The Effect of Project-Based Learning Model on Narrative Writing Skills and Learning Achievement of Indonesian Language Elementary School Students

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Abstract. The purpose of this study was to determine the effect of the project-based learning model on narrative writing skills and learning achievement of Indonesian language elementary school students. This type of research is pre-experimental research in the form of a group Pre Test Post Test Design, which is an experiment that in its implementation, only involves one class as an experimental class without a comparison class (control class). The results showed that the narrative writing skills in Indonesian language subjects of students at the pretest stage using test instruments can be concluded that the narrative writing skills in Indonesian language subjects of Class IV students of SD Inpres Sailong, Gowa Regency have not met the criteria for classical learning achievement completeness because students who are complete are only 4% of 75%.75%. Meanwhile, at the post-test stage using test instruments, it can be said that the level of narrative writing skills in Indonesian language subjects of students after applying the project-based learning model is high, so it can be concluded that narrative writing skills in Indonesian language subjects of Class IV students of SD Inpres Sailong Gowa Regency have met the criteria for classical learning achievement completeness because students who are complete are 92% of 75%. 75%.

INTRODUCTION

Language is a form of communication tool that can be used between individuals in the form of a reflection of human distinctiveness (Rulviana, 2020). Indonesian language subjects are given with the aim of being able to develop good and correct Indonesian language skills (Susanto & Cinda, 2023).

Language is basically a communicative interactive process that emphasizes the aspects of language that determine the success of the communication process. (Mualimah & Usmaedi, 2018).

Indonesian language is one of the subjects that must be taught in elementary school. Language is a system of sound symbols produced from an arbitrary and conventional speech tool that is used as a means of communication to produce feelings and thoughts. In addition, language is also a conversation or communication tool with fellow humans. Meanwhile, Indonesian is a means of communication that characterizes the Indonesian nation and is used as a national language. This is one of the reasons why Indonesian must be taught at all levels of education, especially in elementary school because it is the basis of all learning (Restu Afriansyah, 2023).

Learning is basically an effort to influence students to learn. Learning is a two-

way communication process between teachers and students, teaching is done by the teacher as an educator while learning is done by students or students. (Erita, 2017). Indonesian language learning is the learning of language skills, namely skills that emphasize receptive skills and productive skills. Indonesian language learning in grade I elementary schools begins with receptive learning. Thus, productive skills can be improved. The four aspects of language skills included in language teaching are: (1) listening skills, (2) speaking skills, (3) reading skills, (4) writing skills.(Prima Gusti Yanti, Fairul Zabadi, 2017), (Sartika, 2019), (Harmis, 2018). Indonesian language learning in the elementary school environment is still less attractive to students. Especially Indonesian language learning in writing skills. Most students are hesitant and even less interested when asked to pour an idea that is in their mind into writing. (Wati & Sudigdo, 2019)..

So important is the Indonesian language subject in school, so the success of students' learning in language and communication in school needs to be considered because learning success is the most expected thing in the process and implementation of education in school. (Hamdiyah & Puspitasari, 2023)

Concept understanding as students' understanding of teaching materials and explaining them back in other languages that are easy to understand, apply and are able to be applied by students themselves (Sari &

Lestari, 2023). When students are less involved in the teaching and learning process directly, it will cause students to often not understand the material being taught (Edtami et al., 2023).

Writing is an Indonesian language skill that must be mastered by students (Dewi et al., 2023). Writing activities require a form of expression of ideas that have a logical sequence using good and correct vocabulary and grammar so that they can describe or present the information expressed clearly. (Mukhsinah et al., 2023).. Basically, the writing process must begin with the preparation of the right words in order to become a good sentence and have a clear picture for the reader. In accordance with the above understanding that a written work must contain ideas, speech, and order to achieve certain goals that will be conveyed to the reader. (Aprelia & Baedowi, 2019).

The ability to write effectively is needed by students, not only as a means of learning at school, but as a language skill. Unfortunately, in learning, there are still serious problems related to narrative writing skills. (Widiastuti, 2023). In the framework of writing skills in elementary schools, students need to be introduced to various types of narrative writing. By learning various types of writing, students are expected to be able to express thoughts, ideas, and ideas according to the type of narrative writing. One of the types of narrative is narrative essay. A narrative essay is an essay that describes

events at a certain time. In writing a narrative essay, the writer must be able to create an element of action so that the reader feels as if he or she has experienced the event themselves. (Wibowo et al., 2020).

Reading and writing cannot be separated from all human life. always used to communicate and interact with both friends and others, interest in reading is one of the initial capital to gain knowledge, where knowledge is needed as a basis for writing. (Novrizta, 2018). In principle, assessment is closely related to learning. Students need to be involved in assessing themselves and be responsible for determining the direction of their learning. The information generated from assessment activities becomes material for reflection and monitoring learning progress and decision-making. (Aynin Mashfufah et al., 2023)..

Writing is a language skill that is used to communicate indirectly. (Alawia, 2019). The development of writing skills in elementary school depends a lot on the creativity of a teacher. Therefore, teachers must equip themselves with writing skills. Teachers are also required to be able to choose the appropriate model so that it can stimulate students' creativity. (Sugiharti & Oktaviana, 2023).. Writing is the process of connecting words, sentences, paragraphs and chapters so that they can be understood by students. However, in practice, most students' writing skills are weak. (Ananda et al., 2023)

Writing skills are still rarely practiced by teachers. In addition, teachers need learning media as part of teaching aids. Now it is time for teachers to make changes in terms of better media and invite students to participate actively to be able to compete, both individually and in groups. The use of learning media is one way to increase interest in learning, the selection of media is adjusted to the conditions of students and close to students. (Astuti & Mustadi, 2014). Writing learning is still considered boring by students which results in students' interest and ability in writing not developing optimally. This is the background for researchers to develop a learning media that is expected that students can understand and foster interest in learning, especially Indonesian language subjects. (Nurul Hidayah et al., 2020)

Narrative is an essay that tells about events based on fictional or non-fictional. Narratives can be in the form of personal experiences, information, imaginary stories, or biographies arranged chronologically. (Jayanti & Ariawan, 2018). Based on the results of the triennial survey by PISA in 2014 circulated by the OECD, the writing skills of Indonesian students are still in a low position, which is ranked 62 out of 72. The low writing skills of students are closely related to the weakening of the writing tradition in Indonesia along with the rapid development of technology. In the writing stage, there are three stages that need to be considered, namely determining the topic of

the essay, determining the purpose of writing the essay, and drafting the essay. (Putra, 2014)

Learning achievement is defined as a measure of knowledge gained from formal education and is shown through test scores. (Izzaty et al., 2016).Learning achievement is the ability of students to learn, namely by remembering facts and communicating their knowledge both orally and in writing, even in exam conditions. So, in essence, learning achievement can be said to be the results obtained from learning activities in schools that are cognitive in nature and are usually determined through measurement and assessment. (Anggreni, 2019)

Student learning achievement is able to show changes in the field of knowledge or experience which includes skills, values, and attitudes. Indonesian language learning achievement is the result that can be achieved by someone after carrying out Indonesian language learning activities within a certain period of time. Student learning achievement can be seen from the value or evaluation results (tests) in Indonesian language courses. (Hilaliyah, 2015)

Learning achievement consists of two syllables, namely achievement and learning. Learning achievement is a real skill that can be measured by knowledge, attitudes, and skills as an active interaction between the learning subject and the learning object during the teaching and learning process to achieve learning outcomes or goals.

(Salsabila, 2020). Learning achievement is a student's ability to understand material, do tasks while studying at school given by the teacher. Learning achievement is "the mastery of knowledge or skills developed by subjects, which is indicated by test scores or grades given by the teacher. (Maya Ferdiana Rozalia, 2017)

A child will do well in his learning achievement if he wants to learn. This willingness or desire to learn that comes from oneself is called motivation. (D. M. Jannah et al., 2021).Learning achievement is the level of humanity that students have in accepting, rejecting and assessing information obtained in the teaching and learning process. A person's learning achievement corresponds to the level of success of something in learning the subject matter expressed in the form of grades or report cards for each subject area after experiencing the teaching and learning process. Student learning achievement can be known after an evaluation is held. The results of the evaluation can show about the high or low student learning achievement. (Hamdu & Agustina, 2011)

A learning model is a pattern or certain learning steps that are applied and implemented so that the objectives or competencies of the expected learning outcomes will be achieved more effectively and efficiently. (Kaban et al., 2020). The use of learning media is able to make teachers convey information in a planned manner, thus making classroom conditions quieter and

allowing students to participate in teaching and learning activities well. (N. R. Jannah, 2023)..

Project-based learning is a method that uses contextualized learning, where students take an active role to solve problems, make decisions, research, present, and create documents. Project-based learning is designed to be used for complex problems that require students to investigate and understand. (Jagantara & Adnyana, 2014).. The Project Based Learning (PjBL) model is one of the learning models that can be applied in which it applies projects that will help the learning process, and the main actors are the students themselves. (Lestari et al., 2022).

In an effort to build a complete Indonesian human being, the teacher or educator factor is very important because the teacher is tasked with building the human being himself. Therefore, a transition is needed in carrying out the task of educating students, the transition in carrying out tasks is often known as competence. (Pingge et al., 2016). Students are humans who occupy a central part in teaching and learning activities. Students become the determining factor so that they can influence everything needed to achieve their learning goals. (Subakti & Handayani, 2020). The project-based teaching and learning process is a collaborative lesson model, meaning that it cannot be done individually by students, so it must be done with good coordination and its implementation requires time and periodization in a planned and programmed manner. (Parihah et al., 2023).

Project-based learning is a model that emphasizes students to be able to learn independently by solving the problems faced and students can also produce a project or real work. (Rati et al., 2017). In project-based learning, learning activities take place collaboratively in heterogeneous groups. Project-based learning has the potential to train increase student learning activities and motivation (Kristanti & Handayani, 2016). (Kristanti & Handayani, 2016)

The implementation of the project is collaborative and innovative, unique, which focuses on solving problems related to students' lives. (Asmi et al., 2023). Students' effort and tenacity in the learning process. The higher the self-efficacy, the greater the effort and endurance or tenacity of students in solving the problems given (Amanda et al., 2014). (Amanda et al., 2014). To create a product, students need the ability to think creatively in finding ideas for their products (ni luh putu mery marry, 2014). (NI LUH PUTU MERY MARLINDA, 2012)..

Project-Based Learning model has advantages, among others: 1) improving student learning outcomes and motivation, 2) encouraging students to be creative and independent in producing products, 3) providing student experience to build their own knowledge, 4) improving students' ability to communicate products. (Adinugraha, 2018).

Based on the problems encountered in class IV students of SD Inpres Sailong, Gowa Regency, during Indonesian language lessons with narrative writing skills material, most of these students need help to write narratives. Students are not enthusiastic and lazy when writing narratives, and students still need clarification about choosing words to pour the ideas that are in their minds. The content of the story is not continuous from beginning to end. Of the 27 students in class IV of SD Inpres Sailong, Gowa Regency, only 7 could finish two total pages of ordinary notebooks within 30 minutes, while the rest could only write half to one page within 30 minutes. These grade IV students should have been able to create or the ability to write narratives because grade III already has KD on writing simple narratives.

Based on the results of interviews, information was obtained that narrative writing skills at SD Inpres Sailong, Gowa Regency, still had yet to reach the predetermined value. This can be seen from the results of interviews conducted by the author with the teacher. From the interview results, the teacher explained that there were still 15 students who had not been able to write narrative essays properly and correctly. This can be seen when students write capital letters, and the integrity of a sentence needs to be corrected. In addition, in writing character names, composing paragraphs and determining punctuation, students still have difficulty.

To overcome the low level of narrative writing skills, an appropriate and exciting learning media is needed. One of the learning project media considered adequate to be applied in the Indonesian language, especially narrative writing skills, is the use of serial images. The learning project model is a tool to attract students' attention in participating in learning activities that will be easier for students to understand through exciting projects; students will easily understand what the teacher is saying. Therefore, the problem is whether the project-based learning model affects narrative writing skills in fourth-grade students of SD Inpres Sailong, Gowa Regency.

RESEARCH METHODS

Type of Research

This type of research was experimental research, which was a research method used to find the effect of certain treatments on others under controlled conditions. Experimental research was the only research method that could properly test hypotheses regarding causal relationships (cause and effect).(Asrin, 2022).

This research design was a pre-experimental designs research type *One-Group Pretes-Posttest Design*. In this study, the results of the treatment was known more accurately, because it could compare with the situation before being given treatment (Jaedun, 2011).

Population and Sample

Population is the whole of certain aspects of the characteristics, phenomena, or concepts that center attention. The population was not limited to the number of people, animals or objects. The population was SD Inpres Sailong students, with 135 in 6 study groups. The research sample was in class IV SD Inpres Sailong Gowa Regency, which consisted of 27 students.

Research Instruments

The instrument used in this research was a test with the type of *pretest* and *posttest.*(M. Makbul, 2021)*The pretest* was carried out before the Project-Based learning model was applied, while the *posttest* was carried out after students followed the learning by applying the project-based learning model.

Data Collection Techniqu

The data collection techniques used in this study were initial tests and final tests the data collection steps taken as follows: Initial test (pretest); The initial test was conducted before treatment, and the pretest was conducted to determine the skills possessed by students before the application of the Project-Based Learning Model. Treatment: In this case, the researcher applied a Project-Based learning model to narrative Writing Skills. Final test (posttest): After treatment, the following action was posttest to determine the effect of using the Project-Based Learning

Model on the learning achievement of grade IV students.(Hartono, 2018).

Data Analysis Technique

To analyze the data obtained from the research results, descriptive and inferential statistical analysis was used. The data collected in the form of *pretest* scores and *posttest scores were* then compared. They were comparing the two values by asking the question whether there was a difference between the values obtained between the *pretest value* and the *Posttest value.* Testing the difference in value was only done on the average of the two values, and for that purpose, a technique called the *t-test was* used. Thus, the steps of analyzing experimental data with the *One Group Pretest Posttest Design* experimental model were as follows:

Descriptive Statistical Data Analysis; was a statistic used to analyze data by describing or describing the data that had been collected during the research process and was quantitative in nature. The steps in preparing through this analysis were as follows:

1. Average (Mean)

$$\bar{x} = \frac{\sum_{i=1}^{n} x_i}{n}$$

2. Percentage (%) average value

$$P = \frac{f}{N} \times 100\%$$

Where:

P= Percentage number

f = the frequency for which the percentage is sought

N= Number of sample respondents

Table 1. Learning Achievement Standards

Mastery Level (%)	Learning Achievement Category
0 - 34	Very Low
35 - 54	Low
55 - 64	Medium
65 - 84	High
85 - 100	Very High

Inferential Statistical Data Analysis; In using inferential statistics, researchers used the t statistical technique (t test). With the following stages:

DISCUSSION

Description of *Pretest* Learning Achievement of Narrative Writing Skills in Indonesian Language Subjects of Grade IV Students of SD Inpres Sailong, Gowa Regency Before the Application of *Project-Based* Learning Model

Based on the results of research conducted by researchers at SD Inpres Sailong, Gowa Regency, data collected through test instruments were obtained so that the skills of writing narratives in Indonesian language subjects could be known in the form of scores from Class IV SD Inpres Sailong, Gowa Regency. Data on the acquisition of narrative writing skills scores in Indonesian language subjects of Class IV students of SD Inpres Sailong Gowa Regency can be found as follows:

Table 2. Pre-Test Score

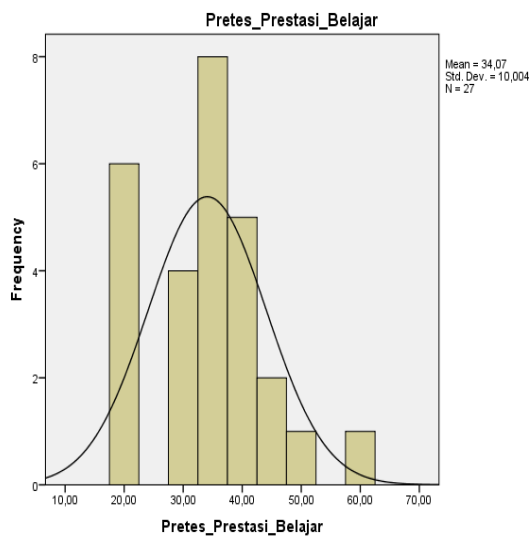| No.	Pretest
1	35
2	35
3	30
4	20
5	20
6	35
7	35
8	30
9	50
10	40
11	30
12	30
13	45
14	45
15	40
16	20
17	35
18	60
19	20
20	40
21	40
22	35
23	20
24	35
25	20
26	40
27	35

To find the mean (average) *pre-test* score of Class IV students of SD Inpres Sailong Gowa Regency can be seen through the table below:

From the results of the above calculations, the average value of narrative writing skills in Indonesian language subjects of Class IV students of SD Inpres Sailong Gowa Regency before applying the Project-Based learning model is 36.44. As categorized in the guidelines of the Department of Education and Culture (Depdikbud), the description of students can be seen in the following table:

Table 3. Pretest learning outcome levels

Interval	Frequency	Percentage	Learning Achievement
0-34	10	37,00	Very Low
35-54	16	59,00	Low
55-64	1	4,00	Medium
65-84	-	0,00	High
85-100	-	0,00	Very High
Total	27	100	

Figure1. Pretest learning achievement level

Based on the data that can be seen in the table above, it can be concluded that the narrative writing skills in Indonesian language subjects of students at the pretest stage using test instruments are categorized as very low, namely 37.00%, low 59.00%, medium 4.00%, high 00.00% and very high at a percentage of 4.00%. From the results of the existing percentage, the level of narrative writing skills in Indonesian language subjects before applying the Project-Based learning model is low.

Table 4. Description of Indonesian Language Learning Achievement

Score	Categorization	Frequency	(%)
$0 \leq \times < 65$	Not complete	26	96
$65 \leq \times \leq 100$	Completed	1	4
	Total	27	100

If Table 4. It can be related to the indicator of the criteria for the completeness of narrative writing skills in Indonesian language subjects determined by the researcher, namely if the number of students who reach or exceed the KKM value (65) is 96%. 96%, so it can be concluded that the narrative writing skills in Indonesian language subjects of Grade IVSD Inpres Sailong Gowa Regency students still need to meet the criteria for classical learning achievement completeness because students who are complete are only 4%. 75%.

Description of Learning Achievement *(Posttest)* of Class IV Students of SD Inpres Sailong Gowa Regency after applying the project-based learning model

During the research, there were changes to the class after being given treatment. These changes are in the form of learning achievement, whose data is obtained after being given a *post-test*. These changes can be seen from the following data:

Data on the acquisition of learning achievement scores of Class IV SD Inpres Sailong Gowa Regency after the application of the project-based learning model.

Table 5. Post-Test Score

| No.	Postes
1	80
2	75
3	85
4	80
5	85
6	80
7	80

8	75
9	70
10	75
11	75
12	60
13	85
14	85
15	80
16	70
17	85
18	90
19	85
20	75
21	60
22	90
23	90
24	95
25	75
26	80
27	90

To find the mean (average) post-test score of Class IV students of SD Inpres Sailong Gowa Regency. From the results of the above calculations, the average value of narrative writing skills in Indonesian language subjects of Class IV students of SD Inpres Sailong Gowa Regency after applying the project-based learning model is 77.8 out of an ideal score of 100. As categorized in the guidelines of the Department of Education and Culture, the student information can be seen in the following table:

Table 6. Post-test learning achievement level

Interval	Frequency	Percentage	Learning Achievement
0-34	-	0,00	Very Low
35-54	-	0,00	Low
55-64	2	7,00	Medium
65-84	14	52,00	High
85-100	11	41,00	Very High
Total	**27**	**100**	

Post-test learning achievement level

Postes_Prestasi_Belajar

Mean = 79,81
Std. Dev. = 8,602
N = 27
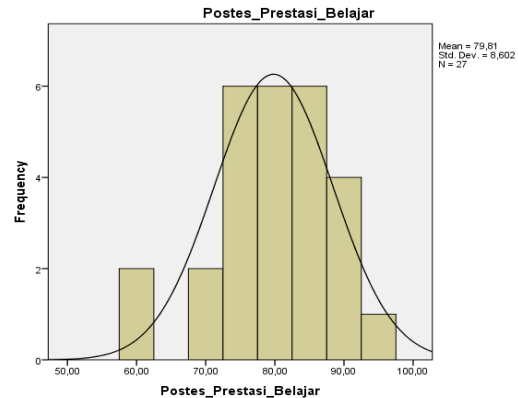
Based on the data that can be seen in the table above, it can be concluded that student learning achievement at the *post-test* stage using test instruments is categorized as very high, namely 41.00%, high 52.00%, medium 7.00%, low 0.00%, and very high percentage 0.00%. From the results of the existing percentage, the level of narrative writing skills in the Indonesian language subject of students after applying the project-based learning model is high.

Table 7. Description of Indonesian Language Learning Achievement

Score	Categorization	Frequency	Percentage (%)
$0 \leq \times < 65$	Not complete	2	7
$65 \leq \times \leq 100$	Completed	25	93
	Total	27	100

If Table 7. It can be related to the indicator of the criteria for the completeness of student learning outcomes determined by the researcher, namely if the number of students who reach or exceed the KKM score (70) is 75%. ≥75%, so it can be concluded that the narrative writing skills in Indonesian language subjects of Class IV students of SD

Inpres Sailong Gowa Regency have met the criteria for classical learning outcomes completeness because the students who are complete are 92%. ≥75%.

The Effect of Project-Based Learning Model on Narrative Writing Skills in Indonesian Language Subjects for Grade IV Students of SD Inpres Sailong, Gowa Regency

In accordance with the research hypothesis, namely "there is an influence in using a project-based learning model on narrative writing skills in Indonesian language subjects for fourth grade students of SD Inpres Sailong, Gowa Regency", the technique used to test the hypothesis is an inferential statistical technique using the t-test.

Hypothesis Test (t-test)

Based on the results of the independent sample test sig (2-tailed) data, a value of 0.000 is obtained, which is smaller than the significance level of 0.05, which means that there is an effect of the project-based learning model on narrative writing skills in Class IV students of SD Inpres Sailong Gowa Regency. So, H1 is accepted, namely that there is an effect of the project-based learning model on the narrative writing skills of fourth-grade students of SD Inpres Sailong, Gowa Regency.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest_Learning Achievement - Posttest_Learning Achievement	45,74074	12,91270	2,48505	50,84884	40,63265	18,406	26	,000

Figure 4. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Pretest_Learning Achievement	Postes_Learning Achievement
N		27	27
Normal Parameters[a,b]	Mean	34,0741	79,8148
	Std. Deviation	10,00356	8,60249
Most Extreme Differences	Absolute	,167	,140
	Positive	,142	,088
	Negative	-,167	-,140
Test Statistic		,167	,140
Asymp. Sig. (2-tailed)		,153[c]	,189[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the table above, the results of data analysis using the Kolmogorov-Smirnova normality test, the significance or P-value of reading skills = 0.153 out of 27 students. P-Value Posttest reading skills = 0.189 > (significance level = 0.05) and the significance or P-Value of writing skills = 0.153 out of 27 students. P-value Posttest of writing skill = 0.189 > (significance level = 0.05). This means that the data on Indonesian narrative writing skills come from a normally distributed population.

Figure 5: Homogeneity test

Test of Homogeneity of Variances
Postes_Learning Achievement

Levene Statistic	df1	df2	Sig.
,909	4	20	,478

Based on the *test of homogeneity of variance* with "*Levene's Test*". The P-value of writing skills > 0.05 is 0.478> 0.05. So testing data on narrative writing skills is homogeneous.

CONCLUSION

In Indonesian language subjects, students at the pretest stage using test instruments can be concluded that narrative writing skills in Indonesian language subjects of Class IV students of SD Inpres Sailong, Gowa Regency, have not met the criteria for classical learning achievement completeness because students who are complete are only 4% of 75%.75%. Meanwhile, at the post-test stage using the test instrument, it can be said that the level of narrative writing skills in Indonesian language subjects of students after applying the project-based learning model is high, so it can be concluded that narrative writing skills in Indonesian language subjects of Class IV students of SD Inpres Sailong Gowa Regency have met the criteria for classical learning achievement completeness because the students who are complete are 92% of 75%. 75%.

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