



# THE APPLICATION OF PROJECT-BASED LEARNING (PJBL) MODEL THROUGH SERIES PICTURE MEDIA AS AN IMPROVEMENT OF NARRATIVE WRITING SKILLS OF GRADE IV ELEMENTARY SCHOOL STUDENTS

<sup>1\*</sup>Agung Tri Susilo Raharjo, <sup>2</sup>Siti Rochmiyati, and <sup>3</sup>Moh. Rusnoto Susanto

<sup>1</sup>Dikdas, Universitas Sarjanawiyata Tamansiswa Yogyakarta, Indonesia

<sup>2</sup>Pascasarjana Pendidikan Universitas Sarjanawiyata Tamansiswa Yogyakarta, Indonesia

<sup>3</sup>Magister Pendidikan Seni, Universitas Negeri Yogyakarta, Indonesia

\*Corresponding Author

Email: [rusnoto@ustjogja.ac.id](mailto:rusnoto@ustjogja.ac.id)

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## ABSTRACT

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Implementing Indonesian language learning in elementary schools, educators or teachers certainly have learning models that are suitable to the material to be delivered. This learning model is very important because with the right learning model it will trigger students to be active and creative. The Project Based learning model is a learning model that guides students to increase creativity in learning. The aim of this research is to determine students understanding in learning Indonesian through picture series media to improve the narrative essay writing skills of class IV students in the Indonesian language subject. This study used descriptive qualitative method. Data collection techniques use observation, interview and documentation. This results of the research show that the project Based Learning model is very suitable to apply to increase student creativity in learning Indonesian through the media of picture series. It was proven that out of 28 student, 5 student began to develop, 17 student develop according to expectations, 6 student developed very well. The conclusion is that the innovation conduct by Project Based Learning model through the media of pictures series has a great influence on improving narrative essay writing skills in grade IV elementary school students.

**Keywords:** project based learning; picture series; narrative essay.

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## I. INTRODUCTION

Education as an effort to educate, train, and mature students is a concrete effort to approach perfection in the understanding of science, technology, and art (IPTEK). Education as a process of character building that makes a person able to live meaningfully for himself, society and his country (Dewantara, 2011). Education is to guide all the forces of nature that exist in humans so that they become members of society who are able to achieve the highest safety and happiness (Nuraedah, 2022). Education provides knowledge from the unknown, can be known and can be developed to face the challenges of the times. Humans need education to adapt to the era of globalization, as written in the objectives of national education, namely developing the potential of participants to God Almighty, noble, healthy, faithful, capable, creative, independent, and become democratic and responsible citizens.

The Project Based Learning model is one of the learning models that can be used to increase students' creativity and motivation to learn. Project Based Learning model is a learning



model where students are exposed to something real and related to everyday life so that students get experience and challenges to solve in groups.

Project Based Learning is a learning model that uses projects or activities as media. According to (Kemdikbud, 2013) learners conduct exploration, assessment, interpretation, synthesis and information to produce various forms of learning outcomes. Project-based learning is a comprehensive teaching approach that involves learners in cooperative and continuous inquiry activities (Warsono & Hariyanto, 1993). According to Grant (2002), project-based learning not only examines the relationship between theoretical information and practice, but also motivates to reflect on what learners learn in learning into a real project and can improve learner performance.

Project Based Learning is a project-based curriculum and can be used as a learning model that aims to meet the ability of students in making learning designs and is innovative which emphasizes learner-centered learning. According to Facruddin (2023), there are six steps of the Project Based Learning learning model, among others: (1) Determining fundamental questions to spark students to increase curiosity in learning, (2) Designing project planning. Educators or teachers divide learners into groups and prepare the tools, materials, media and resources needed, (3) Develop a project implementation schedule. Teachers and learners make an agreement on the schedule for making the product and following the schedule for completing the project, (4) Monitor the activeness and development of learners. Learners carry out project development and educators monitor and guide if learners have difficulties. (5) Testing the results. Educators and learners discuss the feasibility of the projects that have been made. (6) Evaluate the learning experience. At this stage learners present the results and educators give appreciation.

Picture media is the right media and can be used for learning narrative essay writing skills. Picture series as one of the picture media is a sequence of pictures that follow a conversation in terms of introducing or presenting the meaning contained in the picture, called a series of pictures because one picture with other pictures has a relationship or interrelated.

According to Arsyad (2002: 119) a series of pictures is a series of activities or stories presented in sequence. With a series of pictures, students are trained to reveal the scenes and activities in the picture. In the Indonesian Dictionary, an image is an imitation of objects, people or views produced on a flat surface. Meanwhile, a series is a series of consecutive stories, books, events and so on. The series of images used in essay learning is a series of images that are educated to become humans of faith and devotion arranged chronologically. From the series of pictures, it will form a story which will later become a source of ideas for students to compose according to the students' imagination of the series of pictures. Image series learning media is something that can be used to channel messages (learning materials) in the form of imitations of objects, people or views that are consecutive either story books, events and so on.



In learning Indonesian language, writing or composing experience is needed by students, one of which is the skill of writing narrative essays. Narrative text is a text that tells an event in sequence and can be fiction (imagination) or non-fiction. Widjono (2007) revealed that narration is a description that tells events, actions, and circumstances in sequence from beginning to end so that they are interconnected with one another. The language used is usually narrative, such as romances, stories, novels, biographies or short stories.

Narrative text itself is created to convey information, provide knowledge and to be used as entertainment for readers or listeners. In addition, this text can also be used to describe an event, experience or idea to others in detail based on developments over time. The characteristics of narrative text are 1) telling events or experiences of the author, 2) the events or events told are events that really happened or imagined or a combination of both. 3) based on conflicts. 4) has aesthetic value, 5) must be arranged chronologically.

In Tamansiswa teachings, the Tri N concept can be applied in processing narrative essay writing skills. There is a Niteni process or the process of observing, Nirokake is the process of imitating and finally the Nambahake process or the process of perfecting a product. The Tri N teaching is used to foster learners' creativity by teaching learners to recognize and capture the meaning of the observed object carefully. This teaching is very necessary to be instilled in learning so that students can foster a creative spirit and be able to create new things that can be obtained from paying attention to existing things, following how and then adding to it so that new creativity grows. Tri N's teaching is also genre-based, namely description, exploration, procedure, exposition and narration. The learning process that emphasizes the *asah-asih* and *asuh* program or commonly called the *among* system in the Tamansiswa teachings which means educating, loving and fostering needs to be applied to educators so that students return to their natural nature and independence, can be role models, motivators to create a better learning atmosphere.

The learning innovation of Project Based Learning model with series picture media is certainly one of the efforts to improve the understanding of Indonesian language learning in elementary schools and becomes the basis of research with the title Application of Project Based Learning Model with series pictures to improve the writing skills of narrative essays of fourth grade students of SD Negeri Keputran A. The purpose of this study is to improve the writing skills of narrative essays of fourth grade students of SD Negeri Keputran A in Indonesian language subjects through series picture media with Project Based Learning learning model.

## II. RESEARCH METHODS

This research uses a qualitative descriptive method. According to Nana Syaodih Sukmadinata, (2005) descriptive qualitative research is intended to describe and describe existing phenomena, both natural and human engineering, which pay more attention and recognize the characteristics, quality, interrelationships between activities. This type of research describes the conditions as they are and the data obtained in accordance with the original



conditions. Qualitative descriptive research emphasizes meaning in the results. Qualitative research departs from data, utilizes theory as explanatory material and ends with a theory. Data collection techniques are obtained from various sources and are inductive in nature, namely data is developed and becomes a hypothesis.

According to Nana Syaodih Sukmadinata (2016: 52-60) descriptive approach is a research method aimed at describing existing phenomena, which are currently or in the past. Qualitative research is a study aimed at describing and analyzing the phenomena of events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups.

Bogdan and Taylor in Lexy J. Moleong (2010: 4-5) define qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to Sugiyono (2010: 15) qualitative research methods are research methods based on the philosophy of postpositivism, used to examine the condition of natural objects, (as opposed to experiments). Based on the study of these definitions, qualitative research is research that intends to describe existing phenomena in the form of written or spoken words, in a special natural context and by involving various existing methods. Slameto (2003: 57) says that interest is a persistent tendency to pay attention and remember some activities. According to Hurlock (1997: 114), interest is a source of motivation that encourages people to do what they want when they are free to choose. When they see something to be profitable, they feel interested.

The research was conducted at Keputran A State Elementary School in Kraton District, Yogyakarta City. This research was conducted in March-May 2024. The object of this research is the understanding of Indonesian language learning with series picture media. The subjects in this study were fourth grade students of SD Negeri Keputran A in Kraton District, Yogyakarta City in the academic year 2023/2024.

The main instrument in this research is the researcher himself so that the researcher analyzes the data systematically and continuously. Data were obtained through observation, interviews and documentation. Observations were made to observe the learning process of learners in creative activities and creativity. Interviews are needed to add to the treasury of data directly on students. Observations and interviews then become the main or primary data. Documentation is additional or secondary data to support and strengthen the data.

### III. RESULTS AND DISCUSSION

In this study, of course, researchers conducted observations as well as interviews before the Project Based Learning model was applied in learning in class IV SD Negeri Keputran A Yogyakarta. At the beginning of the observation, researchers asked 28 students about learning Indonesian. Students' understanding of Indonesian language learning with the theme of writing narrative essays is considered difficult because there are various problems encountered including 1) the ability of students who have not been able to write narrative essays, 2) students have not been able to imagine in observing a picture, 3) students have not



been able to string words until the words are written. Learners have not been able to string words together to form a story, 4) Learners have not tried to observe pictures and tell the contents or the essence of some pictures. Based on the above problems, it is necessary to take an action that can improve narrative essay writing skills with the Project Based Learning model with serial image media.

Project Based Learning Model is one of the learning management that can be applied to increase students' creativity and learning motivation. Project Based Learning is a means of real learning activities related to everyday life. The use of serial images as Project Based Learning media will help learners understand the material to be presented. Learners are made in groups to be able to plan learning activities, carry out projects and produce work products that can be presented.

Learners will go through six steps in Project Based Learning. The six steps are determining the fundamental question, designing the project plan, preparing the project activity schedule, monitoring the activity and development of the project, testing the results and evaluating the learning experience. The first step taken by the teacher is to ask basic questions or triggers with narrative essay material. By watching videos and pictures, learners are asked to observe and understand various examples of picture stories that are shown.



**Figure 1.** First step activity

The second step is to design the project plan. The teacher divides learners into 4-5 groups. Learners in groups discuss to determine the project to be made. As a result of the discussion, each group will make several pictures that will later be used as a guide to fill in the story from the picture. Pictures with the theme of daily activities. The teacher provides examples of ready-made storytelling pictures so that learners get a real picture of the shape of the product to be made.





Figure 2. Second step activities

The third step is to develop a project implementation schedule. Teachers and learners make an agreement on the schedule for completing the project with a predetermined time together.



Figure 3. Third step activity.

The fourth step monitors the activity and progress of the project. Learners carry out the project on . The teacher monitors learners' activity during project implementation and guides learners who are having difficulties.



**Figure 4.** Fourth step activity

The fifth step is testing the results. In this step, the teacher and students discuss the feasibility of the project that has been made and which will be presented in front of the class. Project feasibility



**Figure 5.** Fifth step activity

The sixth step evaluates the learning experience. Each group presents in turn the products that have been made. The teacher and other learners give feedback and appreciation.





Figure 6. Sixth step activity

The products that have been presented by students from the results of Project Based Learning are the results of students' thinking through group work. From some of these groups, they have produced some learner skills in the form of narrative essays through a series of pictures. Project-based learning that is applied has a big impact on students. They are very enthusiastic and always participate to contribute fresh ideas in stringing words in the process of making narrative essays through serial images. In the process of producing a series picture product, students are freed to determine the theme and freedom of creativity. Freedom of expression makes students feel comfortable in the learning process. Increased creativity by students because learning with the Project Based Learning method requires them to think, always innovate to solve a problem.



Figure 7. Students' product results

In addition to being creative, innovative and participatory, the Project Based Learning learning model really helps teachers and students to learn in a structured way, students more easily understand the material and interpret what is meant in learning.





Based on the results and discussion, the use of the Project Based Learning model is very appropriate to be delivered to students so that students' narrative essay writing skills always increase. The results of learning with the Project Based Learning model in Indonesian language learning at SD Keputran A class IV will be presented in the form of a table.

**Table 1.** Indonesian language learning results before innovation and after innovation to 28 students

No	Keterangan	Jumlah	Persentase	Jumlah	Persentase
1	Belum Berkembang	17	61%	0	0%
2	Mulai Berkembang	7	25%	5	18%
3	Berkembang Sesuai Harapan	4	14%	17	61%
4	Berkembang Sangat Baik	0	0%	6	21%
	Jumlah Siswa	28	100%	28	100%

As shown in the table above, it turns out that the Project Based Learning model can improve students' skills in composing narratives through serial images. Before the innovation of students who had not developed there were 17 students, with the application of Project Based Learning learning decreased to 0 students. With such proof, it can be said that the Project Based learning model is needed in class IV SDN Keputran A, and of course the teacher here plays a very important role in guiding and assisting in product completion.

#### **IV. CONCLUSION (CAMBRIA, UPPERCASE, Size 11 pt, Bold)**

This study aims to improve narrative composing skills through series drawings with the Project Based Learning learning model, it can be concluded that the learning is successful because students who take part in this research program are able to tell stories through series drawings that they design themselves. Project Based Learning is also an alternative learning model to increase students' creativity in understanding learning materials. The hope of this research is that not only Indonesian language learning can use the Project Based Learning model and serial drawing media, but furthermore all subjects can use these media and models.

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