Description of Implementation of the Project-Based Learning Model in the Practical Activity of Writing Text of "Observation Result Reports" For Class VII Junior High School Students

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

This research aims to describe the implementation of the project-based learning (PjBL) learning model in learning to write "observation report" texts for junior high school students. This research was conducted by applying a qualitative approach with case study techniques. Research data was obtained through interviews, observation, and documentation techniques. The subjects of this research were students in class VII B of SMP N 6 Jambi City, with 30 students. The instruments used in this research were a list of interview questions, a checklist of student activities, and a rubric for assessing project results. Based on the study and analysis, the project-based learning model

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can improve the quality of students' writing. The application of the project-based learning model uses six phases: observing a phenomenon, asking basic questions, designing a project plan to be implemented, compiling a detailed project schedule, supervising students and their projects, and testing and evaluating the project results. Of the six syntaxes, everything went well; the students' writing test results obtained excellent, sound, and quite good results from 4 groups. It can be seen based on the results of students' writing, which meets the criteria for observation report texts based on phenomena, structure, and language rules. Several stages prepared by the teacher in the form of teaching modules are also by the implementation process, especially in controlling and guiding students, from finding ideas, creating titles, and student writing to the assignment presentation stage. The research has implications for implementing the project-based learning (PjBL) model to improve students' writing skills, especially in writing observation reports.

1. INTRODUCTION

The curriculum in Indonesia has changed according to the times. Several schools in 2022 will be examples of using the latest curriculum, namely the independent learning curriculum. In implementing the independent learning curriculum, several learning models are used: project-based, blended, problem-based, cooperative, discovery, flipped classroom, and others. Of the several learning models, the project-based learning model focuses more on the project produced as a product of the learning process.

The resulting products are obtained through project-based learning. Its implementation has several steps: planning, performance, and processing [1]. The project-based learning model in the learning process is student-centred, and the teacher only acts as a facilitator. The advantage of the project-based learning model is that it can create and increase student creativity, making it easier for students to research, analyze, and present products designed based on experience results [2,29-31].

One of the products produced comes from writing. Writing competency has the benefit of conveying students' thoughts and ideas indirectly. Yanti et al. [3] state that students can communicate indirectly through writing. In learning text reports from observations, students must be able to explain phenomena that occur based on text structure and linguistic rules and produce a written product per the Project Learning (PjBl) learning model. Text-based learning is intended to improve students' narrative understanding and writing skills. However, unfortunately, the ability to write "observation report reports" among students at the junior high school level is generally still relatively low. The initial assessment results of students' ability to write "observation report" texts still tend to be soft, with an average score of less than 60. Therefore, serious steps are needed to improve this ability [22-25].

Text-based learning in the 2013 curriculum is still maintained in the independent curriculum. In the independent curriculum, text-based learning is still used. An independent curriculum is a form of development of the 2013 and emergency curricula implemented during the COVID-19 pandemic [19-21]. This curriculum has the characteristics of being student-centred with a project-based educational background. Therefore, an appropriate learning model is needed to support the implementation of learning. The learning model in this research uses a project-based learning model, namely a project-based learning model. This model will make students braver, take action, and collaborate actively in creating projects [4,26-28].

Several studies reveal the success of using the project-based learning model on students' text-writing skills. Yusra's research [5] entitled "The Influence of Student Reasoning on the Ability to Write Descriptive Text in PjBL Learning" aims to test the influence of the PjBL model on students' ability to write descriptive text. In their conclusions, the researchers stated that the PjBL model was better than the conventional model for learning outcomes. So, using the PjBL model in learning to write descriptive text is recommended. This statement strengthens the researcher's belief in improving problems in text-based learning, especially text material in observation reports, by implementing a project-based learning model.

Melfiza et al. [6] conducted research titled "Application of the Project-Based Learning Model

to Writing Description Text Material." This research aims to see the results of implementing a project-based model and whether it can improve students' ability to write descriptive text. The results of this research state that the PjBL model can develop and enhance students' descriptive text-writing skills. Zulfah (2022) carried out the following research titled "Using a Project-Based Learning Model in Writing Report Texts on Observation Results of Class X MA Students." The research results show that using the project-based learning model in writing report texts from class X students' observations obtained good average scores.

2. METHODOLOGY

This research was carried out by applying a qualitative phenomenological approach, namely trying to uncover, study, and understand the phenomena and their unique and unique contexts experienced by individuals up to the level of belief of the individuals concerned [7]. Apart from that, the research also uses case study techniques. According to Mudjia [8] case study research is a series of scientific activities carried out intensively, in detail, and in-depth about a program, event, and activity, both at the individual, group of people, institution, or organizational level to obtain in-depth knowledge about the event. This research focused on the learning activity "writing observation report texts" for 30 class VIIB students at SMP 6 Jambi City. The learning activity intended is the application of the project-based learning model.

Research data was obtained through interviews, observation, and documentation techniques. Interview activities were carried out with teachers and students before and after implementing the lesson "writing observation report texts" by applying the project-based learning model. Apart from that, during the learning process, the researcher also made observations and recorded various things related to this research. Documentation is needed to strengthen primary research data in the form of learning outcomes (scores given by the study teacher) at the end of the lesson. Thus, the instruments used in this research are a list of interview questions, a checklist of student activities, and a rubric for assessing project results.

The validity of the data in this research is guaranteed through reduction and triangulation techniques. According to Kasiyan [9] triangulation is a multimethod approach researchers use when conducting research and collecting and analyzing data. Theoretically, triangulation techniques can be carried out in four ways or types, namely (1) source, (2) researcher, (3) method, and (4) theory. In this research, the triangulation technique used is data sources, namely primary sources (teachers, students, and observation results), as well as documentation of student learning outcomes.

The analysis technique used in this research is descriptive analysis, which begins with data reduction activities. Data reduction activities mean summarizing, selecting the main things, focusing on the essential things, looking for themes and patterns, and discarding what is unnecessary [7]. After reduction activities, the next step is to create a descriptive narrative of the data obtained to make it easier to understand. The final step is to conclude.

3. RESULTS AND DISCUSSION

The world of education is the most essential part of life. In education, competence is needed, starting from teachers and students. Competence is deciding and determining something [10]. Competence can be acquired through continuous practice to achieve goals and maximize abilities. Competencies in learning Indonesian are trained according to language skills, namely reading, listening, speaking, and writing. Through writing skills, students can improve their ability to write scientific texts, so they must apply rules and writing that align with the purpose and type of writing [11]. So, students' writing skills will progress well if it continues to be implemented continuously. One form of training is writing in the text of the observation report. Students' writing results are highly quality if done with practice on structural components and linguistic rules based on surrounding phenomena. Writing competency can be honed if a suitable learning model is used.

The learning model is a way to improve students' abilities from learning outcomes. The power of active students to think highly, work in groups, and form cohesiveness [12]. The model that is suitable for learning to write observation report text is the Project Learning (PjBL) model because learning is carried out through projects in its implementation so that students create products through skills in analyzing problems, researching, developing, and presenting products based on their own experience [2]. Apart from that, the project-based learning model can train high-level thinking skills [13].

Table 1. Final ability test results for students writing observation report text using the Project-based learning (PjBL) model

Name Code	Assessment Aspects	Score	Category
A1	Content Quality	28 (Ex)	Excellent
	Text Structure	19 (Go)	Good
	Linguistic Rules	28 (Go)	Good
	Use of Punctuation	13 (Go)	Good
	Total	88 (Go)	Good
A2	Content Quality	30 (Ex)	Excellent
	Text Structure	20 (Ex)	Excellent
	Linguistic Rules	27 (Go)	Good
	Use of Punctuation	15 (Go)	Good
		92 (Ex)	Excellent
A3	Content Quality	30 (Ex)	Excellent
	Text Structure	20 (Ex)	Excellent
	Linguistic Rules	28 (Go)	Good
	Use of Punctuation	15 (G0)	Good
		93 (Ex)	Excellent
A4	Content Quality	28 (G0)	Good
	Text Structure	20 (Ex)	Excellent
	Linguistic Rules	30 (Ex)	Excellent
	Use of Punctuation	17 (G0)	Good
		95 (Ex)	Excellent
A5	Content Quality	30 (Ex)	Excellent
	Text Structure	20 (Ex)	Excellent
	Linguistic Rules	30 (Ex)	Excellent
	Use of Punctuation	18 (Go)	Good
		98 (Ex)	Excellent

Information: Ex = Excellent ,Go = Good, En= Enough, Le = Less

The application of the Project Learning model has several steps: opening lessons through challenging questions, planning the project to be created, preparing a schedule to be worked on, monitoring the project's progress, and assessing the product produced [14]. The application of this learning model must be adjusted to the teaching module, the learning process in class, and the evaluation of the learning.

3.1 Lesson Planning

During the implementation of the lesson, the teacher will prepare a design. Learning planning is carried out so teachers can conduct directed learning activities. Designing learning implementation begins by looking at core competencies, understanding learning outcomes, formulating learning objectives, developing a flow of learning objectives, preparing steps for opening, core, and closing activities, and designing assessments. The researcher conducted an interview with the teacher regarding the plan for implementing learning material in the text of the observation report using the project-based learning model; the

following are the answers from the results of the interview with the subject teacher:

T: "When planning a teaching module there are no big obstacles, and as teachers, we just have to adapt it to the material that will be taught and adapt it to the steps in the project-based learning model; then, when looking for the material and making the questions we adjust it accordingly." phenomena that can be quickly depicted or imagined in students' minds. So that it is easier for students to understand and create text reports on the results of observations later" (T: Teacher informant)."

Planning is the expected use of resources to support activities carried out efficiently and effectively to achieve goals [15]. Thus, based on these regulations, learning must be structured systematically and by existing stages so that knowledge can run well. In line with that Nadzir, [16] explains that planning can achieve future interests. Based on several definitions, learning planning is essential, so a teacher as an educator making learning plans must be guided

by the characteristics of students, the conditions of the school environment, and the curriculum used.

3.2 Learning Process

The learning process occurred at SMP N 6 Jambi City in class VII B, where the research subjects were 30 students. The learning process in style is by the teaching module planned by the teacher. Learning begins independently; students are asked basic questions to provoke critical thinking skills. The teacher divides students into groups to discuss topics based on phenomena appropriate to the student's environment. The writing system will be carried out independently after completion. The student's writing is presented in front of the class, commented on, and graded by other students. Students who have commented improve their writing, while other students submit assignments to the teacher to comment on and improve again at the next meeting. The following are interview answers regarding the process of implementing learning using the project-based learning model of researchers and subject teachers:

> T: "When in the classroom, the teacher must be able to adjust the teaching modules created and, after that, readjust to the conditions in the classroom during the learning process. Learning must also be fun so that students can be comfortable and happy. So the material we teach can be conveyed well and achieve students' learning goals." (T: Teacher informant).

3.3 Start the Lesson

Fun learning can make students think critically but be calm and enthusiastic about learning from start to finish. This statement is based on research (Wahyono & Husamah, 2020), which states that for learning to be enjoyable and students to feel interested, they must make learning fun so that students can concentrate for an extended period. This learning process must be carried out so the class atmosphere becomes more active. The teacher will ask challenging questions so students can think critically in the ongoing learning process. The following is the answer to an interview from one of the class VII B students regarding the initial learning process:

> S: "When the teacher first presented the lesson material, we were asked several questions about the material that would be

discussed, and I liked it so that my friends and I in the class felt enthusiastic about answering each other's questions that the teacher gave. "It feels enjoyable because we can learn and joke with the teacher and can train us to think more critically when asked questions." (S: Student informant).

3.4 Planning the Project

Planning is carried out with the cooperation of teachers and students. Learning occurs when the teacher gives initial directions to students so they can choose the right topic. After that, the teacher divides the students into four groups, totalling 7-8 students. Then, students plan themselves to choose one topic for each group. These topics consist of the benefits of citrus fruit, the benefits of coconut plants, the nutrition of mangoes suitable for body health, and maintaining the school environment. Researchers provide several of these topics because these phenomena are in the school environment so that students can see them directly and observe in-depth plants or phenomena about maintaining cleanliness in the school environment. After that, students discuss and determine the topic in groups. After that, students consult with the teacher based on the results of the case they have chosen to ask for input from the teacher. This process creates a sense of responsibility in students towards their projects in the form of writing based on phenomena. The following is an interview with a class VII B student during the process of planning a project using the project-based learning model:

> S: "So when the material was given, we were also explained about several topics the teacher had given, and then we were divided into several groups. Then, each group was asked to discuss the topic we would choose from the teacher's four topics. (S: Student informant).

3.5 Arrange an Activity Schedule

The preparation of student activity schedules is also carried out in collaboration with the lesson teacher. The time that students have planned must be by the learning meeting. At the first meeting, students choose a topic, write it down, and work on the observation report text that the teacher directed. After the text of the observation report is complete, students present it in front of the class and then comment on it with other students. At the second scheduled meeting,

students again write a text report on the results of observations based on the results of criticism and input from other students and the teacher who taught at the first learning meeting. The following are the interview answers for class VII B students when preparing the activity schedule for writing observation report texts using the project-based learning model:

S: "After we choose the topic together as a group, we then make a schedule for making it. Today, we wrote a topic about the benefits of coconut plants; then we finished writing it based on the structure and language rules in the observation report text; then, after writing, we will discuss it again." (S: Student informant).

T: "The schedule on the first day, students are asked to choose a topic, then discuss it with their friends in groups, then students write down the results of the discussion but do it individually. After completion, students are asked to read the results of the written text of the observation report in front of the class. Their friends give them an assessment through criticism, suggestions, and an assessment from the teacher. The second meeting used the same learning process by forming groups and discussing the topics the students and teacher had assessed again. "For topics, you may use the same topic, but the results of students' thoughts in creating creative writing must be different." (T: Teacher informant).

3.6 Supervise the Project's Progress

At this stage, the teacher is responsible for supervising the project. The teacher leads student work and facilitates each stage of learning. Teachers also see the development of ability problems that cause obstacles and difficulties experienced by students in completing projects to create observation report texts. Obstacles and challenges that occur are resolved together. The teacher provides lessons so that students can work together with their groups so that each student has responsibility for completing their assignments. The following are the results of interviews with subject teachers regarding supervision of the progress of the project for creating report texts resulting from student observations using the project-based learning model:

T: "At the monitoring stage of project creation in the form of writing a text report on the results of observations, it must be carried out continuously because otherwise the results will deviate from what we expected. So the main point of this project-based learning model lies in the teacher's supervision from the beginning of learning, then determining the topic to the results of student assessments." (T: Teacher informant).

3.7 Assessment of the Products Produced

Students' work results from writing observation report texts are assessed in groups. Students read their written results, and other students consider the results of their assignments in groups based on the guidelines that have been given. The assessment is carried out by discussing the shortcomings of the effects of writing the observation report text. At the end of the evaluation, after students read the results of the text, students from other groups provide their comments. Teachers also participate in straightening out assessments to make the evaluations practical. The following are the results of interviews with subject teachers regarding the review of products produced by students in writing observation report texts using the project-based learning model:

RS: "Assessment of products or results of students' skills in writing observation report texts is done in groups. Students are given assessment sheets, and then students who have finished producing products or writing observation report texts will present the results of their writing in front of the class. Other students assess on the assessment sheet and provide comments to the students who appear. The teacher also participates in providing assessments for each group and each student's writing so that the learning assessment process runs well and smoothly." (T: Teacher informant).

3.8 Evaluation of Learning

The following results evaluate learning activities using the project-based learning model to write text reports on observations. The results of this learning activity are student-centred, and the teacher acts as a coordinator to help students solve problems in learning. This assessment is

measured from various aspects the teacher sees, starting from how to work in groups, project results, and how to present. The following data is attached from assessing project work results in groups to write the text of the observation report using the project-based learning model.

Based on the table, the results of students' writing skills using project-based learning have reached the criteria for achieving learning objectives, namely above 75. Students can construct sentences, think critically, and find phenomena that occur quickly. This statement aligns with Fauzi & Wikenengsih's [17] research entitled The Effect of Implementing a Project-Based Learning Model on the Ability to Write Explanatory Texts in Class XI Students. The research results stated that the project-based learning model effectively improved the ability to write explanatory texts. The following are the results of teacher and student interviews regarding the learning evaluation process for writing observation report texts using the project-based learning model:

T: "At the evaluation stage, the teacher directs students from each group to provide assessments of each other to other groups of students to make learning more active and enjoyable. After the lesson is finished, the teacher will assess the student's writing results; this is done so that everything is correct in the results of the skill scores for writing the text of the observation report. (T: Teacher).

S: "After we presented the results of writing the text of the observation report in front of the class, comments were given. At the end of the lesson, we were asked by the teacher to tell us about the difficulties we experienced during the lesson. After that, we concluded the learning material with the teacher." (S: Student informant).

The results of the interview showed that the learning evaluation was carried out to determine the effects of students' writing abilities; the review was carried out by students using assessment guidelines provided by the teacher; after carrying out the assessment, the teacher looked at the results of the students' evaluation so that the review was not carried out subjectively but objectively based on individual abilities. Students in writing observation report texts. The learning process requires learning evaluation so learning outcomes can be as expected.

Accordingly, Mahirah [18] stated that learning evaluation is a process for measuring the values and learning carried out in the learning process through assessment or measurement activities regarding learning and learning evaluations. According to Trinaldi et al. [4] evaluation can support learning activities. Students and teachers carry out evaluations. Monitoring and assessment activities in arriving at the results of learning activities must be carried out continuously, periodically, comprehensively, transparently, and systemically to assess the achievement of national education standards. So, in learning evaluation, there are scopes that must be implemented, namely services, values, learning processes, and learning outcomes.

4. CONCLUSION

Based on the research and analysis, the project-based learning model can improve the quality of students' writing. The application of the project-based learning model uses six phases: observing a phenomenon, making basic questions, designing a project plan to be implemented, compiling a detailed project schedule, supervising students and their projects, and testing and evaluating the project results. Of the six syntaxes, everything went well; the students' writing test results obtained excellent, sound, and quite good results from 4 groups. This result can be seen based on the results of students' writing, which meets the criteria for observation report texts based on phenomena, structure, and language rules. Several stages prepared by the teacher in the form of teaching modules are also by the implementation process, especially in controlling and guiding students, from finding ideas, creating titles, and student writing to the assignment presentation stage.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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