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IMPLEMENTATION OF PROJECT-BASED LEARNING-BASED INDONESIAN LANGUAGE LEARNING IN DEVELOPING 21ST-CENTURY SKILLS OF STUDENTS SMP NEGERI 6 MANOKWARI

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Abstract

The development of the 21st century demands that students have various important skills such as critical thinking, creativity, collaboration, and communication. Learning in schools needs to be designed innovatively to be able to develop these skills. One learning model that can be used is Project Based Learning (PjBL). This study aims to describe the implementation of Indonesian language learning based on Project Based Learning and identify supporting and inhibiting factors in developing students' 21st-century skills at SMP Negeri 6 Manokwari. This study uses a qualitative approach with a descriptive research type. Data were obtained through observation, interviews, and documentation. The research data sources consisted of Indonesian language teachers, students, and the learning process in the classroom. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions. The results of the study are expected to provide an overview of the implementation of project-based learning in Indonesian language learning and its contribution to the development of students' 21st-century skills.

Keywords: Implementation of Project-Based Learning in Indonesian Language Learning to Develop 21st-Century Skills

INTRODUCTION

Global developments in the 21st century have brought about major changes in various areas of life, including education. Rapid technological change and the increasingly complex demands of the workplace require students to possess skills that extend beyond academic mastery to include critical thinking, creativity, communication, and collaboration.

Project-Based Learning (PjBL) is one learning model that can be used to develop these skills. This learning model places students at the center of learning activities through projects that require investigation, collaboration, and problem-solving.

In Indonesian language learning, the application of PjBL can provide a more meaningful learning experience because students are directly involved in the process of information retrieval, data analysis, and presentation of results in the form of tangible works such as reports, presentations, or creative media.

2. IDENTIFICATION AND COLLECTION OF RESEARCH IDEAS

1. How is Project-Based Learning (PjBL)-based Indonesian language learning implemented at SMP Negeri 6 Manokwari?
2. What are the supporting and inhibiting factors in implementing PjBL-based Indonesian language learning in developing students' 21st-century skills?

RESEARCH RESULTS AND DISCUSSION

A. Overview of the Research Location

This research was conducted at SMP Negeri 6 Manokwari, Manokwari Regency, West Papua Province. This school is one of the first secondary schools to implement the Independent Curriculum and has begun developing innovative learning models in the teaching and learning process.

SMP Negeri 6 Manokwari's vision is to produce students with character, creativity, and the ability to compete in the global era. To support this vision, teachers are encouraged to use student-centered learning models, one of which is through the implementation of Project-Based Learning (PjBL) in Indonesian language instruction.

The research subjects in this study consisted of:

No	Research Subjects	Number
1	Indonesian Language Teacher	1 orang
2	Grade VII Students	29 orang
3	Principal (additional informant)	1 orang

This research focuses on the process of implementing Indonesian language learning based on Project Based Learning and its influence on the development of students' 21st century skills.

B. Research Results

Research data was obtained through:

1. Observation of learning activities
2. Interviews with teachers and students
3. Documentation of learning activities

Data analysis was conducted using the Miles and Huberman model, which includes:

1. Data reduction
 2. Data presentation (data display)
 3. Conclusion drawing/verification
1. Implementation of Project-Based Learning-Based Indonesian Language Learning

Based on observations, Project-Based Learning-based Indonesian language learning at SMP Negeri 6 Manokwari was implemented through several main stages, namely:

1. Lesson planning
2. Project implementation
3. Presentation of project results
4. Evaluation and reflection

1. Learning Planning Stage

In the planning stage, the teacher prepares learning materials in the form of:

- teaching modules
- learning objectives
- project activity steps
- assessment instruments

The teacher also determines the project the students will undertake, namely creating a class wall magazine containing news texts and articles about the school environment.

Table 4.1

Observation Results for the Learning Planning Stage

No	Observed Aspect	Observation Results
1	Project planning	The teacher designs a wall magazine project.
2	Learning objectives	Students are able to write news texts and work collaboratively in groups.
3	Group division Project	Students are divided into 4 groups.
4	explanation	The teacher explains the project steps to the students.

Based on these observations, it appears that the teacher had systematically designed project-based learning before the learning process began.

2. Project Implementation Stage

During the project implementation stage, students began working on the assignments assigned by the teacher in groups.

The activities carried out by students included:

1. Group discussions
2. Information gathering
3. Writing articles or news items
4. Creating wall magazine designs

Table 4.2

Student Activities During PjBL Learning

No	Student Activity	Description
1	Group discussion	Students discuss and determine news topics
2	Information gathering	Students search for information from books and the internet
3	Text writing	Students write news articles
4	Product creation	Students create wall magazines

Observations showed that students were active throughout the learning process.

3. Project Presentation Stage

After completing the project, each group presented their work to the class.

The purpose of this presentation activity was to:

- improve students' communication skills
- provide students with an opportunity to explain their work
- provide feedback from other groups

Table 4.3

Project Presentation Observation Results

No	Group	Presentation Results
1	Group 1	explained the contents of the wall magazine about school activities.
2	Group 2	presented a news article about environmental cleanliness.
3	Group 3	presented information about school literacy activities.
4	Group 4	presented news about sports activities.

From these presentations, it was clear that students were beginning to feel confident speaking in front of the class.

4. Development of 21st-Century Skills

The application of Project-Based Learning in Indonesian language learning demonstrates the development of students' 21st-century skills.

These skills include:

- critical thinking
- creativity
- collaboration
- communication

Table 4.4

21st Century Skills Indicator

Skill	Indicator	Research Findings
Critical Thinking	Analyzing Information	Students are able to select important information
Creativity	Creating Products	Students create magazine designs
Collaboration	Group Work	Students share tasks within groups
Communication	Presentations	Students present project results

5. Teacher Interview Results

Interviews were conducted to determine teachers' perspectives on the implementation of Project-Based Learning.

Table 4.5

Teacher Interview Results

No	Question	Teacher's Answer
1	What are your thoughts on Project-Based Learning?	This model makes students more active.

2	Are students interested?	Most students are very enthusiastic.
3	What are the benefits of Project-Based Learning?	It fosters student collaboration and creativity.

Teachers stated that project-based learning can increase student engagement in learning.

6. Student Interview Results

Interviews were also conducted with several students to learn about their experiences participating in project-based learning.

Table 4.6

Student Interview Results

No	Question	Student Answer
1	Was this learning interesting?	Yes, because they were learning while creating projects.
2	What did they learn?	Learning to write news stories and collaborate.
3	What were the challenges?	Sometimes it was difficult to come up with writing ideas.

Based on the interviews, most students felt that project-based learning was more enjoyable than traditional learning.

C. Data Analysis Using the Miles and Huberman Model

Data analysis in this study used the Miles and Huberman interactive analysis model, which consists of three stages.

1. Data Reduction

Data reduction was carried out by selecting and focusing data relevant to the research objectives.

The reduced data included:

- PjBL implementation process
- students' 21st-century skills
- supporting and inhibiting factors

Table 4.7

Research Data Reduction

Data Sources	Initial Data	Selected Data
Observations	Student discussion activities	Student collaboration activities
Teacher interviews	Perspectives on PjBL	Benefits of PjBL for students
Student interviews	Learning experiences	Student learning motivation

2. Data Presentation (Data Display)

The reduced data is then presented in tables, narratives, and matrices for easier understanding.

Table 4.8

PjBL Implementation Data Display

PjBL Stage	Teacher Activity	Student Activity
Planning	Explaining the project	Listening to the explanation
Implementation	Guiding the group	Discussing and working on the project
Presentation	Assessing project results	Presenting results

3. Conclusions

Based on the data analysis, it can be concluded that:

1. Project-Based Learning (PBL) Indonesian language learning has been implemented through the planning, implementation, presentation, and evaluation stages.
2. This learning model is able to improve students' 21st-century skills.
3. Students become more active and creative in the learning process

D. Supporting and Inhibiting Factors

1. Supporting Factors

Several factors supporting the implementation of PjBL include:

- school support
- student learning motivation
- teacher creativity in designing projects

2. Inhibiting Factors

Some obstacles identified include:

- limited learning time
- differences in student abilities
- limited technological facilities

E. Discussion

The results of this study indicate that the implementation of Project-Based Learning in Indonesian language learning can increase student engagement in the learning process.

This learning model provides opportunities for students to learn actively through discussions, investigations, and the creation of real products.

In addition, project-based learning also helps students develop 21st-century skills such as:

- critical thinking
- creativity
- collaboration
- communication

This finding is in line with the project-based learning theory which states that student involvement in project activities can improve the quality of learning.

CONCLUSION

Project-Based Learning (PBL) Indonesian language learning has significant potential for developing students' 21st-century skills,

such as critical thinking, creativity, communication, and collaboration. Through project activities, students can actively engage in the learning process and produce meaningful learning products.

This research aims to provide an overview of the implementation of PjBL in Indonesian language learning and the factors influencing its success at SMP Negeri 6 Manokwari.

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