

IMPLEMENTATION AND ITS EFFECT OF PROJECT BASED LEARNING (PJBL) MODEL ON INCREASING LEARNING OUTPUT IN PHILOLOGY COURSE

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Abstract. This study aims to investigate the effect of implementing the Project Based Learning (PjBL) model on improving learning outputs in the Philology course. The research method used is a pseudo-experiment with a pre-test post-test control group design. The research subjects consisted of two groups of students, namely the experimental group that applied the Project Based Learning Model and the control group that used conventional learning methods. Data were collected through pre-test and post-test instruments, observations, and questionnaires. The results showed that the application of the Project Based Learning Model significantly improved student learning outputs in the Philology course. There is an increase in concept understanding, text analysis skills, and critical thinking skills of students who take part in learning with the PjBL approach. In addition, students' positive response to this learning model is also evident from the questionnaire results. This finding implies that the Project Based Learning Model can be used as an effective alternative in improving the quality of learning in Philology courses.

Keywords: Effect, PjBL, Increasing, Learning, Output, Philology

Abstrak. Penelitian ini bertujuan untuk menginvestigasi pengaruh penerapan Model Project Based Learning (PjBL) terhadap peningkatan output pembelajaran pada mata kuliah Filologi. Metode penelitian yang digunakan adalah eksperimen semu dengan desain pre-test post-test control group. Subjek penelitian terdiri dari dua kelompok mahasiswa, yaitu kelompok eksperimen yang menerapkan Model Project Based Learning dan kelompok kontrol yang menggunakan metode pembelajaran konvensional. Data dikumpulkan melalui instrumen pre-test dan post-test, observasi, serta angket. Hasil penelitian menunjukkan bahwa penerapan Model Project Based Learning secara signifikan meningkatkan output pembelajaran mahasiswa pada mata kuliah Filologi. Terdapat peningkatan pemahaman konsep, keterampilan analisis teks, dan kemampuan berpikir kritis mahasiswa yang mengikuti pembelajaran dengan pendekatan PjBL. Selain itu, respon positif mahasiswa terhadap model pembelajaran ini juga terlihat dari hasil angket. Temuan ini memberikan implikasi bahwa Model Project Based Learning dapat dijadikan alternatif yang efektif dalam meningkatkan kualitas pembelajaran pada mata kuliah Filologi.

Kata Kunci: Pengaruh, PjBL, Peningkatan, Pembelajaran, Hasil, Filologi

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INTRODUCTION

Learning and learning are two things that cannot be separated from each other. Learning is not only based on manuals and materials, but also accompanied by real activities that produce a creative and scientific imagination (Sari, et al., 2023). One of the innovative learning models

approaches to have high skills and creativity, responsibility, and competence to achieve learning objectives is project-based learning. In this study, researchers attempted to elaborate PjBL into a philology course. One of the courses is identifying, reading, examining, and analyzing ancient manuscripts and their distribution through the digitization process. Not only that, with this PjBL, the quality and quality of collaborative learning will certainly get significant results in achieving course objectives. This, of course, has an impact on the lecturer's reflection on the model and method of learning as well as learning outcomes, quality, skills and understanding of students.

The output of learning in a university is very important to obtain. This means that the output is the main indicator of the success of learning and classroom management. In philology courses, the output produced can be in the form of a set of manuscripts that are collected and studied to explore the treasures of local wisdom contained therein. The project-based learning model seeks to produce a participatory and collaborative classroom atmosphere to get maximum project results. In order to improve the quality of learning and learning and support the achievement of IKU 7 (Collaborative and participatory classes), as well as improving the quality of lecturers and students collaborating in problem solving, scientific findings integrated with the latest technology, models and methods at Jambi University, learning innovation research needs to be carried out by developing soft skills, hard skills, and competitiveness (Read: Hadiyanto, et al, 2021) so that students are able to develop themselves individually and in groups so that the output produced in the Philology course is achieved. Not only that, but the output can also be developed in student scientific work. This research was conducted as an effort to support and develop previous research (Warni, et al, 2022), as well as to support the achievement of the concept of developing script literacy and its practice (Warni, et al; 2021; 2022), which ultimately leads to the achievement of the research and service fishbone.

Based on the explanation in the motivation and background above, of course, research on learning innovation based on Project Based Learning (PjBL) needs to be carried out as a benchmark in the development of the teaching and learning process. Thus, the problem contained in this study is how the Effect of the Project Based Learning (PjBL) Model on Increasing Learning Output in Philology Subjects. Research on project-based learning is an object of study that is of great interest to educators to evaluate, apply, and reflect on learning activities that have been carried out. Here are some previous studies related to this research.

Nisa, et al., (2017) examined the effect of the Project Based Learning Model on Learning Outcomes in the Two-Dimensional Animation Engineering Subject of Class XI Multimedia Department. Based on the results of the research that has been carried out, there are differences

in learning outcomes in the realms of attitude, knowledge, and skills in the two-dimensional imitation technology subjects in experimental welders who learn using a project-based learning model with a control class that is not given a treatment for XI MM welders at SMK Negeri 2 Singosari and the project-based learning model is very efficient and effective to be applied because the project-based learning model is able to create a conducive atmosphere, It is fun, requires students to be more active, makes cooperation better, increases the motivation of all students, improves discipline, makes students have responsibilities that must be done, and helps students to explore their creativity.

Furthermore, Hartono, et al (2019) examined the Application of the Project Base Learning (PjBL) Model to Increase Geography Student Creativity at PGRI University Palembang. The results showed that learning by using the project-based learning (PjBL) model can increase student creativity in digital cartography courses at PGRI University Palembang in the 2017/2018 learning year. The observation results of student creativity in cycle 1 had an average of 51.40, then in cycle 2 had an average of 86.88. Furthermore, for the results of the creativity test from the N-gain calculation, 10 students got a high category, 16 students got a medium category, and 2 students got a low category.

Dewi (2021) researched about E-Learning: Application of Project Based Learning in Learning Media Course. The research results obtained are students gain experience and knowledge as well as learning products in the form of media. Furthermore, Oktaviani, et al (2021) researched the Development of Project Based Learning Model in Information and Communication Based Language Editing Course. The result of the research is that the application of PjBL is effective in the course. Warni, et al (2022) examined The Implementation of Online-Based Project Based Learning During the Covid-19 Pandemic in Malay Arabic Courses Semester V In Indonesian Literatures Jambi University. The result obtained was that the application of PjBl in the Malay Arabic Script course succeeded in achieving its outputs, including scientific articles. Apart from the above research, there are several more studies in which the same substance and model are applied, such as by Fitri, et al (2018), Nugroho, et al (2019), Fitri, H., et al (2018) Nugroho, A., et al (2019), and Sa'adah, I. L., et al (2022).

From these relevant studies there are similarities and differences with this research. The similarity lies in the use of models and approaches used in the learning process. While the difference lies in the method of conducting research. This research focuses on project research (output) applied in the Philology course. Thus, the results of the analysis, findings, discussion and implications obtained will also differ from the relevant research so that new conclusions

are obtained in the application of the project-based learning model with action methods.

METHOD

This learning innovation research was conducted using descriptive method. That is, this method is used to explain symptoms, events, and events in accordance with reality as they are. This research presentation explains the learning conditions as they are without adding or reducing the analysis of the results obtained. The method used in this research is the action research method. Action research aims to reveal the cause of the problem and provide solution steps to the problem.

Action research method is a research method used to test, develop. Finding and creating new actions, so that these actions if applied in work, the process of carrying out work will be easier, faster, and the results are more and quality (Sugiono, 2015).

Action research does not escape two main things, namely improvement and involvement. This can be referred to the objectives of action research, namely: (a) improving practice; (b) professional development in the sense of increasing practitioners' understanding of practice; (c) improving the circumstances or situation in which the practice is carried out. The subject of this research is R001 and R002 class, Semester III philology courses in the Indonesian Literature Study Program, Department of History, Art, and Archaeology, FKIP Jambi University, totaling 60 students research is

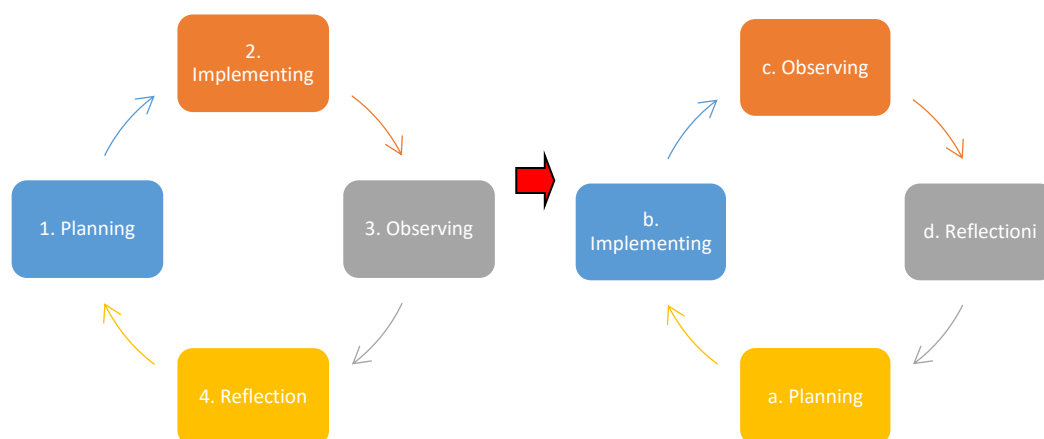


Figure 1. Research Action Siclus

The data collection methods used in this research are interviews and tests. Interviews were conducted to obtain data directly in terms of material analysis skills and philological methods. The interview technique used was an unstructured interview technique. Meanwhile, the test

method was used to measure the ability to analyze philological studies before and after learning was applied. The test was conducted through two stages in each cycle, namely pre-test and post-test. The pre-test was conducted to determine the initial ability to understand the material to be studied, while the post-test was conducted at the end after the implementation of learning actions. The data analysis method in this research uses qualitative descriptive analysis method. The indicator of success in class action research is an increase in student skills in philology courses.

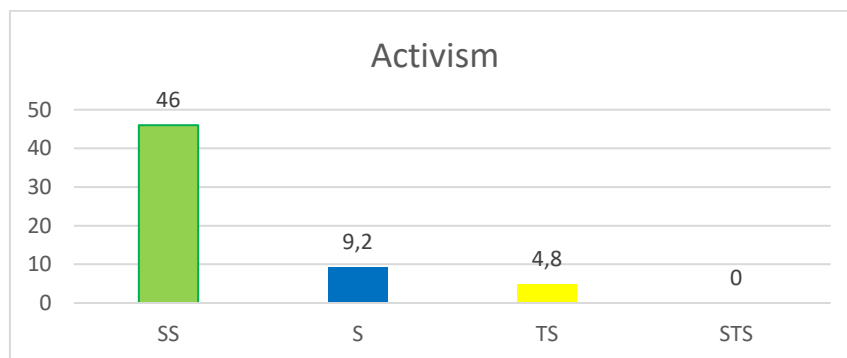
RESULT

Research on the Effect of the Project Based Learning (PjBL) Model on Increasing Learning Output in Philology Subjects conducted in the R001 and R002 Semester III classes of the Indonesian Literature Study Program, Department of History, Art, and Archaeology, FKIP Jambi University, totaling 60 students. The following is explained in the table.

Table 1. PjBL respondent

Class	Gendre		Total
	M	F	
3 / R-001 / REG	22	8	30
3 / R-002 / REG	23	7	30
Respondent Total			60

In the research process using a student response questionnaire to the PjBL learning model. This questionnaire was prepared to find out the learning process of Philology courses using the PjBL model so that the percentage could be measured in learning activities. From the table above, in the process of implementing PjBL in philology courses in the classroom, students are very enthusiastic and active in the learning process. In this statement, an average of 46 students strongly agrees, 9.2 agree, 4.8 disagree, and 0 students strongly disagree. This makes it possible to carry out the PjBL learning process in philology courses. To be clearer, it is applied to the following graph.



Grafik 1. Activism

Table 2. Learning interest

No	Statement	Drscription			
		SS	S	TS	STS
1	Long Learning	26	32	2	0
2	Doing Project	45	10	5	0
3	Understanding project	50	10	0	0
4	Lecture Role	54	3	3	0
5	Kreativity	42	16	2	0
total		217	71	12	0
Mean		43,4	14,2	2,4	0

The research results were obtained after applying the project-based learning (PjBL) model through the R001 and R002 Semester III philology courses in the Indonesian Literature Study Program, Department of History, Art, and Archaeology, FKIP Jambi University, totaling 60 students as an experimental class. Based on the results of the study, data on the value of students' creative thinking skills were obtained. After applying the PjBL model through the philology course, students in class R002, totaling 30 students, were asked to fill out a questionnaire containing student responses about the application of the PjBL model through the philology course.

DISCUSSION

The implementation of the Project Based Learning (PjBL) model can have various influences on improving learning outputs in philology courses. Some of the possible influences involve the following aspects:

- Increased student involvement and motivation

The PjBL model encourages students' active involvement in the learning process. They are involved in projects related to philology, which can increase their motivation and interest in the course.

- Development of collaboration skills

Through projects that involve teamwork, students can develop collaboration skills that are important in philological studies and in the working world in general.

- Enhancement of research skills

Philology often involves in-depth research related to language, literature, and culture. The PjBL model can enhance students' research skills as they explore philological topics through their projects.

- Application of theoretical concepts into practice

The PjBL model allows students to apply theoretical concepts learned in the context of concrete projects. This can help them understand and remember the learning material better.

- Enhanced creativity

Through philological projects, students can develop their creativity in analyzing and interpreting texts and creating new works.

- Formative Evaluation and In-depth Feedback

PjBL projects often involve formative evaluation, which provides in-depth feedback to students. This allows them to continuously improve the quality of their work throughout the learning process.

- Contextualized Learning:

PjBL allows for more contextualized and relevant learning. Students can see how philological concepts can be applied in real-world situations through their projects.

- Improved Speaking and Writing Skills

Philology involves analyzing and interpreting texts, which can improve students' speaking and writing skills. PjBL can strengthen these skills through demanding projects that involve presentation and documentation.

- Improved Problem-Solving Skills

Students can face concrete challenges and problems in PjBL projects, which allows them to hone their problem-solving skills.

- Improved Job Readiness

By engaging in projects that are like tasks in the world of work, students can be better prepared to face challenges outside the academic environment.

It is important to note that the results of implementing the PjBL Model may vary depending on factors such as project design, faculty support, and student characteristics. Over time, continuous evaluation and adjustments can be implemented to improve teaching effectiveness.

CONCLUSION

Based on the results of the study, it can be concluded that the application of the Project Based Learning (PjBL) Model has a significant positive effect on improving learning outputs in the Philology course. The research findings show that students who took part in learning with the PjBL approach experienced a marked improvement in concept understanding, text

analysis skills, and critical thinking skills. Students' positive response to the PjBL Model, as reflected in the questionnaire results, indicates that this approach is not only academically effective but also provides a motivating and satisfying learning experience. The implication of this study is that the PjBL Model can be adopted as an effective learning strategy in the context of Philology courses. Educational institutions can consider the integration of PjBL in the curriculum to improve the quality of learning and achieve the desired learning objectives.

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