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Implementation of the project based learning (PjBL) model assisted by picture word card media to improve write beginning ability student grade 1 elementary school

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ABSTRACT

This research was conducted to find out the scenarios and implementation of the application of learning, student responses and improving student learning outcomes on preliminary writing skills using the Project Based Learning (PjBL) learning model assisted by picture word card media. This research uses the Classroom Action Research method. The sample is 15 students of Class 1 at SDN 222 Pasirpogor. This research was conducted through two action cycles. The results showed that the implementation of learning received a positive response from students in the first and second cycles with a percentage of 90% and 87%. Learning outcomes also increased from cycle I to cycle II, showing the percentage of 66% and 86% achieving the minimum completeness criteria. This research concluded that through the Project Based Learning (PjBL) model assisted by media with picture word cards, students' preliminary writing ability increased.

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1. INTRODUCTION

Early elementary school level learning aims to develop the basic skills of reading, writing, calculating, etc give basic knowledge and skills that are useful for students according to their stage of development. Skills write beginning covers activity tracing, bolding, completing, and copy. Sari, et al (2020) revealed that students who don't own Skills write good start will experience difficulty in finish task learn it. One of provisions for fulfil demands Skills 21st century includes communication, collaboration, critical thinking and creative thinking is own Skills write good start.

Student 1st class trained have ability write letter nor number for assembled in structure sentence meaningful. Then, through ability base that, in fact gradually student directed for pouring opinion or feeling in form writing. If student school basic experience difficulty write No get Attention, students will experience difficulty learn various field studies on class next.

Students who experience difficulty Study write beginning must get enough attention, considering Still Lots students who haven't can reach expected competencies. On level beginning school basic, still Lots students who haven't know letter with OK, thicken it and copy letter Still not optimal. Even in hold pencil and position write Still must noticed.

Based on the data obtained, still Lots student class 1 experienced difficulty write beginning. This can be seen from the results evaluation daily with an average of 69 and amount Only 6 students out of 15 students graduated.

The Project Based Learning (PjBL) model is a model that emphasizes to project as solution For problems found so that learning more meaningful. Astuti (2018), states that project-based learning can improve writing skills. Hakim and Hairunisa (2022), mention the steps of the Project Based Learning model as follows: a) presenting the problem, b) designing the project, c) preparing a project planning schedule d) monitoring project implementation e) assessing the product f) evaluating and reflecting. There are 6 steps in the PjBL model that must be done fulfilled in implementation learning. The problem presented must is problem essential that can be resolved through project.

Niswara, et al (2019), revealed the advantages and disadvantages of the PjBL model. The advantages of the PjBL model are: a) increasing student motivation in preparing projects, b) increasing problem solving abilities, c) increasing collaboration and cohesiveness, d) improving resource management skills. Whereas model weaknesses PjBL are: a) takes a long time, b) requires adequate facilities, equipment and materials, c) is not suitable for students who give up easily, d) has difficulty involving all students in group work.

Student age school base is at on phase operational concrete. At this stage, students can think logically, but can only apply logic to physical objects. So from That For facilitate phase development requires learning media that makes it easier student For Study. Rahmawati (2017), said that picture word media can improve students' writing skills. Study Prabastari focused on class 1 for theme learning Myself For increase ability read write beginning.

Halila, et al (2020), stated that the advantages and disadvantages of picture word card learning media are: a) easy to carry anywhere, b) practical in making and using it, so that at any time students can learn well using this media, c) It's easy to remember because this card has pictures and is very eye-catching. So this card will make it easier for students to remember and memorize the shape of the letters, d) it is fun as a learning medium, and can even be used

in games. Whereas The weaknesses are: a) pictures only interpret the senses of the eye, b) pictures of objects that are too complex are less effective for learning activities, c) pictures that are presented in small sizes make them less effective for the teaching process.

Based on statements regarding difficulties write beginning student class 1 and regarding the learning model that is considered appropriate, namely the Project Based Learning model, this research examines more extensively the Application of the Project Based Learning Model Assisted by Picture Word Card Media. For Increase Ability Write Beginning Student Grade 1 Elementary School.

2. METHODS

This research uses the Classroom Action Research (PTK) method through four stages, namely planning, implementation, observation, and reflection. According to Kemmis and MC Taggart (Aqib and Chotibuddin, 2018), four PTK steps as following:

1. Stage 1: compiling design action / planning. Planning covers what, why, who, when, where And How action the held. On stages This researcher analyze problems in the field Then prepare teaching tools as solution problem.
2. Stage 2: implementation action is implementation from design wearing action class.
3. Stage 3: observation that is implementation observation by observer.
4. Stage 4: reflection or reflections, that is activity for put forward return event that occurred as material repair.

The research subjects were grade 1 students of SDN 222 Pasirpogor, Bandung City. Data collection technique with sheet observations and tests.

The observation sheet is used to find out the scenario and implementation of initial writing learning using a model Project Based Learning (PjBL) assisted by word cards pictures carried out by researchers. The observation sheets used are teacher and student observation sheets. Guidelines giving scores for observation sheets using the Guttman scale proposed by Riduwan (Maulidta, 2018) in table 1 below:

Table 1. Observation Instrument Scoring Guidelines

Score	Answer
1	Yes
0	No

$$\text{Value} = \frac{\text{Amount score}}{\text{Amount score maximum}} \text{ X } 100\%$$

Based on the provision of teacher and student observation scores, it is necessary to have criteria for interpreting teacher and student observation scores according to Riduwan (Yuniati, 2018) as shown in table 2 below:

Table 2. Interpretation Criteria for Teacher and Student Observation Scores

Percentage	Criteria
0 % - 20 %	Very less
21 % - 40 %	Not enough
41 % - 60 %	Enough
61 % - 80 %	Good / decent
81 % - 100 %	Very good / very worthy

3. RESULTS AND DISCUSSION

3.1 Results

Learning outcomes on abilities write beginning student class 1 of SDN 222 Pasirpogor through the Project Based Learning (PjBL) learning model carried out with several research stages. These include teaching and giving tests. Learning scenarios and implementation for increase ability write the start of using the Project Based Learning (PjBL) model was measured using research instruments in the form of observation sheets and test sheets given to students. The learning implementation was carried out during 2 meetings.

Based on the results of the scenario and implementation of initial writing material for grade 1 elementary school students using the Project Based Learning (PjBL) model which has been carried out previously, it can be concluded that the findings in the field include enthusiastic students and respond positive to teacher learning uses the PjBL model and picture word card media. This makes students understand more learning delivered by the teacher, so that the objectives of the learning are achieved in accordance hope. Apart from that, learning is more interesting, fun and effective. This is in accordance with the results of the observation sheet at each meeting. Seen on table following:

Table 3. Results score observation student and teachers

Meeting	Student	Interpretation	Teacher	Interpretation
1	90%	Very Good	93%	Very Good
2	9 7%	Very Good	95%	Very Good

Based on the results of the student and teacher observation sheets, it can be concluded that overall the responses of students and teachers in learning to start writing used the Project Based Learning (PjBL) model assisted by picture word card media Very good. Judging from the results of the student observation sheet for meeting 1, it shows a percentage of 90% and meeting 2 of 97 % with a very good predicate. Meanwhile, the percentage obtained by the teacher at the 1st meeting was 93 % in carrying out learning, meaning that the teacher had carried out learning activities in accordance with procedures that had been prepared previously. For the second meeting, the percentage of student observations was 95%, this was because step assessed learning more Good its implementation from meeting previously.

As for acquisition results test knowledge ability write beginning with KKM 70, as following :

Table 4. Learning Results of Class 1 Cycle 1 Writing Students Beginning

No	Name	Mark	Information	
			L	BL
1	Rf	95	X	
2	Fr	80	X	
3	De	60		X
4	Ha	100	X	
5	Ai	80	X	
6	Ts	85	X	
7	Wq	80	X	
8	Gy	85	X	
9	Rm	60		X
10	Gh	65		X
11	Rj	50		X
12	LC	95	X	
13	Mk	65		X
14	Sh	70	X	
15	Ym	80	X	
Average		**77**	**10**	**5**

Based on the description from table 5, it shows that 66% passed the criteria minimum completeness (KKM) and 34% have not graduated. Average results evaluation is 77 with predicate Enough Good. If compared to with average and percentage moment pre cycle, on cycle First This happen enhancement results test student. On initial data or pre cycle, percentage graduation student is at 40% with an average of 69. This signify exists influence from the Project Based Learning model assisted by picture word card media on ability write beginning student 1st grade elementary school. Happen quite a change significant as many as 26% of students initially There is in category No passed to pass.

As for results test knowledge on cycle to two as following :

Table 5. Learning Results of Class 1 Cycle 1 Writing Students Beginning

No	Name	Mark	Information	
			L	BL
1	Rf	100	X	
2	Fr	90	X	
3	De	80	X	
4	Ha	100	X	
5	Ai	80	X	
6	Ts	85	X	
7	Wq	90	X	
8	Gy	85	X	

No	Name	Mark	Information	
			L	BL
9	Rm	60		X
10	Gh	75	X	
11	Rj	50		X
12	LC	95	X	
13	Mk	80	X	
14	Sh	70	X	
15	Ym	80	X	
Average		81	13	2

Based on table above can concluded that 86% of students Already even reach the KKM exceeds the KKM. As many as 14% of students or 2 people are still under the KKM.

3.2 Discussion

initial writing learning uses the Project Based Learning (PjBL) model assisted by picture word cards held 2x meetings. Duration every meeting is 2x35 minutes. During learning activities, students follow the entire series well, from the initial activity to the final activity. This can be seen in the results of student and teacher observations at the 1st meeting, namely getting a percentage of 90% For students and 93% of teacher observations are categorized as very good. Then For the 2nd meeting, the results of 97% of student observations and 95% of teacher observations were categorized as very good.

As for for results test knowledge student on meeting First reached 66% above the KKM and on meeting secondly 86% above KKM. Percentage from two meeting show exists enhancement from cycle First to cycle second. Even from pre cycle to cycle the first one shows it exists enhancement results test knowledge student for write beginning. On pre cycle obtained an average of 69 students with percentage 40% pass.

So it can be concluded that the overall response given by students and teachers in learning to start writing using the Project Based Learning (PjBL) model assisted by picture word card media. Very good and ability write beginning experience enhancement using these models and media. The following is documentation of initial writing activities using the Project Based Learning (PjBL) model assisted by picture word cards.

The results of the research described above show that with the Project Based Learning (PjBL) model assisted by picture word card media, students become more active and learn meaningfully. This is also as stated by Prabastari (2021), saying that grade 1 students' writing difficulties can be overcome using card media picture words. Learning will be more meaningful and enjoyable because it is linked to the problem being solved through project. Astuti's (2018) opinion states that project-based learning can improve writing skills.

5. CONCLUSION

Based on the results presented above, the conclusions that can be drawn from this research are:

1. Scenarios and implementation of learning applications for increase ability write beginning using the project learning model assisted based learning (P j BL). picture word card media is going very well Good.

2. Student response to abilities write beginning using the Project learning model B ased L earning (PjBL) assisted picture word card media is positive by 90 % on cycle I and 97% on cycle II.
3. There is an increase in ability write beginning using the project learning model assisted based learning (PjBL). picture word card media with test results reaching a minimum completion criterion of 66 % cycle I and 86% on cycle II.

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