

Certificate Of Appreciation

PROUDLY PRESENTED TO :

Susetyo

As a author in the Journal of Social Science
Publishes in March 2023



Chief Editor

Abdurokhim, M.M

Indexed by :



THE INFLUENCE OF PROJECT-BASED LEARNING MODELS ON THE ABILITY TO WRITE PROPOSALS IN STUDENTS

Susetyo

Universitas PGRI Yogyakarta Indonesia
susetyo@upy.co.id

ARTICLE INFO

Accepted :
February 20, 2023
Fixed :
February 27, 2023
Approved :
March 08, 2023

KEYWORDS

Influence, Ability,
Project-Based
Learning Model,
Proposal Writing,
Quantitative
Research

ABSTRACT

This study aims to determine the influence of project-based learning models on the Indonesian Language and Literature Education Study Program students' ability to compile quantitative research proposals. This research method is an experiment with One Group Pretest-Posttest Design. All Indonesian Language and Literature Education Study Program students who take the Indonesian Education Research course in the last semester of the 2022/2023 academic year are used as research subjects. The quantitative research proposal assessment rubric is used to collect research data. Data collection techniques in the form of assignments are students given the task of making quantitative research proposals in the field of Indonesian language and literature education. The collected data were analyzed using quantitative analysis techniques using the ANOVA percentage and statistical formula. The results showed that the project-based learning model affects the Indonesian Language and Literature Study Program's students' ability to compile quantitative research proposals. The ability of students of the Indonesian Language and Literature Education Study Program FKIP PGRI Yogyakarta University who have participated in implementing project-based learning models can write quantitative research proposals higher than the ability of students before participating in project-based learning. The results of this research are made into scientific journal articles and published in reputable or accredited international journals.

INTRODUCTION

A thesis is a scientific paper from studies or observations to meet some requirements for obtaining a bachelor's degree. For this reason, every student who completes their studies must compile a thesis, including PGRI Yogyakarta University undergraduate students. The obligation of PGRI University undergraduate students to write a thesis is stated in the Decree of the Rector of PGRI Yogyakarta University No. 013/SK/RECTOR-UPY/I/2021 dated January 29, 2021, concerning Thesis Writing Guidelines (Thesis Writing Guidelines, 2021).

The search results on the Indonesian Language and Literature Education Study Program document recorded that in the 2016/2017 academic year, the number of active students was 47, and those who had completed their thesis in December 2020 were 4. This means that there are still 43 students who have not completed their thesis. In the 2017/2018 academic year, the number of incoming students was 83, and only 18 students could complete their thesis in December 2021. This means that there are still 65 more students still in the process of thesis guidance, 73 students who entered the 2018-2019 academic year, and 14 students who graduated in September 2022. This means that there are still 59 students who have not graduated. This data shows that students' ability to write a thesis is still low, and they experience obstacles and difficulties in completing their thesis (PBSI Study Program, 2022).

The time students complete their thesis is closely related to the process of writing a

research proposal or research proposal. Students still have difficulty writing a thesis proposal even though they have taken the Indonesian Language and Literature Education Research Methodology course and Seminar Course.

Most students do not learn thesis writing guidelines even though PGRI Yogyakarta University already publishes Thesis Writing Guidelines, and students can easily download them. They write research proposals and theses, sometimes just copying or seeing from the previous year's students. They do not learn in depth how to compile proposals and theses by existing guidelines.

In addition, based on the author's experience as a thesis supervisor, students experience difficulties compiling problem backgrounds and sorting theoretical frameworks and literature reviews. In research methodologies, they have difficulty choosing methods, compiling research instruments, and analyzing both quantitative data and qualitative data.

Writing a proposal is a must for students because, without a research proposal, students will not be able to continue preparing their thesis. The examiner tests research proposals approved by the thesis supervisor in the proposal seminar exam. After being declared passed, new students are allowed to take data.

Student's ability to write proposals can be maximized in the Indonesian Educational Research Methodology course. One way to improve students' ability to write research proposals is with a student-centred learning model and provide a meaningful learning experience for students, both student learning experiences and concepts built on the products produced. The learning model is project-based.

Of the 31 students who took the Indonesian Language and Literature Education Research Course with lecture materials that include the nature of Indonesian education research (PBI), how to write an introduction, theoretical framework, literature review, thinking framework, hypothesis and research methodology, only one student stated that they do not need the nature of Indonesian education research (PBI), and one student who does not need how to make operational definitions and definition of terms. A total of 30 students who take the course need lecture material on the nature of Indonesian language and literature education research, how to write an introduction, theoretical framework, literature review, thinking framework, hypothesis and research methodology. This means that almost all students who take the PBI Education Research Course do not understand how to write an Indonesian education proposal (Angket, 2022).

Students learning abilities can be improved by using appropriate learning models. The learning model has a strategic role in boosting learning success. Thus, the project-based learning model is believed to improve students' ability to compile research proposals (Nurdin and Adriantori, 2016).

Based on the description mentioned above, this problem is very urgent to be researched so that a clear picture of students' ability to compile research proposals after learning with a project-based learning model can be immediately known.

The results of this research are useful for students in compiling a thesis research proposal and overcoming the problem of delay in completing the thesis. In the end, it can be useful to help accelerate student studies. For this reason, an effective learning model is needed to improve students' ability to compile research proposals, namely project-based learning models.

This research is a research specification for the application of project learning models in the Indonesian Educational Research Methodology Course section, which in the implementation of learning focuses on student learning activities and provides opportunities for student learning experiences, both meaningful learning experiences and concepts built on products and works produced by students.

This research refers to the humanist vision of PGRI Yogyakarta University and the

humanist education research roadmap. Project-based learning also allows students to choose problems that suit their abilities and take responsibility for the problems they choose and the work they create. In carrying out these activities, they work together and discuss to overcome problems, evaluate the work made, convey the results of their products and solve them are facilitated and evaluated by lecturers. At the end of project-based learning, the result is a product or form of student work. In humanist education or learning, students can build their potential to do positive things (Thobroni, 2015).

Based on the background above, the formulation of this research problem is (1) how the influence of the application of the project-based learning model on the ability to write proposals in 5th-semester students of the Indonesian Language and Literature Education Study Program FKIP PGRI Yogyakarta University and (2) what difficulties the 5th-semester students experience in preparing proposals.

Referring to the formulation of the problem, the purpose of this study is to find out and describe the ability of students to compile proposals after learning using a project-based learning model and what difficulties students experience in developing proposals.

This research is useful, both theoretically to add to the characteristics of research, especially those related to science in the field of research methodology of Indonesian language and literature education, as well as practical benefits as information for thesis supervisors to find out the ability to write a thesis proposal and the difficulties or obstacles faced by students in writing a thesis research proposal, input for the study program to overcome this so that later it can complete their studies quickly, as input from study programs and lecturers together to overcome the problem of delays in completing studies caused by student inability to compile proposals, and suggest to lecturers who teach courses so that in the learning process students are allowed to design research.

In order not to have misunderstandings in understanding the title of the research on the Application of Project-Based Learning Models in learning to write research proposals for students in semester v of the Indonesian Language and Literature Education Study Program, the following terms are explained, namely: (a) application is an act or activity of practising a model or method to achieve certain desired goals, (b) ability is the skill of each individual to complete the work or master the things to be done in a job, and the ability can also be seen from the actions of each individual, (c) The project-based learning model is student-centred learning and provides a meaningful learning experience for students, both student learning experiences and concepts built on the products produced, and writing a thesis proposal is an activity carried out by students in designing a thesis writing activity as one of the requirements for graduating from college.

RESEARCH METHODS

The method used in this study is a pre-experimental method with One Group Pretest-Posttest Design. This research was conducted to apply a project-based learning model to the ability to write quantitative proposals for students. This research was conducted at PGRI Yogyakarta University, Jalan IKIP PGRI I Sonosewu No.117, Sonosewu, Ngestiharjo, Kasihan District, Bantul Regency, Yogyakarta Special Region 55182, precisely in the Indonesian Language and Literature Study Program, Faculty of Teacher Training and Education. PGRI University Yogyakarta The research time is from October 13, 2022, to January 10, 2023. This study's population is all students taking educational research methodology courses in Indonesian. The sample of this study was a sample of 31 students. The data collection technique used in the

study is making quantitative research proposals (Metode Sugiyono, 2015). The instrument used is a rubric matching table to assess the ability to make quantitative research proposals. The interview guidelines contain questions about implementing learning with a project-based learning model in learning the Indonesian Educational Research Methodology Course, especially in the learning material for writing quantitative research proposals. Quantitative research data in the form of scores or scores of students' ability to write quantitative research proposals in Indonesian and language education. The data were analyzed using percentage formulas and ANOVA statistics to test the difference. This data compares students' ability to write proposals before and after the application of project-based learning (P. D. Sugiyono, 2015).

RESULTS AND DISCUSSION

Students' ability in semester V of the Indonesian Language and Literature Education Study Program for the 2022/2023 academic year to write quantitative research proposals before implementing project-based learning is included in the category of lacking. It can be seen in table 1, table 2, and table 3 below.

Table 1
Pretest Data on the Application of Project-Based Learning Models to the Ability to Write Quantitative Research Proposals in Semester V Students of the PBSI Study Program for the 2022/2023 Academic Year

No	Student Name	1	2	3	4	5	6	7	Sum
		(1-5)	(1-30)	(1-25)	(1-25)	(1-5)	(1-5)	(1-5)	
1.	EH	3	20	16	1	1	1	3	47
2.	SM	4	22	6	2	2	2	3	41
3.	SN	3	20	10	2	2	2	3	42
4.	FS	4	28	4	2	2	2	3	45
5.	MD F	3	23	17	21	2	2	3	71
6.	UD	3	28	19	4	2	2	3	61
7.	PW	4	27	22	2	2	3	3	63
8.	RSA	3	22	20	3	3	3	3	57
9.	AS	4	23	3	2	2	3	3	40
10.	MF	3	24	23	16	2	3	4	75
11.	Pak PP	4	23	25	2	2	2	4	62
12.	P LW	4	21	24	2	2	3	3	59
13.	USE	3	23	20	2	2	2	3	55
14.	DF	3	20	22	20	3	3	4	75
15.	PLS_	3	28	20	20	2	3	2	78
16.	P DH	2	22	21	19	2	4	2	72
17.	RA	3	22	12	12	3	3	3	58
18.	YPI_	4	22	12	10	2	2	3	55
19.	VDA N	3	24	3	3	2	3	3	41
20.	R DW	3	27	21	25	4	4	3	87
21.	BSM	3	22	25	17	2	4	4	67
22.	AC Kh .	4	24	18	22	2	4	3	77

23.	D PW	4	23	17	3	2	2	3	54
24.	Mnh .	4	21	19	17	2	2	3	68
25.	HTS_	4	28	23	2	2	2	3	64
26.	N DA	3	24	26	2	2	2	3	62
27.	C PA	4	27	19	20	2	4	3	79
28.	D NM	4	23	17	23	2	3	3	75
29.	AP	3	19	17	13	2	2	3	59
30.	OSA_	4	28	24	3	2	4	4	69
31.	AR	4	23	14	2	2	2	3	50
Total									1919

Information :

Title: (1-5), 2. Introduction (Identification, Limitations, and Problem Formulation, Objectives, Research Benefits): (1-30), 3. Foundations of Theoretical Frameworks, Literature Review, Frameworks of Thought, and Hypothesis Delivery (mandatory): (1-25), 4. Research Methods (1-25), 5, Research Schedule (1-5), 6. Bibliography (1-5), and 7. Use of Indonesian (1-5).

The criteria for the value of research results before the project-based learning model is applied in writing quantitative research proposals can be seen in table 2 below:

Table 2
Ability to Write Quantitative Proposals for Semester V Program Students

NOT. Message	No Subject	Score	Criterion
(1)	(2)	(3)	(4)
1.	001	49	Very less
2.	002	45	Very less
3.	003	46	Very less
4.	004	45	Very less
5.	005	71	Enough
6.	006	61	Less
7.	007	63	Less
8.	008	57	Less
9.	009	45	Very less
10.	010	75	Good
11.	011	62	Less
12.	012	59	Less
13.	013	55	Less
14.	014	75	Good
15.	015	78	Good
16.	016	72	Enough
17.	017	58	Less
18.	018	55	Less
19.	019	45	Very less
20.	020	87	Very Good
21.	021	67	Enough

22.	022	77	Good
23.	023	54	Very Less
24.	024	68	Enough
25.	025	64	Less
26.	026	62	Less
27.	027	79	Good
28.	028	75	Good
29.	029	59	Less
30.	030	69	Enough
31.	0,31	50	Very Less
Total		1933	
Average		61,54	Less

Information :

NKP = Quantitative research proposal writing ability value, N = Number of students, M = Average score, and $\sum x$ = Number of student scores. Based on table 2 above, the total score is 1919 out of 31 students in semester v of the Indonesian Language and Literature Education Study Program. The average score of the ability of students in semester v (five) of the Indonesian Language and Literature Education Study Program in making quantitative research proposals before Project Based Learning is as follows

$$M = \frac{\sum x}{N}$$

$$= \frac{1919}{31}$$

$$M = 61,54$$

The result of the calculation obtained an average value of 61.54. When viewed from the assessment criteria, the value is included in the good category because it lies in the interval value of 55-64. Thus, the ability to write quantitative proposals for students in semester v of the PBSI Study Program before applying the Project-Based Learning Model is included in the less category.

From the results of the calculation of students' ability in semester V of the Indonesian Language and Literature Education Study Program to write quantitative research proposals in table 2 if entered into the interval scale of five for the calculation of the number of score frequencies, is in table 3 as follows.

Table 3
Frequency of Ability Level of Indonesian Language and Literature Education Study Program Students in Writing Quantitative Research Proposals Before Applying Project-Based Learning Models

Quantitative Proposal Writing Ability Score Interval	Frequency	Information
85 -100	1	Very Good
75 - 84	6	Good
65 - 74	5	Enough
55 - 64	11	Less
1 - 54	8	Very Less

Based on the results of the frequency calculation in table 3, it is known the ability of students in semester v of the Indonesian Language and Literature Education Study Program to write quantitative proposals before the implementation of the Project-Based Learning Model which is divided into: there is 1 student in semester v of the Indonesian Language and Literature Education Study Program who has the ability to write quantitative research proposals in the excellent value category, there are 6 students in semester v of the Indonesian Language and Literature Education Study Program who have the ability to write quantitative research proposals in the good value category, there are 5 students in semester v of the Indonesian Language and Literature Education Study Program who have the ability to write quantitative research proposals in the sufficient value category, there are 11 abilities of students in semester v of the Indonesian Language and Literature Education Study Program included in the less category, and there are 8 students in semester V of the Language and Literature Education Study Program and Indonesia who have the ability to the writing of quantitative research proposals in categories is sorely lacking.

The ability of students of the Language and Literature and Indonesian Education Study Program to write quantitative research proposals before applying project-based learning models can be seen in diagram 1 below.

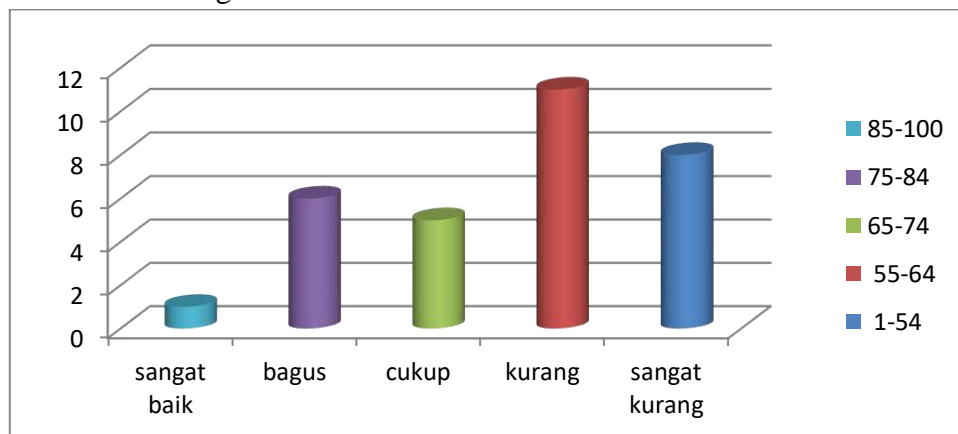


Diagram 1

PBSI Study Program Students' Ability to Write Research Proposals Quantitative Before Implementing Project-Based Learning Models

Students' ability in semester V of the Indonesian Language and Literature Education Study Program for the 2022/2023 academic year to write quantitative research proposals after the implementation of project-based learning is included in the excellent category. It can be seen in table 4, table 5, and table 6 below.

Table 4
Post-Test Data on the Application of Project-Based Learning Models to Semester V Students of the PBSI Study Program for the 2022/2023 Academic Year

NO	NAME	1	2	3	4	5	6	7	Total
		(1-5)	(1-30)	(1-25)	(1-25)	(1-5)	(1-5)	(1-5)	
1.	EH	3	27	23	23	3	4	3	86
2.	SM	4	21	19	21	4	3	4	76
3.	SN	4	26	20	21	2	3	4	79

4.	FS	3	28	24	24	5	4	4	92
5.	MD F	4	28	22	23	4	4	4	89
6.	UD	4	27	22	24	4	0	3	84
7.	PW	4	27	23	23	4	3	4	88
8.	RSA	4	27	23	23	4	4	4	89
9.	saya AS	4	26	22	22	3	4	4	85
10.	MF	3	28	23	23	3	4	4	88
11.	Pak PP	4	27	23	23	4	4	4	89
12.	P LW	4	28	24	24	3	4	4	91
13.	USE	4	27	24	24	3	4	4	90
14.	DF	3	25	23	23	4	4	4	86
15.	PLS_	4	27	23	23	4	3	4	88
16.	P DH	1	22	20	21	2	4	3	78
17.	RA	3	27	23	23	4	0	4	84
18.	YPI_	4	25	23	23	3	4	4	86
19.	VDA N	4	28	23	23	4	3	4	89
20.	R DW	4	27	23	23	4	4	4	89
21.	BSM	3	26	22	22	3	0	4	80
22.	AC Kh .	4	26	23	242	2	4	4	87
23.	D PW	4	25	26	23	4	4	3	84
24.	Mnh .	4	25	22	23	4	3	4	85
25.	HTS_	4	26	23	24	4	4	4	89
26.	NDA _	4	27	23	24	4	4	4	90
27.	C PA	4	27	23	24	4	4	4	90
28.	D NM	3	24	22	21	3	2	3	79
29.	AP	4	23	20	20	2	4	3	76
30.	OSA_	3	28	22	23	4	4	4	88
31.	AR	4	25	20	20	3	4	4	79
Total									2655

Information :

Title: (1-5), 2. Introduction (Identification, Limitations, and Problem Formulation, Objectives, Research Benefits) : (1-30), 3. Foundations of Theoretical Frameworks, Literature Review, Frameworks of Thought, and Hypothesis Delivery (mandatory): (1-25), 4. Research Methods (1-25), 5. Research Schedule (1-5), 6. Bibliography (1-5), and 7. Language Usage (1-5). The criteria for the value of the research results of the ability to write quantitative proposals after applying the project-based learning model can be seen in the following table 5.

Table 5
Frequency of Ability Levels of PBSI Study Program Students in Writing Quantitative Research Proposals After Applying Project-Based Learning Models

sequence number	Student sequence number	Skor	Criteria
(1)	(2)	(3)	(4)
1.	001	86	Very Good

2.	002	76	Good
3.	003	79	Good
4.	004	92	Very Good
5.	005	89	Very Good
6.	006	84	Good
7.	007	88	Very Good
8.	008	89	Very Good
9.	009	85	Very Good
10.	010	88	Very Good
11.	011	89	Very Good
12.	012	91	Very Good
13.	013	90	Very Good
14.	014	86	Very Good
15.	015	88	Very Good
16.	016	78	Good
17.	017	84	Good
18.	018	86	Very Good
19.	019	89	Very Good
20.	020	89	Very Good
21.	021	80	Good
22.	022	87	Very Good
23.	023	84	Good
24.	024	85	Very Good
25.	025	89	Very Good
26.	026	90	Very Good
27.	027	90	Very Good
28.	028	79	Good
29.	029	76	Good
30.	030	88	Very Good
31.	0,31	79	Good
Total		2655	
Rata-rata		85,58	Very Good

Information:

NKP = Quantitative research proposal writing ability value, N = Number of students, M = Average score, and $\sum x$ = Number of student scores.

Based on the table above, the total score is 2655 out of 31 students in semester v of the Indonesian Language and Literature Education Study Program. The average score of the ability of the Indonesian Language and Literature Education Study Program after applying the problem-based learning model is as follows:

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{2655}{31} \\
 M &= \mathbf{85,58}
 \end{aligned}$$

From the results of these calculations obtained, an average value of 86. The value from the assessment criteria is included in the excellent category because it is located at the interval of 85 – 100. Thus, students' ability in semester V of the Indonesian Language and Literature Education Study Program is included in the excellent category. From the results of calculating the ability of students in semester V of the Indonesian Language and Literature Education Study Program in table 1, if entered in the interval of five scales to calculate the number of frequency scores, the scores are as follows:

Table 6
Frequency of Student Proficiency Levels in Writing Quantitative Proposals After Applying Project-Based Learning Models (PBPj)

Interval Skor Kemampuan Menulis Proposal Kuantitatif Sesudah PPBj	Frekuensi	Informasi
85 -100	20	Very Good
75 - 84	11	Good
65 - 74	0	Enough
55 - 64	0	Very Less
1 - 54	0	Very Less

Information :

85 – 100 Very Good

75 – 84 Good

65 - 74 Very Good

55 – 64 Enough Good

1 - 54 Very Less

Based on the results of the frequency calculation in table 6, it can be seen that the ability of students in semester V of the Indonesian Language and Literature Education Study Program in writing quantitative research proposals is divided into: there are 20 abilities of students in semester V of the Indonesian Language and Literature Education Study Program in writing quantitative research proposals included in the category of excellent grades, there are 11 abilities of students in semester V of the Indonesian Language and Literature Education Study Program in writing quantitative proposals are included in the category of good grades, 0 or no students write quantitative research proposals in semester v of Indonesian Language and Literature Education Study Program students who are included in the sufficient value category, there are 0 abilities of students in semester v of the Indonesian Language and Literature Education Study Program included in the category of lack of grades, and there are 0 abilities of ies semester v students of the Indonesian Language and Literature Education Study Program in writing research proposals.

The ability of students of the Language and Literature and Indonesian Education Study Program to write quantitative research proposals after applying project-based learning models can be seen in diagram 2 below.

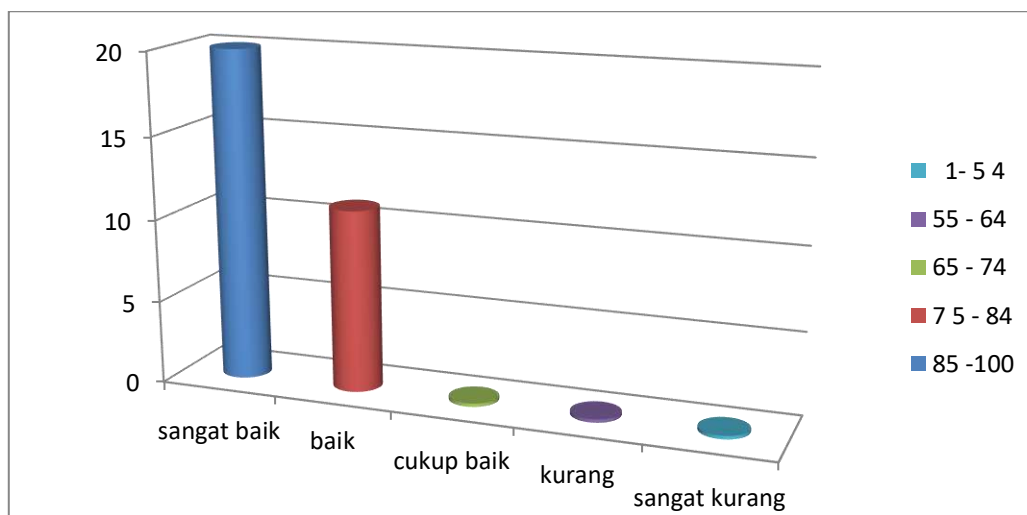


Diagram 2

The ability of PBSI Study Program Students in Writing Quantitative Research Proposals After Applying Project-Based Learning Models

The research data shows that the Project-Based Learning Model can affect the ability to write quantitative proposals for students of the Indonesian Language and Literature Education Study Program FKIP PGRI Yogyakarta University. The average ability to write quantitative proposals for PBSI Study Program students after studying with the Project-Based Learning Model is 85.58, included in the excellent category, while before studying with the Project-Based Learning Model, the average is only 61.54, included in the less category.

The results of the descriptive statistical test on the pre-rated data on the ability to write quantitative proposals for students in semester v of the Indonesian Language and Literature Education Study Program before the application of the project-based learning model showed that the average score was 61.54. The value is in the range of 55-64, belonging to the category of fewer values. From the data, the minimum score of students' ability to make quantitative research proposals is 40, and the maximum score is 87. This can be seen in table 32 and the diagram below.

Table 7
Pretest Data before Implementing a Project-Based Learning Model

Statistik	Nilai
Minimal	40,00
Mean	61,54
Maksimal	87,00
Std. Deviasi	12,69

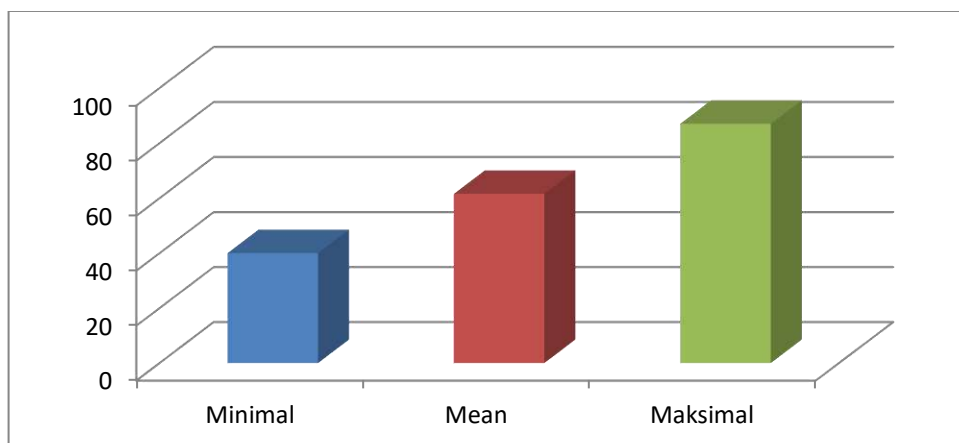


Diagram 3

Pretest before Implementing a Project-Based Learning Model

The results of the descriptive statistical test on the pre-rated data on the ability to write quantitative proposals for students in semester v of the Indonesian Language and Literature Education Study Program before the application of the project-based learning model showed that the average score of 85.58 was included in the category of excellent scores. A minimum of 76 quantitative research proposals were obtained, and a maximum value of 92. This can be seen in table 8 below.

Table 8
Postes Data Quantitative Proposal Writing Ability Test after Application of Project-Based Learning Model

Statistik	Nilai
Minimal	76,00
Mean	85,58
Maksimal	92,00
Std. Deviasi	4,60

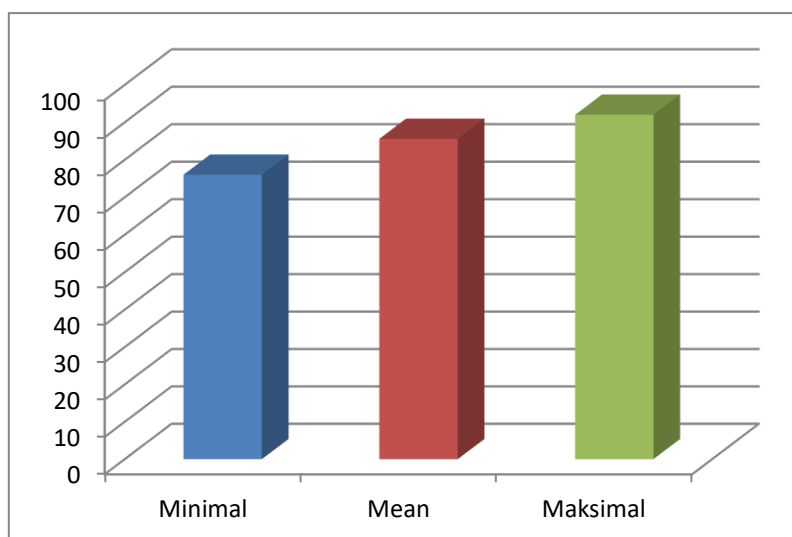


Diagram 4

Postes after Implementing a Project-Based Learning Model

Based on the comparison of project-based learning model pretest and posttest, the application of the project-based learning model showed that the average post result of 85.58 was higher than the average pretest result of 61.54. This means students' ability in semester V of the Indonesian Language and Literature Education Study Program increases after implementing a project-based learning model.

Table 9
Pretest Data and Posttest Data Quantitative Proposal Writing Ability Test after Application of Project-Based Learning Model

Statistik	Nilai Prates	Nilai Postes
Minimal	40,00	76,00
Mean	61,54	85,58
Maksimal	87,00	92,00
Std. Deviasi	12,69	4,60

Diagram 5 below is a comparison of project-based learning model preferences and posttest of applying the project-based learning model.

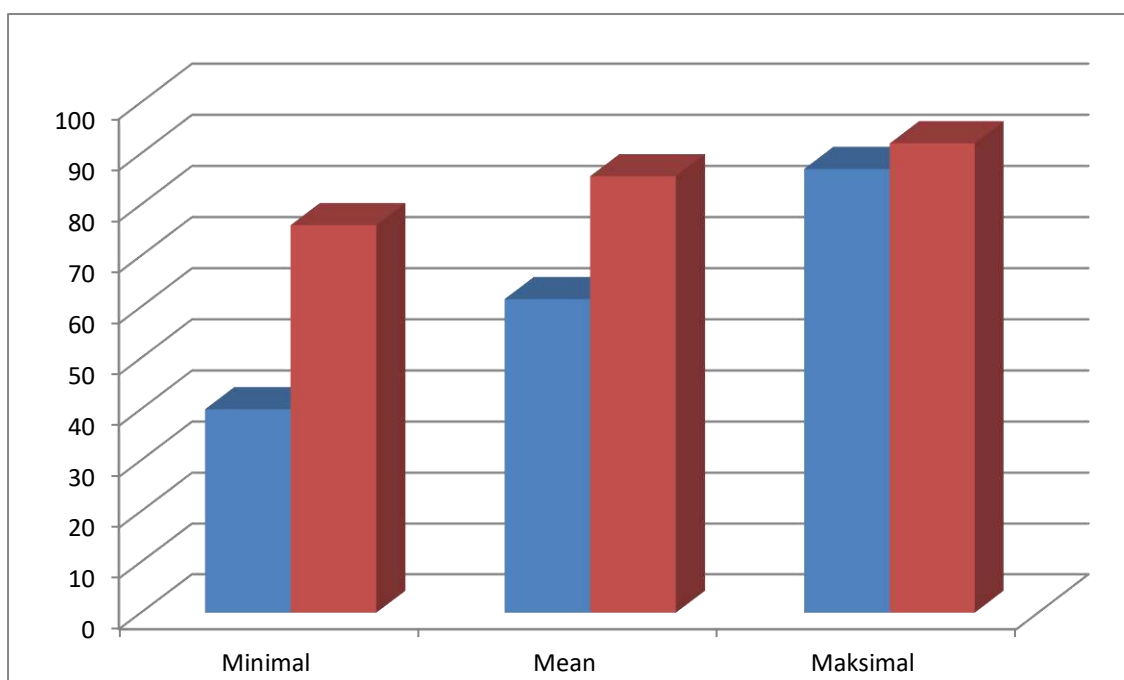


Diagram 5
Pretest before and Posttest after Project-Based Learning Model Implementation

The results of the different tests showed a significant difference between the ability before the project-based learning model was implemented and the ability to write quantitative research proposals after the project learning model was implemented, which was t count 10.59 greater than t table 1.687. This can be seen in table 10 below.

Table 10

Test Results of Differences Between Project-Based Pre- and Post-Learning Treatment

Group	N	Std. Deviation	t	df	Sig. (2-tailed)
Pretest-postest	31	12.63	10.588	30	.000

The test results show that t count by 10.588 and more than t table $(0.05;30)= 1.697$ and Sig. (2-tailed) less than alpha $(0.000<0.05)$. It can be concluded that there is a significant difference between the ability of students in semester V of the Indonesian Language and Literature Education Study Program FKIP PGRI Yogyakarta University to write quantitative research proposals before and after the application of the Project-Based Learning Model.

The test results of the influence of the application of the project-based learning model on the ability to write quantitative research proposals show that there is an influence of the application of the Project-Based Learning Model on the ability to write quantitative proposals in students in semester V of the Indonesian Language and Literature Education Study Program FKIP PGRI Yogyakarta University Academic Year 2022/2023. The calculation can be seen in table 11 below.

Table 11

Test Results of the Effect of Applying Project-Based Learning Models on the Ability to Write Research Proposals

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8952.016	1	8952.016	98.136	.000
Within Groups	5473.226	60	91.220		
Total	14425.242	61			

The results of the ANOVA static test in table 11 above show that the calculated value is 98,136 and more than Ftable $(0.05;1;60)=4.00$. Based on this analysis, it can be seen that the calculated f value is more than the table. The significance is less than alpha $(0.000<0.05)$, then the research hypothesis is accepted; that is to say: There is an influence on the application of the Project-Based Learning Model on the ability to write quantitative proposals for students in semester V of the Indonesian Language and Literature Education Study Program FKIP PGRI Yogyakarta University Academic Year 2022/2023.

The results of the research described above show that students' ability in semester V of the Indonesian Language and Literature Education Study Program to write proposals before implementing the Project-Based Learning Model is included in the category of not good. The results of the assessment of quantitative research proposals prepared by students before the application of the project learning model are known that of the 31 students who have excellent abilities, one student, five students have good abilities in compiling the content of quantitative research proposals. Six students have sufficient writing ability. Quantitative research proposal, there are 12 semesters v students of the Indonesian Language and Literature Education Study Program who have less ability, and there are seven semesters v the ability of students of the

Indonesian Language and Literature Education Study Program in writing quantitative research proposals is very lacking.

After applying project-based learning, it was found that most of the fifth-semester students of the Indonesian Language and Literature Study Program FKIP Universitas PGRI Yogyakarta have excellent skills in writing quantitative research proposals. After applying the project-based learning model of the Indonesian Language and Literature Study Program obtained: as many as 20 (twenty) students can make proposals in Indonesian language and literature education research is classified as very good, 11 students have good abilities in compiling quantitative research proposals in the field of Indonesian language and literature education, there are no students who can write quantitative research proposals that are classified as sufficient, there are no 5th-semester students of the Literature Education Study Program who have less ability in compiling quantitative research proposals, and none of the fifth-semester students of the Indonesian Language and Literature Education Study Program can write quantitative research proposals which are classified as very lacking.

The research data shows that the Project-Based Learning Model affects the ability to write quantitative proposals for students in semester V of the Indonesian Language and Literature Education Study Program FKIP PGRI Yogyakarta University. The average ability to write quantitative proposals for students in semester v of the PBSI Study Program after studying with the Project-Based Learning Model is 85.58, included in the excellent category. In contrast, before implementing the Project-Based Learning Model, only 61.54 was included in the less category. It can be concluded that with a project-based learning model, students' ability to write quantitative proposals is better.

The ability of fifth-semester students of the Indonesian Language and Literature Study Program FKIP Universitas PGRI Yogyakarta to compile quantitative research proposals in the Indonesian Language and Literature Education field is higher after learning using a project-based learning model compared to before using a project-based learning model. The success of the learning model can be seen from the test results before and after the project-based learning model is applied.

The results of this study support the research that has been carried out ([Wagirun & Irawan, 2019](#)) entitled "project-based learning model on the ability to write scientific papers on the geography of high school students" with the conclusion that the project-based learning model has a significant effect on the ability to write scientific papers on geography for high school students. Research ([Simbolon, Resmi, Nasution, & Marini, 2022](#)) concluded that there is an influence of project-based learning models with the use of applications on the ability to write drama scripts in class XI SMA Taman Siswa Pematangsiantar

This research also supports the novel research tool ([Adinegoro, Nasution, & Basri, 2022](#)), which concluded that the project-based learning model could help students improve their sakubun abilities, especially in developing ideas. A similar study conducted in high school by ([Baidowi, Sumarmi, & Amirudin, 2016](#)) concluded that the project-based learning model significantly affects the ability to write scientific papers on the geography of high school students. The research entitled *The Influence of Project-Based Learning Learning Models on Writing Indonesian Ability and Interest in Grade IV Elementary School* ([Arifin, Mukhsinah, Erwin Akib, 2023](#)) concluded that there was a significant influence on the application of project-based learning models (PBP) on the ability to write Indonesian grade IV students. The results of the setup research also conducted on SMK students conducted ([Rumasni, 2019](#)) showed that (1) there is an influence of the application of a project-based learning model on the ability to write the text of the observation report, (2) there is an influence of interaction between the application of the project-based learning model and reading interest in the ability to write the text of the observation report, (3) there is an influence of the application of a project-based learning model on the ability to write the text of the observation report on

students who have a high interest in reading, and (4) there is an influence of the application of a project-based learning model on the ability to write the text of the observation report in students who have a low reading interest.

CONCLUSION

Based on the results of the research and findings, it can be concluded that the project-based learning model has a significant effect on the ability of students in semester V of the Indonesian Language and Literature Education Study Program FKIP PGRI Yogyakarta University for the 2022/2023 academic year in writing quantitative research proposals. The ability of students in semester V of the Indonesian Language and Literature Education Study Program FKIP PGRI Yogyakarta University for the 2022/2023 academic year in writing quantitative research proposals in the field of Indonesian language and literature education before implementing a project-based learning model is included in the category of less or with an average score of 61.54 and questionnaire results stating that most students do not understand the right way and systematics, both in writing, both in writing introductions, theoretical foundations and research methods. After studying using a project-based learning model, the ability of students in semester V of the Indonesian Language and Literature Education Study Program FKIP PGRI Yogyakarta University for the 2022/2023 academic year in writing quantitative research proposals in the field of Indonesian language and literature education is included in the excellent category or with an average score of 85.58. This means that the project-based learning model greatly affects the ability of students to compile quantitative research proposals. Some of the advantages of the project-based learning model include: (1) students become more active, motivated, and dare to express opinions in learning, (2) students become more understanding in expressing their ideas for writing introductions, theoretical foundations, and research methods, (3) student performance in completing projects is more well organized, (4) students become more independent and have responsibility for quantitative research proposal projects that (5) students have motivation in completing quantitative research proposals, (6) through project-based learning activities students are challenged to complete quantitative research proposals based on problems faced in the field, and (8) students have freedom in completing quantitative research proposal projects. Based on the conclusions above, it is recommended that lecturers of the Indonesian language and literature education research methodology use a project-based learning model so that students understand and are more skilled in writing research proposals. It is also recommended that project learning models be applied in learning a wide variety of research proposal writing, such as mixed, qualitative, class action, and development research proposals.

REFERENCES

- Adinegoro, Bayu, Nasution, Yenny Aristia, & Basri, Merri Silvia. (2022). Pengaruh Project-Based Learning Terhadap Kemampuan Sakubun Mahasiswa. *Jurnal Pendidikan Bahasa Jepang Undiksha*, 8(2). [Google Scholar](#)
- Arifin, Mukhsinah, Erwin Akib, Muhammad Akhir. (2023). Penerapan Model Pembelajaran Berbasis Proyek (Pbp) Terhadap Kemampuan Menulis Bahasa Indonesia Siswa Kelas Iv. *Jurnal Pendidikan Glasser*, 7(1), 2579–5082. [Google Scholar](#)
- Baidowi, Arif, Sumarmi, Sumarmi, & Amirudin, Ach. (2016). Pengaruh Model Pembelajaran Berbasis Proyek Terhadap Kemampuan Menulis Karya Ilmiah Geografi Siswa Sma. *Jurnal Pendidikan Geografi*, 20(1). [Google Scholar](#)
- Rumasni, Ni Wayan. (2019). Pengaruh Model Pembelajaran Berbasis Proyek Terhadap Kemampuan Menulis Teks Laporan Hasil Observasi Ditinjau Dari Minat Baca Pada Siswa Kelas X Smk Ti Bali Global Denpasar Tahun Pelajaran 2016/2017. *Jurnal Pendidikan Dan Pembelajaran Bahasa Indonesia*, 8(1), 35–47. [Google Scholar](#)

- Simbolon, Hotnauli, Resmi, Resmi, Nasution, Tutiariani, & Marini, Netti. (2022). Model Pembelajaran Berbasis Proyek Dengan Penggunaan Aplikasi Noveltoon Terhadap Kemampuan Menulis Naskah Drama. *Jurnal Komunitas Bahasa*, 10(2), 74–77. [Google Scholar](#)
- Sugiyono, Metode. (2015). Penelitian & Pengembangan (Research And Development/R&D). Bandung: Penerbit Alfabeta. [Google Scholar](#)
- Sugiyono, P. D. (2015). *Cara Mudah Menyusun: Skripsi, Tesis, Dan Disertasi*. Bandung: Cv. Alfabeta. [Google Scholar](#)
- Thobroni, Ahmad Yusam. (2015). *Internalisasi Nilai-Nilai Kesadaran Lingkungan Melalui Pendidikan Perspektif Alquran-Hadis*. [Google Scholar](#)
- Wagirun, Wagirun, & Irawan, Bambang. (2019). Pengembangan Model Pembelajaran Berbasis Proyek Dalam Menulis Teks Eksplanasi Di Kelas Xi Sma. *Indonesian Language Education And Literature*, 5(1), 74–85. [Google Scholar](#)
- Abidin, Yunus, Misbah, B. Fariz Jm, Putra, Adita Widara, & Ertinawati, Yuni. (2017). *Kemahiran Berbahasa Indonesia Untuk Perguruan Tinggi*. Jakarta: Bumi Aksara. [Google Scholar](#)
- Abidin, Yunus. (2014). *Desain Sistem Pembelajaran Dalam Konteks Kurikulum 2013*. Bandung: Pt Refika. [Google Scholar](#)
- Aditama, Aizikovitsh, E. Dan Amit, M. (2010). Mengevaluasi Pendekatan Infusi Pada Pengajaran Keterampilan Berpikir Kritis Melalui Matematika. *Procedia Ilmu Sosial Dan Perilaku* Vol. 23 [818–3822]. Tersedia. *Jurnal Didaktik Matematika Universitas Syiah Kuala Banda Aceh. Vol , 1 (1)*, 71–81. [Google Scholar](#)
- Fathurrohman, Muhammad. (2015). *Model-Model Pembelajaran*. Jogjakarta: Ar-Ruzz Media. [Google Scholar](#)
- Febrianti, Devita, Gunatama, Gede, & Utama, I.Made. (2020). Penerapan Model Pembelajaran Project Based Learning Dalam Merancang Proposal Karya Ilmiah Pada Siswa Kelas Xi Kuliner 2 Di Smk Nusa Dua Gerokgak. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Undiksha*, 10 (1), 1–10. [Google Scholar](#)
- Gani, Erizal. (2013). *Komponen-Komponen Karya Tulis Ilmiah*. Bandung: Pustaka Reka Cipta, [Google Scholar](#)
- Elinda, Rahman, Ifa Hanifa, & Aji, Prima Trisna. (2022). Penerapan Model Pembelajaran *Project Based Learning* Untuk Meningkatkan Hasil Belajar Dan Kreativitas Peserta Didik. *Jurnal Pendidikan Tambusai*, 6 (2), 14514–14520. [Google Scholar](#)
- Saragih, Nike Yesika. (2014). *Pengaruh Penerapan Model Pembelajaran Berbasis Proyek Terhadap Kemampuan Menulis Teks Laporan Hasil Observasi Oleh Siswa Kelas Vii Smp Negeri 38 Medan Tahun Pembelajaran 2013/2014*. Unimed. [Google Scholar](#)
- Sujarwanta, Agus, Noor, Rasuane, & Achyani, Achyani. (2021). Identifikasi Pembelajaran Berbasis Proyek Perkuliahan Biologi Lingkungan Bagi Mahasiswa Prodi Magister Pps Universitas Muhammadiyah Metro. *Bioedukasi (Jurnal Pendidikan Biologi)*, 12 (2), 187–194. [Google Scholar](#)
- Susetyo, Susetyo, & Noermanzah, Noermanzah. (2020). Kemampuan Dan Mempersulit Mahasiswa Program Studi Pendidikan Bahasa Indonesia Universitas Bengkulu Dalam Menulis Proposal Penelitian Skripsi. *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing*, 3 (2), 182–201. [Google Scholar](#)
- Susilo, Jimat. (2017). Pembelajaran Memproduksi Teks Eksplanasi Kompleks Menggunakan Pembelajaran Berbasis Proyek Untuk Siswa Smk. *Deiksis: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 4 (2), 76–92. [Google Scholar](#)

Copyright holder:
Susetyo (2023)

First publication right:
JoSS - Journal of Social Science

This article is licensed under:

