

DEVELOPMENT OF PROJECT-BASED LEARNING MODEL INSTRUCTIONAL DESIGN TO IMPROVE JUNIOR HIGH SCHOOL STUDENTS' LITERACY

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Abstract: This article discusses how the use of the Project Based Learning (PjBL) model can improve students' literacy skills. PjBL is one of the innovative learning models, where learning is more student-centered, using projects as learning media. The purpose of this research is to analyze the effectiveness of the PjBL learning model in improving students' literacy skills. Literacy includes the knowledge and skills needed by learners to access, understand, analyze, and evaluate information, create meaning express thoughts and emotions, and generate ideas and opinions. One aspect of literacy skills is reading literacy. Therefore, efforts are needed to improve students' reading literacy skills, one of which is by using the PjBL learning model. In this PjBL model, students are invited to discuss with groups about the theme of the Diversity of Indonesian Communities in Unity in Diversity with problems encountered in everyday life.

Keywords: *Project Based Learning, Desain Intruksional, Literacy*

Abstrak: Artikel ini membahas tentang bagaimana penggunaan model pembelajaran *Project Based Learning* (PjBL) dapat meningkatkan kemampuan literasi siswa. PjBL merupakan salah satu model pembelajaran yang inovatif, dimana pembelajaran lebih berpusat kepada siswa, dengan menggunakan proyek sebagai media pembelajaran. Adapun tujuan dari penelitian ini yaitu untuk menganalisis keefektifan model pembelajaran PjBL dalam meningkatkan kemampuan literasi siswa. Literasi meliputi pengetahuan dan keterampilan yang dibutuhkan peserta didik untuk mengakses, memahami, menganalisis dan mengevaluasi informasi, menciptakan makna mengekspresikan pikiran dan emosi, memunculkan ide dan pendapat. Aspek kemampuan literasi salah satunya adalah literasi baca. Oleh karena itu, diperlukan upaya untuk meningkatkan kemampuan literasi baca siswa, salah satunya dengan menggunakan model pembelajaran PjBL. Model PjBL ini, siswa diajak mendiskusikan dengan kelompok tentang tema Keberagaman Masyarakat Indonesia dalam Bhineka Tunggal Ika dengan permasalahan yang ditemui di kehidupan sehari-hari.

Kata Kunci: *Project Based Learning, Desain Instruksional, Literasi*

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INTRODUCTION

The development of the times has made changes in predigma, including teaching procedures in the classroom (Sutrisna, 2018). Currently, the world community is entering a new era where many things are changing, including education. The 21st century demands that the education system must adapt to the changing times. Education shows the quality of human resources in an area, because people who get education can use the knowledge they learn to overcome life's difficulties. Because education is the biggest factor that affects the quality of

community resources. By increasing literacy, we can create a new generation that has strong scientific thinking and attitudes. Reliable and high-quality human resources (HR) are an important component in advancing a country. High-quality education, which serves as a barometer of a country's development, is a non-negotiable thing to improve the quality of Indonesia's human resources (Wulandari, 2017). Related to this problem, literacy is one of the qualities that must be possessed by the generation that will advance the nation. This means that the literacy skills (reading and writing) possessed must be more dominating than the oration skills (listening and speaking). High literacy skills greatly affect the acquisition of various information related to the effort to live life (competition) (Kharizmi, 2015).

Indonesia is a country rich in culture and diversity, as a good society must help maintain the integrity of the nation by producing the next generation who have a national insight, are intelligent, and uphold the value of unity. Until now, the development of literacy in Indonesia is considered low. The results of the PISA (Program for International Student Meetings) research show that Indonesia's reading knowledge ranks 57th out of 65 countries in the world (Puspasari & Dafit, 2021). Literacy has become less attractive because of problems that arise as a result of technological advances (Ariani, 2018). With the advancement of technology, the younger generation has become uneducated and tends to abuse existing technology. UNESCO statistical data in 2012 in Wulandari (2017) shows that the reading interest index in Indonesia is only 0.001. This reinforces the statement. According to the National Library (Perpunas) of the Republic of Indonesia in 2021, the level of reading interest of the Indonesian people reached 59.25 on a scale of 0-100, so efforts are needed to improve literacy. Educational literacy is very important in the current era of globalization because later those who will be affected will be the younger generation, namely students (Megawati & Megawanti, 2019). Students who do not get used to literacy such as reading will become a threat that can later dilute nationalism such as love and pride in culture which will gradually disappear and reduce the sense of belonging to the Indonesian nation itself (Tirtarahardja, 2005).

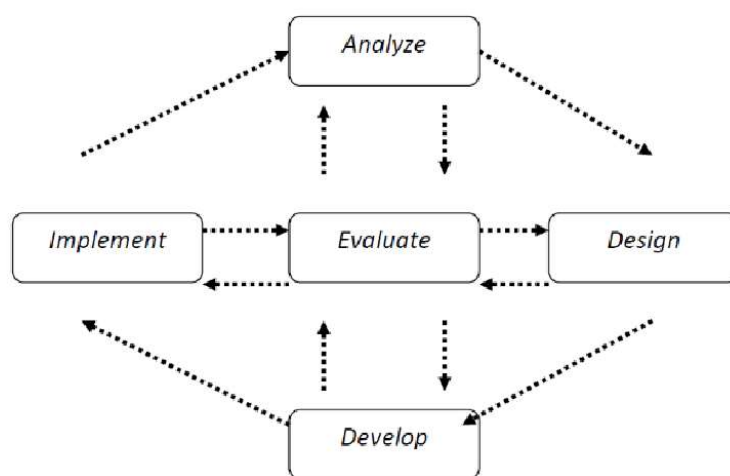
However, in the implementation of teaching and learning activities, teachers fail to maximize the learning process by using various learning models in the classroom. As a result, teaching and learning activities are considered less efficient. An active and innovative learning model aims to make students feel pleasure in learning and can motivate students to master learning even though learning is boring (Silberman, 2006). Currently, a teacher is more likely to use a one-way learning method or called teacher-centered. In a learning that has a teacher-centered nature, it is difficult to be able to develop student activeness in the learning process (Fayza & Nugraha, 2021). So that a student's literacy ability tends not to be maximized. Therefore, in this study, the author is interested in the use of the PjBL (*Project Based Learning*) learning model as an effort to improve student literacy.

The project-based learning model (PjBL) is an imaginative learning model that uses projects and activities as a medium for teaching. This allows learners to participate in problem-solving activities and work together in groups to produce valuable products. The project-based learning model is an imaginative learning model, where learning is more focused on students (student-centered) and teachers only provide stimulus and accommodation in learning, and students are given the opportunity to work independently in their groups (Trianto & Ibnu, 2014). According to Warsono & Hariyanto (2012), the project-based learning model (PjBL) is a type of teaching that seeks to relate technology to everyday

life problems or school projects. In the project-based learning (PjBL) model, students are faced with a problem or given a project related to the material. They are then asked to solve or create activities or projects based on questions and problems. After that, they continue with the process of searching, investigating, and discovering on their own, so that they acquire their knowledge quickly. In this learning model, students can also be trained to work independently or in groups to create and produce something.

METHOD

This type of research was developed with the ADDIE model developed by Robert Maribe Branch. The ADDIE model stands for: analysis, design, development, implementation and evaluation. The ADDIE model consists of five stages: analysis, design, development, implementation, and evaluation (Khoiri, 2018).



But in this study, the researcher only researched up to the development stage. The analysis stage of the research was carried out in the form of interviews and identification of competency standards and basic competencies of the material, aiming to describe the learning material. The design stage is carried out by developing learning objectives and strategies. The development stage produces teaching materials that will be used in the learning process. The product developed in this study is a learning tool, which consists of a learning implementation plan (RPP) and student worksheets (LKPD).

YIELD AND PREPARATION

Result

This research was conducted on junior high school students that students' literacy interest in learning Civic Education is still lacking and not enthusiastic. As a result of an interview with one of the students, we found that learning activities always use lecture and question and answer methods. From the beginning to the end of the Civic Education class, students only observe and hear, and occasionally ask their teachers. However, good learning should be characterized by providing material directly experienced or seen by students (Gani, 2018). So teachers and students are needed to collaborate in creating and determining learning media so that students are more interested in learning. As we all know, civic education consists of many theories about politics, law, socio-culture, economics, defense-security, and legislation. So that students can feel bored with a lot of material. In addition to the large amount of material, the

learning approach used by the desert must also be carefully considered because most of the learning activities still use a more ancient approach. If this learning is allowed to continue, then the literacy of students can decline even more.

This research uses the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. First and foremost, analysis. At this point, it is done to identify the learning needs and problems faced by students as well as the learning process at school. Curriculum analysis consists of three parts: curriculum analysis, needs, and student characteristics. Curriculum analysis begins by analyzing KD, and indicators of competency achievement. This indicator can be improved so that students are used to thinking at a high level but are still adjusted to KD. The results of the needs analysis show that teachers need creative and proven valid lesson plans and LKPDs to learn.

Second, design. At this stage, a learning tool with a PjBL approach on the theme of Indonesian Community Diversity in Bhineka Tunggal Ika has been designed. This design process begins with the creation of learning tool assessment instruments, namely RPP and LKPD. The lesson plan designed in this development research is a PjBL approach lesson plan designed for junior high school students in lessons on the Diversity of Indonesian Society. The RPP consists of several components, namely Core Competencies (KI), Basic Competencies (KD), Competency Achievement Indicators (GPA), learning objectives, learning materials, approaches, models, and learning methods, media, tools, materials, and learning resources, and learning outcomes. Then, the learning tool in the form of LKPD consists of several parts, namely, the cover of the LKPD, the identity of the LKPD, learning objectives, work instructions, learning materials, tools and materials, activities and evaluation learning steps.

Third, development. The results of the analysis and design are used to develop learning tools at the development stage. The development of RPP and LKPD with a PjBL approach is carried out in accordance with the current design. The PjBL approach consists of several parts, such as Core Competencies (KI), Basic Competencies (KD), Competency Achievement Indicators (GPA), learning objectives, learning materials, approaches, models, and learning methods.

Discussion

Indonesia has been declared a literacy emergency. Those who lack literacy are feared to experience a decline in their quality of life, social, and economic. This is an additional effect of the lack of literacy in society. Research by Olasehinde et al., (2015) has explained that students who do not have good reading skills tend to have a negative attitude towards learning and this can even cause them to have self-esteem problems later in life. Literacy, according to Septiyantono (2014) "is the main key in improving a student's knowledge", allowing students to learn independently. In addition, literacy has an impact on the effectiveness of student learning.

People who have information literacy skills will continue to learn and create new information, according to (Abdulkarim et al., 2018). Thus, literacy activities can be used in learning because they have the same goal, namely to improve a person's cognitive abilities and skills.

Reading not only gives you new information but much more than that. According to Malaret in Canisius (2012) reading can also have an impact on personal, moral, and intellectual attitudes: extensive reading, i.e. reading above and beyond basic or functional reading, encourages the personal, moral, and intellectual growth of the reader. Reading can also provide

inspiration, entertainment, and insight into ourselves and others. Reading can also increase civic intelligence, national character, and ethics. Because the fact that countries have a strong reading culture shows that their citizens are intelligent.

A reading skill for a person plays a very important role in his life because knowledge can be obtained through reading activities (Fayza & Nugraha, 2021). Therefore, this reading skill must be mastered well by all students from the beginning. The problems in the world of education are still dwelling, among others, on the weak interest in learning of students (Matnuh & Adawiah, n.d.). Low interest in learning will have an impact on students' skills which in the end students will not be able to compete in the world of work later.

As professional educators, teachers have a great influence on the achievement of learning goals (Putriani et al., 2017). This is due to the role of teachers as the command center in carrying out learning. Teachers also play the role of facilitators who are tasked with facilitating learning. Teachers are not only required to teach through science transformation activities; They must also provide instruction, training, evaluation, and education to their students. The teacher's duties only cover the cognitive field; educating includes the affective or attitude field; and training and evaluating include psychomotor areas or skills. Fun learning makes students tend to pay attention to the subject matter delivered by the teacher (Fitasari, 2019). In addition, when students are involved in learning activities, they increasingly feel recognized because they participate in the learning process and help achieve learning goals.

CONCLUSION

The development of a new era, especially in education, is an important factor in improving the quality of human life in a society. Education is a key factor in achieving the development of a nation, and increasing literacy is very important to create a new generation that has a strong identity and purpose. Indonesia, a country with a strong culture and tradition, has experienced a significant increase in literacy. Indonesia's literacy rate is ranked 57th out of 65 worldwide, and the use of technology has led to a decline in literacy rates. The Indonesian government has set a target to achieve a literacy level of 59.25, indicating the need for further efforts to improve literacy. In the learning process, teachers must use a variety of learning models to ensure students are engaged and motivated to learn. Project-based learning (PjBL) is an effective model that uses projects and activities as learning mediums, allowing students to participate in problem-solving and work together in groups to achieve desired outcomes.

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