

PROJECT BASED LEARNING (PJBL) MODELS WITH FOLKLORE NUANCE TO ENHANCE STUDENTS' WRITING SKILLS AND SELF-CONFIDENCE

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Abstract

This study aims to determine the effectiveness of the PjBL model with folklore nuances to improve students' writing skills and self-confidence and to analyze the effect of self-confidence on students' writing skills in grade V. Currently, PISA shows that the ability of Indonesian students to solve PISA questions is still far above average value. For example, in PISA 2015, the performance of Indonesian students was still relatively low. Successively the average achievement scores of Indonesian students for reading, mathematics, and science are ranked 61st, 63rd, and 62nd out of 69 countries. The method used is a comparative method with a quantitative approach. The population of this study consisted of grade 5 elementary school students from the Ahmad Yani cluster in Adiwerna District, Tegal Regency, in the 2022/2023 school year, consisting of 10 elementary schools with a total of 375 students. The research sample consisted of 30 students from SDN Kaliwadas 01 and SDN Kaliwadas 02. The sample was selected using cluster random sampling. The two schools are located side by side. The data collection techniques used were questionnaires, interviews, and observations. The data sources used were primary and secondary. Primary data was obtained from the results of questionnaires, interviews, and observations. Secondary data was obtained through official releases or publications, including data used as literature such as books and reports. For data analysis techniques used are prerequisite analysis tests, namely normality test and homogeneity test, while hypothesis testing with t-test and simple regression test. Based on the results of the research, it can be concluded that there is an increase in the writing skills of fifth-grade students of SDN Kaliwadas 01 and SDN Kaliwadas 02 after using the folklore-based Project Base Learning (PjBL) method. In addition, PjBL, with the theme of folklore, also increases students' self-confidence, where folklore has high character education values, one of which is the character of self-confidence. Based on the research, it can be concluded that there is an increase in writing skills of 5th-grade students of SDN Kaliwadas 01 and SDN Kaliwadas 02 after the use of the Project Base Learning (PjBL) method based on folklore. In addition, PjBL, with the theme of folklore, also increases students' self-confidence, where folklore has high character education values, one of which is the character of self-confidence.

Keywords

Folklore, model project based learning (PjBL), SDN Kaliwadas 01 and SDN Kaliwadas 02, self-confidence, writing skills



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INTRODUCTION

"Language, both written and spoken, is a common means of communication in society. Someone with the ability to speak or write can more easily explain ideas to others and be understood. Currently, the results of the PISA show that Indonesian students' skills in answering PISA questions are significantly better than the norm. However, Indonesian students' performance in PISA 2015 was still relatively low (Meisya et al., 2018). The average scores of Indonesian students in reading, mathematics, and science were ranked 61st, 63rd, and 62nd out of 69 countries.

Writing is one of the language skills that students need to understand. Students should be able to write paragraphs and essays that not only have a theme but are also written in proper Indonesian (Hadi, 2019). This is in line with the 2013 Curriculum, which states that students should be able to write words, phrases, and sentences using correct letters, spelling, and punctuation, as well as communicate concepts, thoughts, and ideas in the themes they learn. However, students still struggle to acquire writing skills in school, and the competency standards have not yielded the best results (Widagdo, 2017). Judging from the reality that occurs in the field, there are still many teachers who only use conventional learning methods such as lecture or question-and-answer methods, where students only listen to what the teacher says without making students participate actively in the learning process. There are so many methods that teachers can use. The more appropriate the learning method used, the more effective the achievement of writing skills, one of which is the PjBL method (M. K. Nasution, 2017).

Project Based Learning is a learning process that directly involves students to produce a project. Basically, this learning model develops solving skills in working on a project that can produce something (R. T. Sari & Angreni, 2018). This learning method requires students to be active and make students the center of learning while the teacher is a facilitator. With the active role of students, the learning outcomes obtained also increase (Wahyuni, 2020).

Based on the initial observation, the fifth-grade students of SDN Kaliwadas 01 and SDN Kaliwadas 02 showed difficulty in writing in a structured way. The difficulty of writing is also caused by the lack of vocabulary, making it difficult to choose and convey what to write. The most common problem experienced by elementary school children is the lack of understanding of correct grammar, such as the use of subject-predicate, conjunctions, punctuation, and so on. Then, what is still not achieved by elementary school children is the limitation in expressing ideas in writing, so it is still difficult to convey ideas in writing that is coherent and easily understood by readers.

Supported by Nasution (2017) states that the obstacle in writing skills is that students find it difficult to write because they cannot develop ideas and ideas into written form.

The importance of self-confidence, according to Maslow in Nirwana (2013), is for a person to achieve self-actualization, so students need self-confidence, which will later develop the potential that is in them. The self-confidence of grade V students at SDN Kaliwadas 01 and SDN Kaliwadas 02 is still not good. This is due to students who may have received negative feedback from teachers, which reduces students' self-confidence. Then, peers can also affect students' self-confidence. The main influence at school is the lack of practice in the classroom learning process. Another factor is that the teaching and learning activities carried out by teachers still use conventional methods so that students in the classroom feel bored in the learning process. Thus, the importance of using learning methods that can attract and foster student confidence.

According to Vandini (2015), internal factors that affect self-confidence namely: a) *Self-concept*. The formation of self-confidence in a person begins with the development of a self-concept obtained from a group association. Group association has a positive impact as well as a negative impact. b) *Self-esteem*. Self-esteem is an assessment made of oneself. People who have high self-esteem will assess themselves rationally for themselves and easily establish relationships with other individuals. c) *Physical condition*. Changes in physical condition also affect self-confidence. A healthy physique can help learners in increasing strong self-confidence. Meanwhile, a poor physique causes learners to be weak in developing self-confidence. d) *Life experience*. Self-confidence is gained from disappointing experiences because from these disappointing experiences comes a sense of inferiority so that later strong self-confidence arises. Thus, this research is about the use of learning methods to improve students' writing skills and self-confidence. The method used is the Project Base Learning (PjBL) method.

According to David Moursund in Yusikah & Turdjai (2021), some of the benefits of PjBL are: First, Increased motivation means that project-based learning can increase student learning motivation as evidenced by several research reports on project-based learning, which say that students are very diligent, strive to complete projects, students feel more passionate in lessons, and tardiness in attendance is greatly reduced. Second, Increased problem-solving means that the PjBL learning environment can improve problem-solving skills, make students more active, and successfully solve complex problems. Third, Improved library research skills because PjBL students are required to be able to quickly obtain information through information sources, so students' skills

to search and obtain information can increase. Fourth, Increased collaboration. The importance of group work in the project requires students to develop and practice communication skills. Cooperative group work, student evaluation, exchange. Fifth, Online information is a collaborative aspect of the project. Lastly, Increased resource-management skills. Well-implemented project-based learning provides students with learning and practice in organizing projects and making allocations of time and other resources, such as supplies, to complete tasks.

Previous research by Irma Yani explained that writing skills in Pinrang District elementary schools are generally still suboptimal due to students' lack of writing habits, making it difficult for them to convey ideas in writing (Mantasiah et al., 2017). While Wibowo (2015) explains that the use of the PjBL (Project-Based Learning) learning model can improve students' description writing skills. Supported by research by Febrianika et al. (2022), which states that the use of the Project Based Learning (PjBL) learning model can improve the paragraph writing skills of class Iva students. The research of Adnan et al. (2023) also stated that the PjBL model was also able to improve the critical and creative thinking of grade VI students, especially in short story writing lessons. And according to Sunarsih (2016), there is an increase in the ability to write news texts using the Project Based Learning learning model. Based on some of these studies, both show that Project Based Learning (PjBL) can improve students' writing skills. The difference with previous research is that there are other variables, namely folklore nuance, and self-confidence.

Another factor that can influence the success of Indonesian language learning goals is soft skills. One of the soft skills that can affect students' learning achievements is self-confidence (Ichsan et al., 2020). Students' self-confidence can affect their language abilities; for example, confident students will find it easier to express themselves both in writing and orally because they feel confident in their abilities and thoughts, enabling them to express their ideas more freely.

Students' self-confidence can be enhanced through project-based learning (Jaya et al., 2019). This type of learning, applied to Indonesian language lessons, specifically in the area of story writing, can trigger students' self-confidence. Students are trained to develop and create their own stories based on local stories circulating in their environment. The more they are trained, the more proficient they become in writing skills. The implementation of the PjBL model can improve students' average writing skills, as mentioned in a study (Noviyana, 2017), which states that PjBL-based learning activities teach students to develop and organize concepts based on creativity and self-confidence, thereby fostering students' self-confidence. So this research aims to find out Model

Project Based Learning (PjBL) with folklore nuance to enhance students' writing skills and self-confidence.

METHOD

The method used is a comparative method with a quantitative approach. Quantitative is often considered pure research that can be explained with definite numbers (Darwin, 2020). Sugiyono (2019) suggests that the quantitative approach can be interpreted as a research method based on the philosophy of positivism, used to research certain populations or samples. Meanwhile, a comparative study is a scientific research or study based on comparison, with the aim of comparing two or more variables to get answers or facts about whether there is a comparison or not of the object being studied (Syaripudin et al., 2013).

The population of this study consisted of fifth-grade students from the Ahmad Yani cluster in Adiwerna District, Tegal Regency, for the academic year 2022/2023, which consists of 10 elementary schools with a total population of 237 students. The research sample consisted of 30 students from SDN Kaliwadas 01 and SDN Kaliwadas 02. The sample was selected using cluster random sampling. Both schools are located side by side.

The data collection techniques used were questionnaires, interviews, and observations. According to Sugiyono in Purwadi (2015), a questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. The questionnaire was used to measure Self-confidence. The assessment process for each answer choice from the respondents in filling out the questionnaire is ranked based on the Likert scale of answers with the following details:

Table 1. Likert Scale

No.	Abbreviations	Meaning	Score
1.	VG	Very Good	5
2.	G	Good	4
3.	E	Enough	3
4.	B	Bad	2
5.	VB	Very Bad	1

Observation is used to test whether the project-based discovery paradigm is suitable for implementing learning and whether it is compatible with the previously prepared learning resources. Then, interviews were used to obtain further information by paying attention to the

aspects of the interview. Aspects included in the interview guidelines are the content of the interview guidelines, utilization of the interview guidelines, and language utilization.

The data sources used are primary and secondary. Primary data is data obtained directly from data sources without going through certain intermediaries (Rahman, 2021). Primary data is obtained from the results of questionnaires, interviews, and observations. Meanwhile, secondary data is data obtained indirectly or through other parties. Generally, secondary data is obtained through official releases or publications, including data that is used as literature, such as books and reports. The secondary data for this research comes from books and journals related to the research.

For data analysis techniques used are prerequisite analysis tests, namely normality test and homogeneity test, while hypothesis testing with t-test and simple regression test.

The hypotheses in this study are:

H0: Can the Project Based Learning (PjBL) Model with folklore nuances improve writing skills?

H1: Can the Project Based Learning (PjBL) Model with folklore nuances increase students' self-confidence?

FINDINGS AND DISCUSSION

Findings

Validation Results of Learning Devices

Table 2. Validation Results of Learning Devices

No.	Recapitulation	Validator			Average	Criteria
		V1	V2	V3		
1.	Syllabus	100%	88%	88%	92%	Excellent
2.	Lesson Plan	100%	85%	93%	93%	Excellent
3.	Student Worksheet	100%	83%	92%	92%	Excellent
4.	Teaching Materials	100%	92%	96%	96%	Excellent
5.	Self-Confidence Questionnaire	100%	95%	100%	98%	Excellent

Table 3 shows that the developed learning devices are considered excellent based on the average validation scores by experts, meeting the excellent criteria based on the indicators stated in the validity sheet of the research devices.

a. Syllabus

Based on the overall validation results, the validators stated that the syllabus is good and can be used with minor revisions. The validator's note is that the sources should be taken from independently prepared teaching materials. The average validation score for the syllabus is 3.76, which means that the syllabus device is classified as excellent and suitable for use.

b. Lesson Plan

According to the validator's feedback on the lesson plan to be used in the research, the suggestion is to include syntax from the applied model in the activity steps. In this case, the steps for the Discogame learning with Congklak media should be explicitly stated.

c. Student Worksheet

The expert validator suggests that the student worksheet should include a designated time for completion and group names. Overall, based on expert validation, the student worksheets are deemed suitable for use.

Normality Test

Table 3. Normality Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	6.17444060
Most Extreme Differences	Absolute	.126
	Positive	.119
	Negative	-.126
Kolmogorov-Smirnov Z		.691
Asymp. Sig. (2-tailed)		.726

According to Siregar in Pratama & Permatasari (2021), the normality test aims to test whether, in the regression model, confounding or residual variables have a normal distribution or not. Amaliah (2017) states that data can be declared normal if it has a significance greater than 0.05. Based on the research results obtained, sig. (2-tailed) of 0.726, so it can be concluded that the research data is normally distributed.

Homogeneity Test

Table 4. Homogeneity Test Results

Nilai			
Levene Statistic	df1	df2	Sig.
.286	1	58	.595

In Table 4. It was found that the sig value. > 0.05 , so it can be concluded that the research data has homogeneous data. Homogeneity test data homogeneity testing is very important in every data processing (A. Q. Sari et al., 2017). A homogeneity test is a statistical test procedure that aims to show that two or more groups of sample data that have been taken come from populations that have the same variance (Y. E. P. Sari, 2019). A homogeneity test can be done if the data groups are in the normal distribution. A homogeneity test is conducted to show the differences that occur in parametric statistical tests (Usmadi, 2020). Then, it can be concluded that the research data is homogeneous.

Hypothesis Test (T-Test)

Table 5. SPSS Output for Hypothesis Test

One-Sample Statistics						
	N	Mean	Std. Deviation	Std. Error Mean		
Nilai	30	81.47	10.840	1.979		

One-Sample Test						
	Test Value = 75					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Nilai	3.268	29	.003	6.467	2.42	10.51

Hypothesis testing was conducted to determine whether or not there was an increase in writing ability and student confidence with the Project Based Learning (PjBL) Model with folklore nuances. Researchers used the t-test, with the research hypothesis as follows.

H0 = There is no improvement in the writing skills of the Project Based Learning (PjBL) Model with folklore nuances.

H1 = There is an increase in the writing skills of the Project Based Learning Model (PjBL) nuanced folklore.

The decision-making basis used is

- If the sig value < 0.05 , or T count $> T$ table, then there is an effect of variable X on variable Y
- If the sig value > 0.05 , or T count $< T$ table, then there is no effect of variable X on variable Y

Based on the t-test obtained

Value sig. (2-tailed) $\geq \alpha \rightarrow$ Statistical Hypothesis (H₁) ACCEPTED.

Value sig. (2-tailed) < $\alpha \rightarrow$ Statistical Hypothesis (H_0) REFUSED.

Description:

Based on the t-test results, the odds value sig. = 0,003.

Based on the t-test conducted with a significance level of 5% = 0.05, it shows that the significance value of the experimental class post-test score is 0.03, which is smaller than 5%. Then, the average writing ability of the experimental class reached the minimum completion criteria. So, it can be concluded that the Project Based Learning Model (PjBL) nuanced folklore can improve students' writing skills at SDN Kaliwadas 1 and SDN Kaliwadas 2.

Simple Regression Test

Table 6. SPSS Output for Regression Test (Model Summary)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.672 ^a	.451	.431	6.443

a. Predictors: (Constant), Keterampilan Menulis

Regression test is a study of the relationship between one variable, namely variable (the explained variable), with one or more variables, namely variables that explain (the explanatory) (Yuliara, 2016). The basis for testing regression results is carried out with a confidence level of 95% or with a significant level of 5% ($\alpha = 0.05$) (Meiryani, 2021). The R2 value is 0.672 with an R Square of 0.451, indicating that the influence of writing skills on self-confidence is 45.1%.

DISCUSSION

Project Based Learning (PjBL) Model with Folklore Nuances Improve Writing Skills

Based on the results of the study, it was found that the average writing ability of the experimental class reached the minimum completeness criteria. This means that the use of the Project Based Learning (PjBL) model with the Nuances of Folklore can improve writing skills.

According to Anggara (2017), by learning in groups using the project-based learning model, students have motivation, cooperation, independence, and great responsibility in completing and being accountable for their work. The use of a project based learning model in learning writing can improve students' writing ability, which is shown by the increase of students' activities. It is also supported by the research of Hadiansah et al. (2021), which states that students' abilities in writing learning materials using the PjBL model have better results. PjBL can teach students to understand

the problems they face with the principle of ill-structured or open-ended through providing stimulus in their learning activities. In this learning model, it means that students are encouraged to work together in groups or learning communities.

The advantages of the Project Based Learning model are that students are required to have more discussions with their friends and spend more time searching or discovering new things so that students are able to develop their creativity with projects that are given contextually (Hiasa & Supadi, 2020). The PjBL learning model can be used to apply existing knowledge and train various thinking skills, attitudes, and concrete skills (Fahadah et al., 2021).

Project Based Learning (PjBL) Model with Folklore Nuances Increase Students' Self-Confidence

Based on the research results show that Project Based Learning (PjBL) model with folklore nuances increases students' self-confidence. This is indicated by the R^2 value is 0.672 with an R Square of 0.451, indicating that the influence of writing skills on self-confidence is 45.1%.

Folklore is a fantasy story whose events did not really happen. Folklore is a literary work that also includes oral literature, which is a structure born from an ongoing historical process that lives and is lived by the community where the literary work was born (Lizawati, 2018). Folktales also tell the lives of the characters that have been characterized by the introduction of characters, then lead to conflict, and end with resolution. Folklore develops from generation to generation and is delivered orally, so that folklore is often called oral literature. Therefore, folklore is in great demand at various levels of society (Mahajani et al., 2020). Folklore heard indirectly will shape the attitude and morals of the child. The teachings or moral content in folklore will shape the child to be obedient to his parents. Children will feel afraid of being disobedient because they remember the punishment or retribution received by the child in the stories if they disobey their parents. Therefore, folklore is not only a bedtime story but can shape children's morals.

Moral teachings are teachings that become the basis for action. Moral teachings can be seen in the character attitudes possessed by students. Students' characters are very diverse, depending on the character education provided to students, both at home and school (Ati et al., 2021).

The nine pillars of character, according to Pratiwi (2020), are universal noble values consisting of 1) Love of God and the universe and its contents. 2) Responsibility, Discipline, and Independence. 3) Honesty. 4) Respect and Courtesy. 5) Compassion, Care, and Cooperation. 6) Confident, Creative, Hardworking, and Never Give Up. 7) Justice and Leadership. 8) Kind and Humble. 9) Tolerance, Peace, and Unity.

From the direction of character education goals, there are various kinds of characteristics that need to be achieved in education, one of which is the character of self-confidence. Self-confidence is a belief in one's abilities and can help to see oneself positively and realistically so that one can socialize well with others and can more easily move forward (Juwita, 2019). In essence, humans have self-confidence, but that self-confidence differs from one person to another. Some have less confidence, and some have more, so both show differences in behavior. Self-confidence can be built and developed positively and objectively from an early age. The main and first influence to enter interesting impressions for children is the environment because the environment is the first factor that children experience changes. The child will imitate the behavior and speech that he sees. For example, when the child plays or is with his friends, it appears that his attitude is innocent. He wants to win alone and grabs and uses the toys he sees without feeling afraid and embarrassed. Given the importance of self-confidence, every place and atmosphere needs to be built optimally and positively (Triningtyas, 2013).

In order to have high self-confidence, a student needs learning that supports him to be more confident in the classroom. At school, teachers can guide students to hone children's abilities and convince students to believe in their own capabilities, such as expressing arguments, appearing in front of an audience of people, and not hesitating in carrying out something. One of them is with the intermediary of folklore assisted by the Project Base Learning (PjBL) learning model (Ummami et al., 2021).

CONCLUSION

Based on the research conducted, it can be concluded that there is an increase in writing skills of 5th-grade students of SDN Kaliwadas 01 and SDN Kaliwadas 02 after the use of the Project Base Learning (PjBL) method based on folklore. This learning method requires students to be active and make students the center of learning while the teacher is a facilitator. In addition, PjBL, with the theme of folklore, also increases students' self-confidence, where folklore has high character education values, one of which is the character of self-confidence.

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