Project-Based Folktale Reading Learning with a Scientific Approach for Grade IV Reviewed from the Completion of Learning Outcomes

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ABSTRACT

Indonesian language learning requires language skills that include listening, speaking, reading, and writing. One important aspect in this learning is reading, which plays a role in improving students' understanding of the text. This study aims to analyze the results of project-based folklore reading learning with a scientific approach in grade IV students. The research method used is a descriptive qualitative method with data collection techniques through observation, documentation, and analysis of student learning outcomes.

The results showed that out of 10 students who participated in the learning, 7 students (70%) achieved learning completion with a final score of ≥ 70, while 3 students (30%) had not achieved the Minimum Completion Criteria (KKM). Students with good reading comprehension tend to get higher project and presentation scores, while students with low comprehension have difficulty in both aspects. This shows a correlation between reading comprehension skills and success in project and presentation assignments.

Based on these findings, more varied learning strategies are needed to help students who have not achieved completion, such as additional guidance, effective reading techniques, and more intensive presentation practice. With a more interactive and student-oriented approach, it is expected that all students can achieve optimal learning outcomes.

ABSTRAK

Pembelajaran bahasa Indonesia menuntut keterampilan berbahasa yang mencakup menyimak, berbicara, membaca, dan menulis. Salah satu aspek penting dalam pembelajaran ini adalah membaca, yang berperan dalam meningkatkan pemahaman siswa terhadap teks. Penelitian ini bertujuan untuk menganalisis hasil pembelajaran membaca cerita rakyat berbasis proyek dengan pendekatan saintifik pada siswa kelas IV. Metode penelitian yang digunakan adalah metode kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, dokumentasi, dan analisis hasil belajar siswa.

Hasil penelitian menunjukkan bahwa dari 10 siswa yang mengikuti pembelajaran, 7 siswa (70%) mencapai ketuntasan belajar dengan nilai akhir ≥ 70, sementara 3 siswa (30%) belum mencapai Kriteria Ketuntasan Minimal (KKM). Siswa dengan pemahaman bacaan yang baik cenderung memperoleh nilai proyek dan presentasi yang lebih tinggi, sedangkan siswa dengan pemahaman yang rendah mengalami kesulitan dalam kedua aspek tersebut. Hal ini menunjukkan adanya korelasi antara kemampuan pemahaman bacaan dengan keberhasilan dalam tugas proyek dan presentasi.

Berdasarkan temuan ini, diperlukan strategi pembelajaran yang lebih bervariasi untuk membantu siswa yang belum mencapai ketuntasan, seperti bimbingan tambahan, teknik membaca efektif, serta latihan presentasi yang lebih intensif. Dengan pendekatan yang lebih

interaktif dan berorientasi pada kebutuhan siswa, diharapkan seluruh siswa dapat mencapai hasil belajar yang optimal.

Kata Kunci: *pembelajaran berbasis proyek, pendekatan saintifik, membaca cerita rakyat, pemahaman bacaan, ketuntasan belajar*

Introduction

Education is a process in order to influence students to be able to adapt as well as possible to the environment and thus will cause changes in themselves that allow them to function strongly in community life (Hamalik, 2001:79), education is believed to be a tool to improve human life through education humans can be intelligent, skilled and have a better attitude to life so that they can socialize with society well.

Student involvement or student response to teacher stimulus can include various forms such as attention, internal processes to information, not real in the form of participation in learning activities such as solving problems, doing assignments given by the teacher, assessing their ability to master information, training themselves and mastering information given by the teacher and others. All forms of responses learned by students must support the achievement of instructional goals so that they are able to change their behavior as implied in the formulation of the instructional goals. In the teaching and learning process, many student learning activities can be achieved through physical (motor) responses in addition to intellectual responses. These responses must be developed in students in their learning activities (Dalyono, 2015: 202).

Learning Indonesian is a complex learning that prioritizes aspects of language skills, namely listening, speaking, reading and writing skills (Tarigan, 1987:2). All of these aspects are interrelated with each other. Humans as social beings cannot be separated from the four language skills that are very necessary for communication to run well and smoothly. Reading is an activity or cognitive process that seeks to find various information contained in writing. This means that reading is a process of thinking to understand the contents of the text being read. According to Tarigan (2015:7) reading is a process carried out and used by readers to obtain messages, which the author wants to convey through the media of words/written language. Reading is also an activity of interacting with language that is encoded in printed form (Resmini, 2007:75). Therefore, reading is not just seeing a collection of letters that have formed words, groups of words, sentences, paragraphs, and discourses but more than that, reading is an activity of understanding and interpreting meaningful symbols/signs/writing so that the message conveyed by the author can be received by the reader. According to Tarigan (2012: 7), reading is a process carried out and used by readers to obtain messages, which the author wants to convey through the media of words/written language. In the 21st century, Indonesian society has indeed become an inseparable part of the digital era. Therefore, everything must adapt to the presence of a new era based on digital, so how to be part of the current digital era by utilizing digital technology and networking productively. In this case, Indonesian language and literature teachers should have a creative attitude in choosing teaching materials so that learning can lead to something meaningful. When examined together, reading folk tales is an alternative learning material for Indonesian language and literature (Sumayana, 2017:2). Folk tales are stories that originate from society in the past which are characteristic of each region and tell the origins or legends that occurred in a region.

Method

The research method in this study is a descriptive qualitative method. Qualitative research methods are naturalistic research methods because the research is conducted in natural conditions (natural settings) also called ethnographic methods, because initially this method was used more for research in the field of cultural anthropology; referred to as qualitative methods because the data collected and analyzed are more qualitative (Sugiono, 2016:28). Riyanto, (2010:25) stated that mastery of research methods is very important for research. Secondary data sources are documents in the form of scripts or data that include school document sources or data that include library sources such as books related to Indonesian language lessons, folklore books, magazines, and other books related to this research

Results and Discussion

Result

Assessment in project-based learning must be carried out comprehensively on the attitudes, knowledge and skills acquired by students in implementing project-based learning.

The following is a table of the completion of learning outcomes in reading folklore based on projects with a scientific approach for grade IV students (number of students = 10) can be seen in table 1.

Table 1. Learning Outcomes

No.	Student Name	Comprehension Score (40%)	Project Score (30%)	Presentation Score (30%)	Final Score	Description
1	Student 1	85	80	90	85	Completed
2	Student 2	70	75	80	75	Completed
3	Student 3	60	65	70	65	Not Completed
4	Student 4	90	85	95	90	Completed
5	Student 5	75	70	80	75	Completed
6	Student 6	50	55	60	55	Not Completed
7	Student 7	80	85	85	83	Completed
8	Student 8	65	70	75	70	Not Completed
9	Student 9	95	90	100	95	Completed
10	Student 10	85	80	85	83	Completed

Description:

- The final score is obtained from the average weighting of the comprehension score (40%), project (30%), and presentation (30%).
- KKM (Minimum Completion Criteria) = 70.
- Students who get a final score ≥ 70 are declared Completed, while those < 70 are Not Completed.

Based on the results of project-based folklore reading learning with a scientific approach for grade IV students, data was obtained that out of 10 students who took part in the learning, 7 students (70%) achieved learning completion, while 3 students (30%) had not achieved the KKM (Minimum Completion Criteria) set, which is 70. The highest score was obtained by Student 9 with a final score of 95, while the lowest score was obtained by Student 6 with a final score of 55. In general, students who have good reading comprehension tend to get higher project and presentation scores, thus contributing to achieving better final scores. On the other hand, students with low comprehension scores also tend to get lower project and presentation scores, which has an impact on incomplete learning outcomes. These results indicate that reading comprehension skills are correlated with success in project and presentation assignments. Therefore, more varied learning strategies are needed to help students who have not completed, such as providing additional guidance, effective reading techniques, and more intensive presentation exercises so that all students can achieve learning completion.

The highest score in this learning was obtained by Student 9 with a final score of 95. This shows that the student has a good understanding of folklore, is able to complete projects with satisfactory results, and can deliver presentations well. Meanwhile, the lowest score was obtained by Student 6 with a final score of 55. This student has difficulty in reading comprehension, projects, and presentations, so he needs more attention in the learning process.

When viewed from the distribution of scores, students with good reading comprehension tend to get higher project and presentation scores. This can happen because a good understanding of the contents of folklore allows students to develop projects more creatively and deliver presentations more confidently. On the other hand, students who are poor in reading comprehension also have difficulty in working on projects and delivering presentations effectively.

In further analysis, students who have low reading comprehension scores tend not to achieve learning completion. For example, Student 3, Student 6, and Student 8 who obtained comprehension scores below 70 also had low project and presentation scores. On the other hand, students who obtained high comprehension scores, such as Student 4 and Student 9, obtained very good final scores. This shows that reading comprehension is an important factor in the success of project-based and scientific learning.

In addition, the project scores given to students contribute quite significantly in determining the final results. Students who are active in projects and are able to apply the concepts learned tend to get better scores. For example, Student 7 and Student 10, although their comprehension scores were not as high as Student 4 or Student 9, still managed to achieve completion because their project and presentation scores were quite good. This shows that the project-based learning method can help students improve their understanding of the material.

Based on these findings, more varied learning strategies are needed to help students who have not achieved completion. Teachers can provide additional guidance to students who have difficulty in reading comprehension. In addition, practice in compiling projects and improving speaking skills in presentations also needs to be improved so that students are more confident in conveying their work results. With a more intensive approach and more interactive methods, it is hoped that all students can achieve optimal learning outcomes. In conclusion, the results of project-based folklore reading learning with a scientific approach show that most students are able to achieve completion, but there are still some students who experience obstacles in reading comprehension, projects, and presentations. Reading comprehension has been shown to play a major role in student success in projects and presentations. Therefore, teachers need to develop more effective learning strategies to help

students who are still experiencing difficulties so that all students can achieve maximum results.

Discussion

The results of project-based folklore reading learning with a scientific approach for fourth grade students show that most students have achieved learning completion. Of the 10 students who participated in the learning, 7 students (70%) managed to achieve a final score above the KKM that had been set, which was 70. Meanwhile, 3 students (30%) had not achieved completion because their final score was below the KKM. This shows that the project-based learning method with a scientific approach is quite effective in helping students understand and apply the material being studied. However, additional strategies are still needed to support students who have not achieved completion so that they can improve their learning outcomes. If analyzed further, there is a clear correlation between reading comprehension scores and student success in projects and presentations. Students with high comprehension scores tend to get better project and presentation scores, so their final scores are also higher. For example, Student 9 who obtained the highest comprehension score (95) also obtained excellent project and presentation results, thus obtaining the highest final score, which was 95. On the other hand, students with low comprehension scores, such as Student 6 who only obtained an comprehension score of 50, also had difficulties in projects and presentations, thus obtaining the lowest final score, which was 55.

Project-based learning with a scientific approach requires students to not only understand folklore texts, but also to be able to process information into a creative project and present it in an interesting presentation. Therefore, students who have good reading comprehension skills find it easier to develop their projects and are more confident in making presentations. On the other hand, students who do not understand the contents of the story tend to have difficulty in compiling projects and presenting their results, which results in low project and presentation scores.

In addition to reading comprehension, involvement in projects is also a factor that determines students' learning success. Some students with not very high comprehension are still able to achieve completion because they are active in working on projects and presentations. For example, Student 7 and Student 10 who obtained fairly high comprehension scores but not the highest, were still able to achieve completion with a final score of 83 each. This shows that project-based learning provides opportunities for students to develop their skills in various aspects, not only in reading comprehension, but also in creativity and speaking skills.

However, these learning outcomes also show gaps in student achievement. Some students who did not achieve completion tended to have low scores in all aspects, including reading comprehension, projects, and presentations. Therefore, more varied and adaptive learning strategies are needed to help students with difficulties in understanding texts and developing projects. Teachers can provide additional guidance, such as effective reading techniques, more structured project exercises, and assistance in preparing and delivering presentations so that students are more confident.

More interactive learning strategies can also help improve overall student learning outcomes. For example, group discussions, role-playing, and project demonstrations can provide more meaningful learning experiences for students. In addition, providing constructive feedback from teachers and peers can also help students understand their weaknesses and improve them for further learning. Thus, project-based learning methods can be more effective in improving student learning outcomes evenly. Overall, the results of project-based folklore reading learning with a scientific approach show that most students have achieved learning completion, although some still experience difficulties. The main

factors that influence learning outcomes are reading comprehension, involvement in projects, and presentation skills. Therefore, teachers need to continue to develop more varied learning methods, provide additional guidance for students who have difficulties, and create a supportive learning environment so that all students can achieve optimal learning outcomes.

Conclusion

The results of project-based folklore reading learning with a scientific approach for fourth grade students show that the majority of students (70%) have achieved learning completion, while 30% of students have not yet achieved the KKM. The main factors that influence student success are the level of reading comprehension, involvement in projects, and presentation skills. Students with good reading comprehension tend to get higher project and presentation scores, so they have better final scores.

In addition, project-based learning provides opportunities for students to develop their skills more broadly, not only in understanding texts but also in creativity and communication. Some students who have moderate reading comprehension are still able to achieve completion because of active involvement in projects and presentations. However, for students who have difficulties in these three aspects, more varied learning strategies and additional guidance are needed so that they can improve their learning outcomes.

To improve the effectiveness of learning, teachers need to develop more interactive methods, such as group discussions, role-playing, and more structured project exercises. In addition, additional guidance in effective reading techniques and presentation exercises can help students who have not yet achieved learning completion. With a more adaptive and supportive approach, it is hoped that all students can achieve optimal learning outcomes.

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