schools in developing a curriculum that suits the needs and characteristics of students in their school. The main components of the *Merdeka* Curriculum: Learning objectives: Formulate the learning outcomes that students want to achieve, Learning Goal Flow: Presents a learning journey map to achieve learning goals, Assessment: Used to measure and evaluate student learning achievements, Learning: The learning process designed to achieve learning goals, and Pancasila Student Profile Strengthening Project:

A project designed to build the character and profile of Pancasila students (Ministry of Education and Culture: *Merdeka Curriculum*: <https://kurikulum.kemdikbud.go.id/>).

Project Based Learning (PjBL) is a student-centered learning model where they learn through the process of working on projects that are real and relevant to their lives. Has a goal: Improve students' understanding of lesson concepts and material, develop 21st century skills such as solving problem, critical thinking, communication and collaboration, building student motivation and engagement in learning, and preparing students for the real world of work. PJBL steps: Topic Determination: The teacher chooses a topic that is relevant to the curriculum and students' interests. Planning: Teachers and students together plan the project, including goals, timeline, and required resources. Research: Students conduct research to gather information needed to complete the project. Product Development: Students work on a project and produce a final product, such as a report, presentation, or artwork. Presentation: Students present the results of their projects to classmates, teachers, and parents. Evaluation: Teachers and students evaluate the project process and results. Benefits of PJBL: Increases student motivation and engagement in learning. Develop 21st century skills. Helping students learn *Merdekal*y and responsibly. Preparing students for the real world of work. Example of PjBL Application: Students make a model of the solar system to learn about the planets. Students make short films about Indonesian history to learn about the struggle for independence. Students create art to express themselves and learn about art.

SMP Negeri 10 Mataram is currently using the *Merdeka curriculum* for class VII and class VIII, for class IX it is still using the 2013 curriculum and this school is one of the driving schools in Mataram. SMP Negeri 10 Mataram has an educational goal, where students are able to understand the material presented by the teacher well. Teachers must also pay attention to the level of students' abilities in choosing teaching materials so that students can receive the materials well. In the world of education, it is not uncommon for there to be problems that sometimes hinder the teaching and learning process. The problem experienced by class VII G at SMP Negeri 10 Mataram is the lack of non-fiction writing skills due to the influence of several internal and external factors. Internal factors show that students lack interest in paying attention to the teacher when the learning process takes place. External factors will emerge when teachers select strategies and approaches.

One way that can be done to improve students' ability to write non-fiction is to change the learning model carried out by the teacher so that students' interest in learning increases. Sometimes teachers deliver material in a traditional way that seems monotonous, so that students feel bored and become less focused on learning.

Based on the background above, we feel it is necessary to conduct research related to efforts to improve non-fiction writing skills through the Project Based Learning (PJBL) approach for Class VII Students at SMP Negeri 10 Mataram.

2. METHOD

Qualitative research is a research approach that aims to understand and interpret social phenomena in depth and contextually. This research focuses on the experiences, perspectives and meanings held by individuals or groups in a particular setting.

Qualitative Descriptive using observation and interview methods carried out by teachers who implement the Project Based Learning model. The purpose of the interview was to find out the learning flow implemented by the teacher using the Project Based Learning model, in order to find out the ease and difficulties faced during learning, and documentation, so that students focus on describing the process and results of implementing PJBL in improving non-fiction writing skills.

3. RESEARCH RESULTS AND DISCUSSION

3.1 Research Results

Learning Implementation Plan Using Project Based Learning Model in News Text Material for Class VII-G SMPN 10 Mataram

In the learning process, teachers must prepare themselves first by designing learning plans in the form of teaching modules. In the teaching module the teacher describes Learning Achievements (CP), learning objectives, learning methods for learning materials, learning media, learning resources, learning steps, and assessment.

The Indonesian language teacher explained how to make teaching modules using LKS books, teacher handbooks and student handbooks. Teaching modules are created by following the Learning Outcomes and learning objectives of news texts, and looking at what problems occur in class.

Learning Implementation Process Using the Project Based Learning Model in the Material News Text for Class VII-G SMPN 10 Mataram

The learning process is carried out following the Teaching Module that has been created, meetings are held for 3 times with a time of 45x2 minutes. In the preliminary activity, the teacher enters, the students are ready to pray together and greet the teacher. The teacher makes attendance to students in class VII G. The teacher explains the learning objectives of the news text material. In the core activity the teacher carries out activities according to what is designed in the teaching module, and in the closing activity the teacher and students reflect, pray together and say closing greetings.

The results of the first day's observations in class VII G, the teacher carried out preliminary activities such as praying, greeting and checking student attendance. The teacher explains to the students the meaning of Project Based Learning, then the teacher immediately orders the students to open the LKS book. The teacher stimulates students by asking about news texts. The teacher instructs students to conclude for themselves the meaning of the news text. The teacher explains news text material, such as meaning, structure, characteristics, types, linguistic characteristics.

In the next activity, the teacher divides the students into 3 groups, 5 to 6 students each so they can discuss and identify procedural texts. The teacher gives examples in the form of news text sheets and how to identify them for each group.

At the second meeting, the teacher entered the class, the students prepared the class, prayed and greeted the teacher. then, the teacher carries out preliminary activities such as the first meeting. The teacher stimulates students by trying to remind them of the news text material that was explained at the previous meeting, asking again, the teacher explains the learning objectives, the teacher conducts questions and answers with students, by provoking students to answer questions related to the procedural text. Then, students were instructed to sit with each member of the group that had been determined previously. The teacher explains to students that they can create news texts according to the structure and examples given at the previous meeting. Students are free to create their own news texts that have been agreed upon. Next, students in each group discussed and created news texts with different titles, for example, in group 1 the title was bullying that often occurs in schools, in group 2 the bad weather felt by the Indonesian population, and in group 3 the election of a competent student council president. The teacher is tasked with guiding students in creating news texts. Then, the teacher and students determine the timeline and deadline for how the learning process will take place, the material topics needed in the news text creation project in learning.

At the last meeting, preliminary activities were carried out the same as the previous meeting. Students are asked to sit according to their respective members determined by the teacher at the previous meeting.

Each member of each group reads and presents the results of the news text they have created. Then, the teacher ordered to start the project that had been planned previously. The teacher becomes a facilitator with the aim of helping and accompanying the success of the project. then, all groups finished presenting their projects, the next activity was that the teacher gave LKPD to each student to carry out an ability test on the students. Closing activity, the teacher asks students to collect LKPD. Students prepare and greet the teacher.

Picture of the Learning Process of Project Based Learning Model



Learning evaluation of Project Based Learning Model in News Text Material for Class VII-G SMPN 10 Mataram

Assessment can be measured from various aspects that the teacher can see, such as how each student works together in their group, the ability to write news texts by working on LKPD.

The following is data from the teacher's assessment of the learning outcomes of each student using the Project Based Learning model in news text material.

Table of Learning Results for Student Assessment of News Text Material using the Project Based Learning Model

No	Name	Discussion	Test before project	Processing project	Test after project	LKPD
1	A.I	80	85	90	90	90
2	AAS	80	80	85	80	95
3	ALF	85	80	90	85	90
4	AAS	85	80	90	85	95
5	DAP	85	85	90	85	95
6	D.P	80	85	85	85	95
7	IKS	85	85	85	85	95
8	IM	85	85	85	80	90
9	LPZMR	85	80	90	85	90
10	M N	80	80	85	85	90
11	RKS	80	85	80	85	85
12	RAR	80	85	85	90	95
13	SDA	80	80	85	85	85
14	SH	85	80	85	85	90

15	WS	85	85	90	90	95
16	WW	85	85	90	85	90

3.2 Discussion

Learning Implementation Plan with Project Based Learning Model on News Text Material for Class VII-G SMPN 10 Mataram

The implementation of the *Merdeka* curriculum as a learning guideline is explained by the Minister of Education and Culture, explaining that learning tools in the form of teaching modules at least contain learning objectives, materials, methods, sources and learning assessments.

The suitability of the learning tools created by the teacher with the opinions of experts and Permendikbud regulations that the teacher's teaching module contains all these important points, the teaching module created by the teacher also contains Learning Outcomes (CP) and ATP in learning, the teaching module is explained and elaborated for 3 meeting times, as well as the stages and flow of how learning will take place. Therefore, the teaching modules developed by teachers are in accordance with existing regulations.

At the first meeting, the material given to students explains the relevant Learning Achievements (CP), such as understanding, structure and linguistic aspects. The second meeting of learning materials focused on how to analyze linguistic elements and aspects of learning outcomes, while in the third meeting students responded correctly to the CP content.

Similarly, the research carried out at the learning preparation stage, teachers create teaching modules based on ATP downloaded from the *Merdeka Mengajar* Platform that are in accordance with Learning Achievements (CP). Teaching modules are created with the help of worksheets, teacher books and student books in the *Merdeka* curriculum for class VII phase D. The teacher designs learning modules using a learning model by looking at the problems and conditions that occur with students in the class.

Learning Implementation Process Using the Project Based Learning Model in News Text Material for Class VII-G SMPN 10 Mataram

There are also 6 stages of PjBL developed by two experts, The George Lucas Education Foundation and Dopplet (Afriana, 2015).

1. Determining Questions (start with essential question)

At the beginning of the lesson the teacher asks and explains to the students regarding news text material that can be found in the surrounding environment.

2. Designing a Project (design project)

Together designing how the project will start, the project theme, time, materials and tools, and the flow of the project stages will take place. In accordance with the syntax, teachers and students together determine the aspects of the project requirements. Students choose to carry out a project to write a Democracy Election news text in the process, this is because the materials, tools and steps for writing news are fairly simple and practical.

3. Arrange a Schedule (create schedule)

Together create a schedule for working on the project. The teacher and students together determine the time for the project to be carried out and the right day to complete the project, the teacher also explains the flow of the project that will be carried out. The project work schedule is carried out for 3 days, and this has been mutually agreed upon by the teacher and students.

1. Supervise and Monitor Students (monitoring the students and progress of project)

The teacher motivates students to make project work easier. Because the Project Based Learning model prioritizes students as the center of learning, these students are required to be active and think critically. The teacher acts as a facilitator and motivator, supervising the progress of activities, guiding students to work on project activities.

2. Results Assessment (assess the outcome)

The teacher does not assess directly with the students the results of the project. However, the teacher only asked students to present the results of their projects from each group. After that, the teacher ordered the students to return to their original place.

3. Evaluating the Experience (evaluation the experience)

The teacher explains that the Project Based Learning model is very influential on critical thinking skills in carrying out the learning process, the teacher assumes that learning is not just theory and the teacher's role is to explain all the theories, but students can be active and participate in extracting information related to the learning material. the.

This can be seen from the indicators of critical thinking proposed by Bloom in the cognitive domain. Viewed from a cognitive perspective, students are required to recall the material from the previous meeting (apperception), the teacher asks students about the correct structure of news texts, linguistic aspects, and others. At the understanding level, participants can interpret or explain the learning material with their own understanding. At the application level, students carry out projects and do real practice regarding how to do something. At the analysis level, students analyze the structure, linguistic aspects and characteristics of news texts in image media provided by the teacher. Then at the synthesis level, students write their own news texts based on experiences or projects carried out. Next, at the evaluation level, students work on assignments given by the teacher as material to measure students' understanding of the material for writing news texts.

Evaluation of Learning Using the Project Based Learning Model on News Text Material for Class VII-G SMPN 10 Mataram

The results of the study and related relevant studies also show learning outcomes that both improve student learning outcomes. Related research also uses observation sheets as observation activities during the observation.

Relevant research uses percentages as a result of learning evaluation, uses the distribution of learning outcome categories, and uses scores to determine structure, elements and other aspects. Meanwhile, teachers carry out evaluations by giving assignments to students in the form of LKPD news text material at the end of learning after carrying out the project. LKPD is a reference for teachers to determine students' abilities in news text material. LKPD is distributed to each student to be completed and assessed by the teacher based on a predetermined score related to linguistic aspects, elements and structure of the news text.

4. CONCLUSION

The results obtained from this research are that in the learning process the teacher has oriented students so that they can solve and find information for themselves, and improve students' ability to think critically. Evaluation of learning by assessing the process and results

carried out by each student. This value is seen from various aspects carried out during the learning process. For example, writing news texts can be seen in the aspects of completeness of the content of the news text, aspects of assessing the structure of the news text, use of vocabulary, sentence writing, and mechanics.

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