Project Based Learning Method in Indonesian Learning on Class Xii Nusantara Vocational Health School 02 Ciputat

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Abstract. Project-based learning method is method of learning that use project or activity as a medium. Learners carry out exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes. Project-based learning provides opportunities for students to explore content (material) by using various ways that are meaningful to them, and conduct experiments collaboratively. In Indonesian Language Learning, Project-Based Learning Models can be done in analyzing short stories that are shared in groups. The implementation process starts from the division of each group's short stories, analyzes intrinsic and extrinsic elements, presents and makes summaries and final conclusions from each group. This activity will carry on for two meetings accompanied by and monitored by the teacher. The results obtained will be given a conclusion as a better evaluation material in the future. Project-Based Learning is carried out among vocational high schools as the beginning of understanding concept operationalization and provision in business and industry.

Keywords: Method, Project-Based Learning, Short Story, Intrinsic and Extrinsic

1. INTRODUCTION

a. The essence of Project-Based Learning Methods

A project method is lesson presentation that starts by a problem, and discuss various aspects that related to the overall solution and its meaning. The use of this method departs from the assumption that problem solving is not viewed from various aspects. In other words, solving each problem needs to involve not just one lesson or field, but rather involves a variety of subjects that have to do with and contribute to solving the problem, so that each problem can be solved as a whole that matters. In its use the project method has advantages and disadvantages.

Project Based Learning (PjBL) is learning model that uses projects / activities as the core of learning. Learners carry out exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes. Project-based learning is a learning model that uses problems as a first step in gathering and integrating new knowledge based on their experience in actual activities. This method is an in-depth investigation of a real-world topic, this will be valuable for the attention and effort of students [7].

Project-based Learning Model defines as a learning method that uses projects / activities as media. Learners carry out exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes. The other definition of PBjL is model or learning method that uses problems as a first step in collecting and integrating new knowledge based on their experience in actual activities. Project Based Learning is designed to be used on complex problems that needed investigation and deep learning by learners to understand it [6;7].

Given that each student has a different learning style, project-based learning provides opportunities for students to explore content (material) by using various ways that are meaningful to themselves, and conduct experiments collaboratively. Project-Based Learning is an in-depth investigation of a real-world topic; this will be valuable for the attention and effort of students [2].

Project-based learning can be said as the operationalization of "Production-Based Education" concept that developed in Vocational High Schools (SMK). As an institution that serves to prepare a person to work in the business world and industry, SMK must be able to equip their students with the "standardized competencies" they needed to work in their respective fields. With "production-based" learning, students in SMK are introduced to the real atmosphere and meaning of work in its real world. Thus the learning model that is suitable for Vocational Schools is project-based learning.

So, it is recommended to use the team teaching in the learning process, and it will be even more interesting if the atmosphere of the study room is not monotonous, some examples of changes in classroom layout, such as traditional classes, discussion groups (drafting and division of group tasks), lab tables (when working on independent assignment), circle (presentation). Or create a fun learning atmosphere, even when discussions can be held in the park, the meaning is learning doesn't have to be done in the classroom.

Whereas according to the Buck Institute for Education [7] and Made [8], Project-based learning has the following characteristics:
  a) Students make decisions about a step of work;
  b) The existence of problems or challenges that submitted to students;
  c) Learners design processes to determine solutions to problems or challenges posed;
    d) Students are collaboratively responsible for accessing and managing information to solve problems;
  e) The evaluation process is carried out continuously;
  f) Students regularly reflect on the activities they have been carried out;
  g) The final product of learning activities will be evaluated qualitatively;
  h) Learning situations are very tolerant of mistakes and changes

b. Steps of Project-Based Learning

The steps of project-based learning are in the explanation below:
1. Determining Basic Questions (*Start with the Essential Question*)
   Learning begins with essential questions, namely questions that can give assignments to students in carrying out activities. Taking topics that are in accordance with the real world and starting with a in-depth investigations and topics raised are relevant for students.
2. Designing Project Planning (*Design a Plan for the Project*)
   Planning is carried out collaboratively between instructors of students. Students are expected own the project. Planning contains rules for activities in project completion.
3. Arrange a Schedule (*Create a Schedule*)

Teachers and students arrange a project completion activities schedule. Activities at this stage include: (1) creating a project completion timeline, (2) making project completion deadlines, (3) guiding students to plan new ways of completion, (4) guiding students when they make methods not related to the project, and (5) asking students to make explanations or reasons for choosing a method.

4. Monitor Learners and Project Progress (*Monitor the Students and the Progress Project*)
   The instructor is responsible for monitoring the activities of students while completing the project, using a rubric that can record all important activities.
5. Test results *(Assess the Outcome)*
   Assessment is carried out to measure the achievement of competencies, evaluate the progress of each student, the existence of feedback on the understanding that achieved by students, and help the instructor develop the next learning strategy.
6. Evaluating
   Experience *(Evaluate the Experience)*

At the end of the learning process, teachers and students reflecting the activities and results of the projects that have been carried out. At this stage, students are asked to express their experiences during completing the project. Teachers and students develop discussions to improve performance during the learning process, so that in the end a *new inquiry is found* to answer the problems raised in the first stage of learning [3;4;5].

c. Principles of Project-Based Learning

According to Gear, P project-based learning has several principles, namely:
1. The Principle of centralized (centrality);
2. The Principle of Question Driving driver;
3. The Principle of constructive Investigation (constructive investigation);
4. The Principle of autonomy (autonomy);
5. The Principle of Realistic (realism).

d. The Role of Teachers and Students in Project-Based Learning

The roles of teachers and students in implementing project-based learning are as follows:
a) Plan and design learning;
b) Making learning strategies;
c) Imagine interactions between teacher and student;
d) Looking for student uniqueness;
e) Assess students in a transparent manner and various kinds of assessment, and
f) Make a portfolio of student work

e. Assessment of Project-Based Learning

Project-based learning assessment must be carried out thoroughly on the attitudes, knowledge and skills that students acquire during learning. Project appraisal on this model is an assessment of a task that must be completed within a certain period / time. The task is in the form of an investigation from the planning, data collection, organization, processing and presentation of data. Project appraisal can be used to determine understanding, ability to apply, investigative ability and ability to clearly inform students on certain subjects.

There are at least 3 project assessments to consider, namely:

a) Management ability: the ability of students to choose topics, find information and manage the time of data collection and report writing.
b) Relevance: conformity with subjects, taking into account the stages of knowledge, understanding and skills in learning.
c) Authenticity: the project carried out by students must be the result of their work, taking account to the teacher's contribution in the form of guidance and support for students project.
d) Innovation and Creativity: student project results novelty elements and something different than usual.

Project appraisal is carried out from planning, work process, to project results. For this reason, teachers need to determine the things or stages that need to be assessed, such as the preparation of designs, data collection, data analysis, and preparing written reports. Task reports or research results can also be presented in the form of posters. The appraisal can use assessment tools / instruments in the form of a checklist or rating scale.

Project appraisal is carried out starting from the planning, working process until the end of the project. For this reason, it is necessary to pay attention to the things or stages that need to be assessed. The assessment can also use a rating scale and checklist. Product assessment is an assessment of the manufacturing process and the quality of a product. Product assessment includes assessing the ability of students to make products technology and art, such as: food, clothing, works of art (sculptures, paintings, drawings), items made of wood, ceramics, plastics and metals.

2. RESEARCH METHOD

This study deployed content analysis approach. Content analysis approach is suitable to operate social research like education [1]. A research approach that focuses on a deep investigation about an object. Learning is more emphasized on the activities of students in producing products that are applied to the ability to research materials, analyze problems, make preliminary descriptions, to be able to present learning products based on experiences gained in life.

3. RESULT AND DISCUSSION

a. Process in Learning

This learning is carried out among Vocational High School students of class XII for short story as a material. This learning is divided into three groups with different short stories. The short story selections are based on the Indonesian language booklet XII class published by Erlangga Publisher. The learning process is held for two weeks with 2 meetings a week.

Learning in the first week is dividing groups by teacher and followed by the explanation of extrinsic and intinsic material and element. In giving this material, the teacher explains and complements it with various examples for analysis. In this process students can and may be encouraged to ask questions to be able to complete the analysis they will do later with the group.

Project-based learning is done to improve students' cooperation and intellectuality in develops the material that has been given. Next, they held a group discussion about the contents and plot of the short story they had gotten. In addition, the results of their analysis will be presented in discussions at the end of the meeting in the second week.

Learning in the second week begins with the teacher repeating the material and the lesson to make a presentation. Then each group is encouraged to make a 5- minute presentation for each. The presentation is closed with a question and answer, and evaluation given by the teacher to each group.

As the closing of this short story learning, the teacher gives a conclusion and each student makes a summary based on their perspective on the group presentations.

b. Assessment

The assessment is carried out by the teacher as a whole which is divided into two parts, namely the assessment of poses and projects. Project appraisal is carried out to see the extent of cooperation, responsibility, discipline and courtesy in working on and presenting their papers.

The second assessments in project or group discussion results were presentations. The things that assessed are the accuracy in describing the elements of intrinsic and extrinsic and the reasoning they get in the analysis of their project presentation [9] [10].

4. CONCLUSIONS

Learning using project-based methods for class XII in analyzing short stories is divided into several groups. Learning by this method makes students recognize responsibility and lead to reasoning in terms of analyzing. In addition, this method is the easiest method and is often carried out in learning that requires direct verification of the learning process carried out by students inside and outside the learning hours.

For the results obtained from the group discussion is answered to the group presentations. And it is described in each slide to explain to other group of friends. The presentation is closed with a summary as a group report material. In addition, the teacher gives conclusions and suggestions on the group results. Project-based learning that carried out in learning short story text, can be used in other learning on Indonesian. In addition, the division of students is structured so that it is more effective and efficient. This is supported by the active teacher in providing material so their students have more choice in describing the short story text analysis.

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