



Eco-print Exploration As An Effort To Improve Writing Ability Based On Project Based Learning (Pjbl)

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ABSTRACT

The low ability to write procedure texts for making eco-prints for students in grades V and VI is caused by several things that must be observed. This is due to students' lack of understanding of procedural texts, difficulty communicating knowledge in written form, and difficulty composing effective sentences. This research aims to analyze Eco-print exploration activities as an effort to improve writing skills based on project-based learning (PjBL) integrated with Tri-N (nitene, niroake, nambahi). Tri-N concert encourages students to have the ability to observe and scrutinize an object or the stages of the Eco-print process. Then, imitate with a bank that will eventually grow creativity and innovation. This research uses the narrative method to describe the steps of making eco-print, which serves as teaching material to improve students' writing skills. The data collection technique in this research is using observation, interview and documentation techniques. The research findings show that Eco-print exploration activities with the stages of the work creation process are able to explore, narrate the stages, and ultimately foster the ability to write a narrative based on project-based learning (PjBL) integrated with Tri-N (nitene, niroake, nambahi). Through the narrative approach, it can improve students' writing skills, especially in terms of writing descriptions and creativity. The implications of this study highlight the potential of using hands-on activities, such as eco-print making, to improve students' writing skills and enhance their understanding of the writing process.

Keywords: *procedure text writing; eco-print making; PjB; Tri-N.*

I. INTRODUCTION

One of the abilities that a learner must possess in the era of society 5.0 is digital literacy. Writing skills are basic abilities that learners must master to communicate ideas and information in writing clearly, structurally, and logically (Ministry of Education and Culture, 2017). To express ideas, thoughts, and experiences to others, skills must be developed to develop them.

Curriculum 2013 emphasizes text-based learning. Indonesian is taught not just as knowledge but as a development text that functions as a source of self-actualization for its users in the sociocultural context (Silitonga & Hasibuan, 2021). Text can be interpreted as a unit of language that expresses meaning contextually. Thus, in learning, students are expected to be able to produce and use text according to its purpose and function (Devi et al., 2018).



An example of a text that learners must master is a procedure text. Writing procedure text effectively enables learners to understand and follow instructions and complete tasks independently. Procedure text needs to be mastered in learning because procedure text explains the ways or steps of doing something completely, clearly and in detail (Hasmi & Nawir, 2022). According to Anderson & Shattuck (2012), Procedure texts provide clear and structured guidelines for completing a task or achieving a goal. This research focuses on students' skills in writing procedure texts on making eco-print for grade 6 students of theme 9, Exploring Outer Space, Subtheme 3, and Space Explorers. Making eco-print requires structured and systematic steps, so it is suitable to be used as an exercise in writing procedure text.

Eco-print learning requires a deep understanding of the creation process which involves various stages ranging from motif design, preparation of tools and materials, to the hitting and finishing process. Students need interesting learning media through empirical experiences that are practical, such as in the process of making Eco-prints. Through the project-based learning method, students are expected not only to learn about the basic techniques in eco-print making but also to be actively involved in completing real projects that include planning, collaboration, and problem-solving related to the creative process. 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 (2020) 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, 2021). 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 to make learning designs and is innovative, which emphasizes learner-centred learning. According to (Fachruddin, 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 learners if they 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.

In learning the 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.

The narrative text itself is created to convey information, provide knowledge and 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.

Based on the results of observations and interviews, it was determined that some students still needed help writing procedural texts properly. This is caused by several factors, such as a lack of understanding of procedure text, difficulty communicating knowledge in writing, and difficulty composing effective sentences.

This is in line with research by Purba (2012) which states that students' skills in writing are low because students are only taught the ability to master writing theory rather than being skilled in applying it. Another factor is caused by the learning model used is monotonous, which significantly impacts the students' learning experience. The factor that can improve procedure text writing skills is through the application of the right learning model.

Eco-print introduction learning has been done at SDN Guntur Temanggung; with Eco-print technic material, the teacher has tried to improve learning with the learning media used. The teacher displays pictures and videos for students. Learners in the classroom only get to the stage and know theoretically and understand visually, but they need to get to the stage of trying or making. Therefore, the learning process becomes less meaningful.

In Tamansiswa teachings (Dewantara, 2011), 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 really needs to be instilled in learning so that students can foster a creative spirit and be able to create new things. This can be obtained from paying attention to things that already exist, following how and then adding them 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 Tamansiswa teachings. The *Among* System, which means that educators can educate, love and nurture, needs to be applied to educators so that students return to their nature and independence. Educators must also be able to be role models and motivators to create a better learning atmosphere.

The learning innovation of the Project Based Learning model with Eco-print media is a powerful tool in improving understanding of Indonesian language learning in elementary



schools. It has the potential to become the basis of research with the title Application of Project Based Learning Model with eco-print exploration, showcasing its effectiveness and potential in educational research.

II. RESEARCH METHODS

This type of research is a case study qualitative research conducted from March to April at SDN 3 Guntur in the 2023/2024 academic year. The research subjects were grade 5 and 6 students of SDN 3 Guntur. Learning to apply the Project Based Learning model was carried out twice, namely in grades 5 and 6 with the same material, namely Eco-print.

This research's data source was the results of interviews conducted with randomly selected students and teachers. Another source is the results of analyzing the distribution of simple questionnaires conducted by 5th and 6th-grade students of SDN Guntur in the 2023/2024 academic year. This research also conducted theoretical studies and observations during the learning process.

According to Sugiyono (2013), 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 a review of these definitions, qualitative research is research that intends to describe existing phenomena in the form of text descriptions. Slameto (2003:57) says that interest is a persistent tendency to pay attention and remember some activities. According to Hurlock (1997), 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 is profitable, they feel interested.

Questionnaires were given before and after the Project Based Learning model was practiced in learning. Observation is done through observing the activeness of students during the learning process. Project-based learning outcomes by making products first, namely Eco-print products from paper pulp and based on the results of the products made. Narrative writing must pay attention to the structure of the procedure text (consisting of title, purpose, tools, materials, work instructions, and conclusion). Data analysis used qualitative techniques.

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. 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.

Quantitative data was obtained through the learning process of writing procedure text and qualitative data was obtained through the observation of learning activities. The research was conducted in three cycles, each of which consisted of: (1) plan; develop a learning plan through an independent flow based on Tri-N integrated PjBL (2) implementation; carry out



learning according to the plan that has been prepared. Learners were given a project to write an Eco-print making procedure text, (3) observation; during the learning process, the researcher observed learners' activities and recorded their level of engagement and interest, (4) reflection; after each cycle, the results of observations, questionnaires, and tests were analyzed to evaluate the effectiveness of the method and plan remedial actions. This research paid attention to ethical aspects by asking permission from schools and parents of learners before the research was conducted. The anonymity and confidentiality of learners' data were also well maintained.

III. RESULTS AND DISCUSSION

In order for students to master 21st-century skills, teachers need to change the learning approach from teacher-centred to student-centred. Project Based Learning (PjBL) is a learning model designed as a learner-centered learning model. PjBL is able to hone the competence of students by producing a product (Alfi & Wibangga, 2023: 768).

Today's education increasingly emphasizes the importance of project-based learning (PjBL) as an effective method for integrating theoretical knowledge with practical skills in a real-world context. One interesting application of PjBL is in the making of Eco-print, a traditional Indonesian art that combines aesthetic beauty with technical sophistication.

To enhance students' creativity, a learning approach that can encourage their active and creative participation in the teaching and learning process is needed (Rifdan et al., 2022). Project-based learning is designed to encourage students to investigate and deepen their understanding through an inquiry-based learning process (Mulyasa, 2014). In this section, students are introduced to empirical processes and experiences, especially in eco-printing activities.

Project Based Learning Model is one of the education approaches 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. Learner use of Eco-print techniques as a Project Learning medium will help learners understand the narrative of creative process procedures as part of the material presented. Learners are made in groups to be able to plan, carry out projects and produce work products that can be presented.

Research by Faathonah in 2022 showed the results that learning to write description text increased with a project-based learning model. Another study conducted by Putri in 2022 (2022) showed that the process of learning procedural text using a project-based learning model can improve students' skills in writing. Furthermore, research by Annisa in 2024 (2024) showed that there was an increase in students' ability to write procedure text through the use of project-based learning models. So that through the PjBL-based independent flow integrated with Tri-N is expected to help students understand the process narrative. The process narrative is used as a narrative structure for the procedure of making Eco-prints through efforts to train effective sentence structure.

The learning process provides students with treatment in making decorative patterns using the Eco-print technique which utilizes local plants obtained in the environment. Various



leaves are also the main materials that need to be prepared in this Eco-print process. You can choose leaves that are around you, such as teak leaves, waru leaves, or awar-awar leaves which are easier to get in our environment. Students in this activity are given the freedom to identify, explore, select and determine what types and shapes of leaves of plants are attractive and have sufficient texture and air or sap content.



Figure 1. The Activity Research of Eco-Print
(Source: Indah Setyaning, 2024)

After adjusting the position of the leaf have chosen, you can immediately start the technique of hitting the leaf using a hammer until the color of the leaf sticks to the cloth. Then slowly lift the leaves until the pounding process is complete, then you can slowly lift the leaves that you have hit using the hammer. The process of drying the cloth until dry. Then, when you have finished removing the leaves, hang the cloth in the sun until dry. After that, soak the fabric in a waterglass bath and dry the fabric that already has an Eco-print motif with waterglass and reactive dyes such as remasol. Waterglass is needed in a process called fixation. One of the aims of the fixation process is to lock and strengthen the dye.



Figure 2. Application of Fashion Product
(Source: Indah Setyaning, 2024)



Eco-print activity relies on the teacher's efforts to introduce local wisdom with the Tri-N concept (*Niteni, Niroake, Nambahi*). Through the process of students freely observing, paying attention to the details of the form and process, then students are given the freedom to imitate both in form, technique, experience, process and best practices during the practicum. Then students are expected to grow sensitivity to innovation by adding by making new creations that are commensurate with their experience capacity. The results of Eco-printing after this activity process can be applied to making clothes and other fashion needs according to the wishes and needs of students. It can be used as clothing products, accessories, handkerchiefs, scarves and other souvenir products.

In the planning stage of cycle 1, the researcher compiled a lesson plan using an independent learning flow based on Tri-N integrated PjBL, as well as preparing observation instruments and tests to measure students' activeness and ability to write procedure texts for making Eco-prints. At the action stage, the teacher displayed the structure of the procedure text and the learning video of Eco-print making. At the observation stage, researchers observed the involvement and response of students during learning activities and used observations during learning and the ability to write an Eco-print procedure text test. In the reflection stage, researchers analyzed the results of observations and identified weaknesses and planned improvements.

In general, the initial ability of students in writing procedural narrative texts before the application of the PjBL Eco-print method tends to be average in ability. but after applying the PjBL method through Eco-print activities specifically increased, productive, and structured. This is more due to increased enthusiasm and motivation through the stimulus of Eco-print practicum as a new experience for students. Students tend to last longer to do the observation process and write it down in a procedural narrative structure with care and detail. So, it has a tendency to significantly increase the application of the PjBL method in the learning process through fun Eco-print activities and makes it an impressive new experience.

IV. CONCLUSION AND SUGGESTION

This research is focused on enhancing students' skills in composing procedural narratives through Eco-print activities, utilizing the unique features of the Project Based Learning model. The analysis of the research results indicates a successful learning process, as students demonstrated a high level of interest and enthusiasm in composing narratives of eco-print making procedures. The project Based Learning model, with its emphasis on creativity and understanding of learning materials, is shown to be an effective alternative learning approach. The potential of this research extends beyond Indonesian language learning, suggesting that all subjects can benefit from the use of the Project Based Learning model and serial drawing media.

This class action research has been carried out to improve the ability to write procedure text for making eco print for 5th and 6th-grade students of SD Negeri Guntur Temanggung, using the independent learning flow method based on Tri-N integrated Problem-Based Learning. The results showed that there was a significant improvement in the ability to write procedure



texts for making eco-prints for 5th and 6th-grade students of SD Negeri Guntur Temanggung. Thus, it can be recommended that other teachers at SD Negeri Guntur Temanggung can use this method. This research can be replicated in other schools with different contexts. Thus, this study can make a valuable contribution to the development of effective learning methods to improve the ability to write procedure texts for making eco-prints for grade 5 and 6 elementary school students.

The eco-print results after this activity process can be applied to making clothes and other fashion needs according to the student's wishes and needs. Can be used as clothing products, accessories, handkerchiefs, shawls and other souvenir products. The research findings show that Eco-print exploration activities can improve the ability to write narratives based on project-based learning (PjBL) integrated with Tri-N (*niteni, niroake, nambahi*). Through the narrative approach, it can improve students' writing skills, especially in terms of writing descriptions and creativity. The implications of this research highlight the potential of using hands-on activities, such as eco-print making, to improve students' writing skills and enhance their understanding of the writing process. The ability to write procedural texts has increased 11 students got very good grades, 5 students got good grades, and 9 students got sufficient grades. After doing this learning, learning based on Problem-Based Learning integrated with Tri-N can improve the learning outcomes of students in the ability to write procedural texts for making eco print in grades 5 and 6 at SD Negeri Guntur Temanggung.

Based on the results and conclusions of this study, suggestions that can be considered for future implementation include continuing to apply Tri-N integrated project-based learning in learning to write procedure texts for making eco-print. Make variations in learning activities so that students do not feel bored. Provide clear guidance and direction to students during the learning process and conduct periodic learning evaluations to determine the level of achievement of students.

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