THE IMPLEMENTATION OF PJBL MODEL IN SEMANTICS COURSE IN IDENTIFYING JAMBI CULTURE

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Abstract. This study aims to analyze the implementation of the Project-Based Learning Model (PjBL) in the context of the Semantics course to explore the understanding and identification of Jambi Culture. The research method used was classroom action research involving 60 third semester students of the Indonesian Literature Study Program, FKIP Jambi University. Data collection was carried out through classroom observations, interviews, and analysis of project results. The data were analyzed qualitatively to evaluate the impact of the learning model on cultural understanding and identification. The results showed that the implementation of the PJBL Learning Model succeeded in increasing students' involvement in learning and deepening their understanding of Jambi culture. Students showed improved semantic analysis skills through projects that required in-depth understanding of aspects of Jambi culture.

Keywords: Implementation, PjBL, Semantic, Jambi, Culture, Identification

Penelitian ini bertujuan untuk menganalisis implementasi Model Pembelajaran Project-Based Learning (PjBL) dalam konteks mata kuliah Semantik untuk mendalami pemahaman dan identifikasi Kebudayaan Jambi. Metode penelitian yang digunakan adalah penelitian tindakan kelas dengan melibatkan mahasiswa semester III Program Studi Sastra Indonesia sebanyak 60 mahasiswa, FKIP Universitas Jambi. Pengumpulan data dilakukan melalui observasi kelas, wawancara, dan analisis hasil proyek. Data dianalisis secara kualitatif untuk mengevaluasi dampak model pembelajaran terhadap pemahaman dan identifikasi kebudayaan. Hasil penelitian menunjukkan bahwa penerapan Model Pembelajaran PJBL berhasil meningkatkan keterlibatan mahasiswa dalam pembelajaran dan memperdalam pemahaman mereka terhadap kebudayaan Jambi. Mahasiswa menunjukkan peningkatan keterampilan analisis semantik melalui pproyek yang memerlukan pemahaman mendalam terhadap aspek kebudayaan Jambi.

Kata Kunci: Implementasi, PjBL, Semantic, Jambi, Budaya, Identifikasi

INTRODUCTION

In the rapidly growing era of globalization, the need for understanding and respect for cultural diversity is becoming increasingly important (Warni & Afria, 2019). This is a form of human progress in developing civilization. One way to gain a deep understanding of the culture of a region is through cultural studies involving Semantics courses. This course focuses on the study of meaning and language use in a cultural context. Jambi culture, as one of the rich and

unique cultures in Indonesia, has various aspects that need to be understood in depth (Fitrah & Afria, 2017). To identify Jambi culture, an innovative and effective learning approach is needed. One of the learning models that can be implemented is Project-Based Learning (PJBL).

Project-Based Learning (PJBL) is a student-centered learning approach that focuses on developing critical thinking, collaboration, and problem-solving skills (Hadiyanto et al., 2021). In the context of the Semantics course, the implementation of PjBL learning model can be an effective approach to help students identify and understand Jambi culture through the study of language meaning.

In this study, it aims to investigate the implementation of the PjBL learning model in the Semantics course to identify Jambi culture. Students are involved as participants in PjBLlearning, where students engage in research projects that allow them to explore aspects of Jambi culture through analyzing the meaning of language. The main problem in this study is that the previous application has not used PjBL, so the learning outcomes obtained by students have not been maximized from all sides. Therefore, learning semantic courses is carried out with the PjBL model to increase creativity, skills, activeness, and learning. In addition, PjBL is carried out by emphasizing student-centered learning. So, the main purpose of this research is to improve students' understanding in identifying the culture found in Jambi province in the study of lexical semantics.

This research will include several stages, including identification of research topics, data collection, data analysis, and presentation of results. We will use qualitative methods in data collection and analysis, by collecting data from observations, interviews, and text analysis. Research on the implementation of the PjBL Learning Model in the Semantics course in identifying Jambi culture has the potential to provide new insights into the relationship between language and culture. In addition, this research can also provide practical benefits for students in developing understanding and critical thinking skills in analyzing meaning and culture through the PjBL approach.

In this study, we will analyze the implementation of the PJBL Learning Model in the Semantics course with a focus on Jambi culture. The researcher will explore the impact of the PPA approach on students' understanding of Semantics and Jambi culture, as well as identify the challenges and benefits that arise in teaching and learning. The results of this study are expected to make an important contribution to the development of effective learning methods in understanding culture through Semantics courses, especially in the context of Jambi. It is expected that the results of this study will contribute to the development of more effective learning methods in learning culture through Semantics courses. In addition, this research is

expected to increase students' understanding of Jambi culture and provide new insights into the potential use of the PJBL learning model in the context of cultural learning.

This research was conducted to fulfill the achievement of Key Work Indicators (IKU 7) related to the quality of learning, Jambi University as a forum for implementing the educational process and is committed to improving the quality of learning and student skills through PjBL. Through the application of PjBL, it is expected that students can develop practical, collaborative, and problem-solving skills that are relevant to the needs of the world of work and society.

Previous studies on PjBL have been carried out by many previous researchers. Sa'adah & Pertiwi (2022) in their research stated that the implementation of learning with the Project Based Learning (PjBL) model based on Scientific Literacy, showed a percentage value of 91.6%. While student activity during the application of the scientific literacy-based Project Based Learning (PjBL) learning model obtained a percentage value of 84.3%. Based on the Paired sample t-test that has been carried out with SPSS, the significance value obtained is 0.000, where 0.000 <0.05. Furthermore, Gilis & Winarta (2019) in their research stated that the aspects of content, design and language were in the very good category, as well as student assessment in the very good category. Therefore, the teaching materials that have been developed are ready for implementation. PjBL studies have been successfully applied in courses and in learning (see: Fajarwati et al., 2017; Khanifah, 2019; M. Gunawan Tarmudi Nugroho, Musa Pelu, 2018; Novebrini et al., 2021; Sa'adah & Pertiwi, 2022; Yusra & Sinaga, 2022).

METHOD

This PjBL research was conducted using a descriptive method. 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. This research was conducted using descriptive qualitative method. Data sourced from questionnaires, interviews, and classroom actions.

This research was conducted in the Indonesian literature study program, Department of History, Art, and Archaeology, FKIP, Jambi University in classes R001 and R002, namely class R001 (experimental class) and R002 (control class). Class R001 totaled 30 people and class R002 totaled 30 people.

Table 1. PjBL respondent

Class	Gendre		Result
	F	**M**	
3 / R-001 / REG	28	6	30
3 / R-002 / REG	23	7	30
Respondent Result			**60**

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

The Project-Based Learning (PBL) research method is an approach that involves students in conducting authentic projects or tasks that integrate theoretical learning with practical application. The following are the steps of the PjBL research method that can be carried out (1) project identification and planning, (2), group formation, (3) project-based learning, (4) mentoring and supervision, (5) presentation and assessment, and (6) reflection and evaluation:

Figure 1. Research PjBL Process

RESULT

A learning model is an approach or strategy used in the learning process to achieve specific learning objectives. Learning models provide a systematic framework for designing and organizing interactions between teachers, students, and learning materials (Tibahary & Muliana, 2018). The application of the project-based learning model can be seen from the results of the observation sheet of the application of the project-based learning model as qualitative data and student learning outcomes as quantitative data. Observation of the application of project-based learning models in identifying Jambi culture is carried out based on project-based learning steps in each meeting.

The stages carried out in applying the project-based learning model are at the first meeting students do an initial ability test, then the lecturer gives the material briefly. Furthermore, at the second meeting the application of the learning model is carried out according to its stages. The stages of the project-based learning model carried out by students at the second meeting are fundamental questions, compiling planning steps for project completion, compiling a project implementation schedule, and making project designs. The third meeting, the stages

carried out by students are project completion and monitoring, report preparation and presentation, and evaluation of experience, process, and results.

Based on the observations made, learning activities in the preliminary activities in the experimental class (class R001) using the project-based learning model in the experimental class were in accordance with the module made by the researcher. Lecturers open learning by preparing the class, praying, taking students' attendance, conveying learning outcomes and giving apperception and motivating students. After giving apperception and motivating students, lecturers do ice breaking activities with students, so that before learning students train their focus. This is below a description of the acquisition of posttest scores of experimental class students in the Semantics course in identifying Jambi Culture.

Table 2. Postest and pretest value result

Student Info	C1	C2	Mean
Student 1	65	85	75
Student 2	70	85	77,5
Student 3	73	85	79
Student 4	55	70	62,5
Student 5	60	85	72,5
Student 6	68	82	75
Student 7	79	80	79,5
Student 8	80	85	82,5
Student 9	75	85	80
Student 10	58	72	65
Student 11	76	85	80,5
Student 12	70	85	77,5
Student 13	74	83	78,5
Student 14	70	81	75,5
Student 15	70	85	77,5
Student 16	68	80	74
Student 17	70	85	77,5
Student 18	70	85	77,5
Student 19	70	85	77,5
Student 20	70	85	77,5
Student 21	63	85	74
Student 22	70	85	77,5
Student 23	70	85	77,5
Student 24	70	85	77,5
Student 25	70	85	77,5
Student 26	63	85	74
Student 27	63	85	74
Student 28	63	85	74

Student 29	70	85	77,5
Student 30	63	85	74
Student 31	63	85	74
Student 32	63	85	74
Student 33	70	85	77,5
Student 34	70	85	77,5
Student 35	70	85	77,5
Student 36	70	85	77,5
Student 37	70	85	77,5
Student 38	81	85	83
Student 39	70	85	77,5
Student 40	80	85	82,5
Student 41	70	85	77,5
Student 42	70	85	77,5
Student 43	70	85	77,5
Student 44	68	85	76,5
Student 45	68	85	76,5
Student 46	68	85	76,5
Student 47	68	85	76,5
Student 48	70	82	76
Student 49	70	85	77,5
Student 50	70	84	77
Student 51	70	81	75,5
Student 52	70	80	75
Student 53	68	78	73
Student 54	70	80	75
Student 55	70	85	77,5
Student 56	70	82	76
Student 57	70	81	75,5
Student 58	82	85	83,5
Student 59	70	83	76,5
Student 60	70	83	76,5
Mean	**69,41**	**83,61**	**76,51**

Criteria:
50 – 60 = Bad
61 – 70 = Good
71 – 80 = Very Good
81 – 100 = Perfect

From the table above it can be understood that in the implementation of PjBL in semantic courses in identifying Jambi culture there are pretest and posttest results. In cycle 1 of PjBL learning, the average score obtained by students is 69.41 in criteria bad. This is because there are no significant results in the learning process. However, after reflecting and continuing to

cycle 2 the result was 83.61 in criteria very good. This means that the results of PjBL have increased drastically in understanding the concepts, ideas, and materials in PjBL learning. The results obtained are evidence that the implementation of PjBL in semantic courses in identifying Jambi culture was successful. Students can do tasks in PjBL learning. These results are influenced by the method and accuracy of the material, so that students can identify Jambi culture in a semantic perspective.

In practice, in identifying Jambi culture in a semantic context is to understand the cultural meaning that can explain the local wisdom contained in the lives of Jambi people. Cultural meaning refers to the interpretation and significance given by a society to certain aspects of their culture. This includes beliefs, values, norms, symbols, rituals, and various other cultural expressions. In a cultural context, cultural meaning is very important because it provides an understanding of how a society understands and gives meaning to elements of their lives.

DISCUSSION

Semantics as a course in linguistics requires a deep understanding of the meaning and structure of language. In the face of the complexity of this material, learning approaches need to be optimized to have a significant impact on student understanding. One promising approach is Project-Based Learning (PjBL), where students engage in real and relevant semantic projects. Through PjBL, semantic learning becomes not just a series of abstract concepts, but a holistic experience involving comprehension, creativity, and practical application. PjBL allows the integration of semantic concepts into contextual projects. Students are given the task of analyzing and detailing the meaning of words in real communicative situations, such as advertising campaigns, news articles, or literary texts. Through such projects, students not only learn semantic concepts in isolation, but also see how they play an important role in everyday communication.

In practice for this research, PjBL promotes collaboration and discussion among students (Sa'adah, 2022). Semantics courses often involve in-depth analysis of language structure and word meaning. By working in groups, students can share their views, enrich their understanding, and overcome difficulties together. This process reflects the importance of collaboration in forming a holistic understanding of meaning. One of the objects of study is how students can identify Jambi culture as an output of PjBL learning. By applying PjBL in semantic learning on the concept of identifying Jambi culture, we can create a more in-depth and relevant learning experience for students. students not only understand semantic concepts theoretically, but can also see how these concepts play a role in everyday life situations.

Through semantic projects, students can develop analytical, creativity, and collaboration skills that are essential to face challenges in the ever-evolving world of linguistics. Here are some aspects of culture that students understand in learning are:

- Cultural symbols: symbols, both linguistic and non-linguistic, have deep cultural meanings. For example, the flag of the Kingdom of Jambi, symbols used to identify customs, ethnicity, and local values. Such as *angso duo*, *kajanglako*, etc. Students can analyze the symbolic meaning found in Jambi.

- Language in communication: students can identify the meanings of existing languages used by ethnic and language/dialect speakers in Jambi. Examples are Kerinci language, Suku Anak Dalam language and Jambi Malay language.

- Rituals and Ceremonies: students can analyze the cultural meaning of rituals and ceremonies in the life of the Jambi people. For example, *mujuk selang*, *kanduhi sko*, *sumbun*, etc.

- Art and Creativity: In PjBL learning in semantic courses in identifying Jambi culture, students can explain the artworks found in Jambi province, such as singing, dancing, painting, and others related to local arts. Thus, students can examine creative expressions to convey cultural messages and create cultural identity.

- Value System: every culture has a value system that guides behavior and decision-making. Understanding these values helps to understand the cultural meaning in the cultural context. Mutual aid, customs, behavior, manners, etc.

- Norms and Ethics: with the existence of PjbL in semantic courses in identifying Jambi culture by applying social norms and ethics in a culture creates a basis for community behavior.

- History and Myth: cultural meaning is also embedded in the history and myths of a culture. Old stories, legends, and mythologies provide the foundation for people's understanding of their origins and cultural identity.

CONCLUSSION

Based on the results of the study, it can be concluded that the implementation of the PJBL Learning Model in the Semantics course succeeded in providing a more project-oriented learning experience. Students are actively involved in project activities that support their understanding of Jambi culture. From the research analysis, it is also seen that there is an increase in students' understanding of Jambi culture through the PJBL learning approach,

projects that are integrated with culture encourage students to be more in-depth in understanding and appreciating Jambi's cultural heritage.

The findings of this study have several practical implications and recommendations for further development in the preparation of a curriculum that better supports the application of the PJBL Learning Model in Semantics courses for cultural material. In addition, it can provide training to lecturers to understand and apply the PJBL method more effectively. Conducting continuous evaluation of the effectiveness of the PJBL Learning Model to ensure the suitability and sustainability of this learning method. This research makes an important contribution to the understanding of how the PJBL Learning Model can be integrated in the Semantics course to identify Jambi Culture. The results of this study are expected to be the basis for developing learning approaches that are more contextual and relevant to the needs of students in understanding and preserving local culture.

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