

Evaluation of Teaching Methods in Indonesia Language Subjects in an Efforts to Develop Literature in Schools

Hanifah Putri Azzahra¹, Agus Iryana²

¹Department of Indonesian Language Education, Faculty of Teacher Training and Education, Banten-Indonesia

²Department of Indonesian Language Education, Faculty of Teacher Training and Education, Banten-Indonesia

email correspondence: 2222210029@untirta.ac.id

ABSTRAK

In the development of literature in schools. Indonesian language learning is one of the main factors. Based on this, a teaching method that is in accordance with the applicable curriculum, namely the independent curriculum, is needed. The goal is that learning can be carried out optimally and understood by students as well as the effectiveness of teaching methods. Using qualitative methods with data collection techniques based on observation results. Based on the results of the research analysis, the teaching methods most often used in teaching are Problem Based Learning (PBL), Project Based Learning (PjBL), and a combination of PBL and PjBL methods.

Keywords: *Evaluation; teaching methods; PBL; PjBL.*

INTRODUCTION

Evaluation is a tool used to find out and control something in a predetermined way and rules. Data that can be obtained from evaluation results, usually regarding the attributes or characteristics of individuals or objects under study. Data can be collected using questionnaires, observations, and interviews or other appropriate instruments (Nurhasan, 2001: 3). Djaali, Mulyono, and Ramly (2000:3) define evaluation as a process of assessing something based on objective criteria or standards that are evaluated.

Literary works are imaginative works, fiction, and expressions of authorial expression (Susanto, 2012, p. 32). This statement can be interpreted that humans use literary works to express everything they feel and think through imaginative depictions. Etymologically, Teeuw (in Atmazaki, 2005) states that literary works in Indonesian come from Sanskrit, which has the root word 'sas', in a derivative verb meaning 'to direct', 'to teach', to give directions or instructions. The word 'tra' refers to a tool or means. Hence, it can be inferred that the word sastra means "a tool for teaching, a manual, instruction or teaching book." As in 'su-sastra', the prefix 'su' means good and beautiful.

Literature learning has an important role for students in supporting listening, reading, speaking, and writing skills or what we usually call the 4 language skills. Literature learning provides its own experience for students in improving the quality of knowledge and quality of students. Developing students' creativity through teaching literature such as reading poetry, interpreting poetry, speaking, and writing stories to create prose or drama texts. In writing, students can be creative in composing sentences by using language as a medium to express words, so that they become beautiful and interesting to read.

Literature learning is one of the solutions for students to instil life values that can be implemented in life behaviour in the midst of social interaction. Huda, et al (2009) said that literature learning can expand students' inner space, so that schools not only educate students but form students who are also noble.

The question arises, are students familiar with literature? Many of them are not familiar with literature. The students' concerns regarding the methods used by the teacher in teaching are less than optimal because there is no variety in teaching. The method used is lecture which sometimes makes students feel bored. Teachers need to innovate and have variations in their teaching methods, so that students will be enthusiastic and become familiar with literature.

That teaching and learning activities of literature are carried out to develop sensitivity to the values reflected in literary works. Learning literature appreciation is essentially an effort to instil students' sensitivity to literary works. The teaching of literature in schools also has demands regarding teaching that is able to foster students' appreciation of literature.

To improve the quality of educational output and create a pleasant atmosphere in learning, an innovative learning model is needed, so that learning becomes a fun activity, such as the Project Based Learning (PjBL) learning model. Project-based learning (PjBL) is a model that organises learning around projects.

It provides complex tasks based on questions or problems that involve students in designing, problem solving, and so on. It gives students the opportunity to work in a structured, scheduled manner, culminating in a realistic product or presentation. Students are at the centre of the learning activity, so many observational studies have found this method to be successful.

RESEARCH METHODS

The method used in this research uses qualitative research methods. Qualitative research methods are methods used to research on natural object conditions. Based on this research, in looking for results researchers use data collection techniques in the form of results from observations made. Kirk and Miller (Noor, 2015) define qualitative research as a particular tradition in social science that fundamentally relies on observing humans in their own areas and relating to these people in their language and terminology.

RESULTS AND DISCUSSION

Result

From the research conducted, based on the observations made. The researcher found that teachers use Problem Based Learning (PBL) and Project Based Learning (PjBL) learning methods. However, teachers more often combine or collaborate the two methods. The percentage of teaching methods used can be seen in the table below.

Table 1. Percentage of teaching methods used

No	Teaching methods	Note
1	Problem Based Learning (PBL)	35%
2	Project Based Learning (PjBL)	35%
3	a combination of both methods	25%

Discussion

a. Problem Based Learning (PBL)

PBL is learning that provides special facilities for students to learn by solving real-world and authentic problems and integrating knowledge across disciplines (Keziah, 2010). Wahyudi (2015) added that PBL is able to improve science process skills and student learning outcomes compared to conventional models or what is often called the lecture method. PBL is one type of student-centred learning strategy, in addition to PjBL and Inquiry Based Learning. Problem Based Learning (PBL) is a learning model that encourages students to know how to learn and work together in groups to find solutions to real-world problems (Akçay, 2009).

This form of learning does not mean that the teacher must understand all the material to be given to students with various interests, needs, and characteristics, but rather as a tutor who shows what students already know, what is not yet known, and what to look for, which is the responsibility of each student. Providing tasks and activities that challenge and demand student thinking will increase student motivation to learn to analyse and determine answers related to these tasks and activities.

The philosophical foundation for the development of PBL, one of which was built by John Dewey through his research entitled *Democracy and Education*, which was conducted in 1916 (Arends, 2008). In the study, Dewey put forward a monumental opinion on education, namely that schools should reflect the wider society and the classroom is a laboratory for solving problems that develop in real life. As an implication, Dewey encouraged teachers to encourage students to practice doing or engaging in activities related to problem solving. Learning programmes in schools should be contextualised. As a manifestation of social life, students need to be accustomed to working on solving problems in small groups. (Arends, 2008)

The advantages and disadvantages of the Problem Based Learning (PBL) method according to Warsono and Hariyanto (2013) include:

Advantages:

- Students will get used to facing problems and feel challenged to solve problems, not only related to classroom learning, but also in everyday life.
- Fostering social solidarity by getting used to discussing with group mates and then discussing with classmates.
- Making educators more familiar with students.
- Getting students used to applying the experimental method.

Disadvantages of

- Not many educators are able to direct students to problem solving.
- Often costly and time consuming.
- Student activities carried out outside the classroom are difficult to monitor by educators. Learning outcomes are changes in behaviour obtained by students after experiencing learning activities.

b. Project Based Learning (PjBL)

The PjBL method is a teaching technique that provides innovation in the art of teaching. The role of the teacher in this method is as a facilitator who provides facilities to students who ask questions about theory and motivates students to be active in learning (Trianto, 2014: 42).

PjBL is often referred to as a teaching method that uses problems in its system to make it easier for students to understand and absorb the theory given. This model uses a contextual approach and fosters students' ability to think critically. Able to consider the best decision taken as a solution to the problem received.

The Project Based Learning method is a refinement of the Problem Based Learning method. Project Based Learning is a learning strategy oriented towards CTL or Contextual Teaching and Learning (Jones, Rasmussen and Moffit, 1997). CTL is a learning concept that helps educators link learning materials with real-world situations and encourage learners to use their knowledge to apply it in their lives as members of society.

The learning steps using the Project Based Learning (PjBL) method are as follows:

- a. Students are divided into small groups and each group carries out a real project (connecting problem).

International Conference on Learning Community (ICLC)

- b. Each group is given an explanation of the tasks and responsibilities (setting the structure) that must be carried out by the group in the practicum.
- c. Students in each group try as much as possible to identify the business problems (visiting the problem) they face according to the knowledge they have; (a). identify the problem carefully to find the core of the business problem at hand and (b) identify ways to solve the problem.
- d. Students in each group seek information from various sources (books, guidelines and other sources) or ask the accompanying experts to gain an understanding of the problem (re-visiting the problem).
- e. Armed with the information obtained, students work together and discuss with each other to understand the problem and find a solution (produce a product) of the problem at hand and immediately apply it. The trainer acts as a companion.
- f. Each group disseminates its experience in solving the problem to other groups to get input and assessment (evaluation) from other groups.

The advantages and disadvantages of the Project Based Learning (PjBL) method are:

Advantages:

- a. Train students in expanding their thinking regarding problems in life that must be accepted;
- b. Providing direct training to students by honing and getting them used to critical thinking and skills in everyday life;
- c. Adjustment to modern principles, the implementation of which must be carried out by honing students' skills, both through practice, theory and application (Djamarah & Zain, 2011: 83).

Disadvantages:

- a. The active attitude of students can create a less conducive classroom situation, therefore providing opportunities for a few minutes is needed to free students to discuss. If it is felt that their discussion time is sufficient then the analysis process can be carried out calmly;
- b. The implementation of time allocation for students has been implemented but still makes the teaching situation not conducive. So educators have the right to give additional time alternately to each group (Trianto, 2014:49).
- c. Collaboration of the Problem Based Learning (PBL) Method and the Project Based Learning (PjBL) Method.

The application of this method is a method that complements each other in terms of learning steps where PBL conditions by providing problems can stimulate students to construct their knowledge and train them to think critically. Meanwhile, PjBL stimulates students to solve problems through projects in group or team form. In this case, students will consciously emerge creative ideas in solving problems as well as collaboration in working together in teams.

The opinion of Perdana et al (2020) states that critical thinking skills can be improved by providing learning that originates from problem analysis. In the learning process, the teacher has a role as a facilitator providing stimulation to students. In the PjBL collaborative PBL learning model, there are several obstacles in its implementation, namely time management and controlling the activities of students working in teams. Teacher assistance and direction to students during the learning process is very much needed. This is in accordance with what was stated by Fatmawati and Sujadmika (2018) that the weaknesses in implementing the Problem Based Learning and PjBL models require a long time, are difficult to implement by every teacher, and the problem is formulated well.

It turned out that students received new experiences and knowledge make it easy for students to experience the concept or problem being studied. This is in line with the reality where learning through personal experience is very important to increase students' understanding which will influence student learning outcomes. Thus, this makes students more enthusiastic in learning, thereby influencing learning outcomes

CONCLUSIONS

The conclusion of this research is that the teaching methods for Indonesian language subjects in efforts to develop literature in schools using the independent curriculum found 2 methods that are often used, Problem Based Learning (PBL) and Project Based Learning (PjBL). and 1 collaboration method, namely collaboration between Problem Based Learning (PBL) and Project Based Learning (PjBL) methods.

REFERENCES

- Al-afandi, (2022). Metode Pembelajaran Pada Mata Pelajaran Bahasa Indonesia. Guru Tua: Jurnal Pendidikan dan Pembelajaran. Vol. 5 (1), hal. 41-48
- Darmuki, Agus. dkk (2022). Pembelajaran PBL Kolaborasi PjBL untuk Meningkatkan Keterampilan 4C pada Mata Kuliah Pragmatik. *Jurnal Penelitian dalam Bidang Pendidikan dan Pengajaran*, 16 (1): 21-27.
- Dewi, PA. dkk (2021). Analisis Penggunaan Model Pembelajaran Project Based Learning Dalam Peningkatan Keaktifan Siswa. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)* 9(2).
- Lukman, L. A. dkk (2015). Efektivitas Metode Pembelajaran Project Based Learning (PjBL) Disertai Media Mind Mapping Terhadap Prestasi Belajar Siswa Pada Materi POKok Sistem KOloid Di Kelas XI IPA SMA Al-ISlam 1 Surakarta Tahun 2013/2014. *Jurnal Pendidikan Kimia (JPK)*. 4(1).
- Malikha, D. R. (2018, October). Strategi Pembelajaran PBL (Problem Based Learning) Sebagai Salah Satu Metode Pembelajaran Berkarakter dan Berwawasan Global. In *Seminar Nasional Pendidikan Dan Kewarganegaraan IV* (pp. 88-98).
- Masliah, Lia. dkk. (2023). Keefektifan Model Pembelajaran Problem Based Learning (PBL) terhadap Kemampuan Literasi dan Numerasi Peserta Didik di Sekolah Dasar. *Jurnal Basicedu* 7(1).
- Murniarti, E. (2016). Penerapan Metode Project Based Learning Dalam Pembelajaran. *Univ. Kristen Indonesia*.
- Muryadi, A. D. (2017). Model evaluasi program dalam penelitian evaluasi. *Jurnal Ilmiah Penjas (Penelitian, Pendidikan Dan Pengajaran)*, 3(1).
- Syamsiara Nur, dkk. (2016). Efektivitas Model Problem Based Learning (Pbl) terhadap Hasil Belajar Mahasiswa Prodi Pendidikan Biologi Universitas Sulawesi Barat. *Jurnal Sainifik* 2(2).