

## Implementing Project-Based Learning (PBL) Model in Malay Culture's lecture at Universitas Tuanku Tambusai Kampar-Riau

**Nurmalina**

*Universitas Pahlawan Tuanku Tambusai*

[nurmalina1812@yahoo.com](mailto:nurmalina1812@yahoo.com)

Received (10 November 2020)

Accepted (3 December 2020)

Published (30 December 2020)

### ABSTRACT

Learning model is one of the most critical factors in learning. To enhance the learning creativity and master the learning competency is, therefore, to promote the implementation of PBL by means of associating between the technology and the Malay cultural community. By promoting PBL, the students' activeness and creativity is significantly increasing. In this model, the teacher purely acts as a facilitator and evaluator of the student's works and or products presented in the results of the project. By producing real works, the students are motivated to increasingly enhance their learning activeness and creativity. The purpose of conducting this study was to determine the effectiveness of the implementation of PBL learning model in Universitas Pahlawan Tuanku Tambusai Riau in efforts to increase the students' creativity in the Malay Culture' subject matter. In conclusion, the implementation of the PBL learning model in Malay Culture' subject matter can significantly enhance the students' activeness and creativity.

Keywords: *learning, project based learning, Malay Culture*

### INTRODUCTION

Malay Culture (MC) is a compulsory subject matter at Universitas Pahlawan Tuanku Tambusai. This subject matter is taught in the second semester. The extent of the study on MC of Riau and the unavailability of the time, however, affect on the standard of competence and core competence is merely restricted to and focused on the religious system of Riau Malay community, Riau Malay community's system of belief, Riau Malay community' social system, Riau Malay community' art and Riau Malay community' occupation and profession.

The problem is that the students have not been able to link or associate the knowledge of Malay Culture they have learned in their real-life. In addition, the failure to practically implement the concepts, Malay Culture, affects on the students' real-life application where they cannot actively create something beneficial in their life and surroundings. As a result, though it does fall into the deepest gorge, today, the existence of Malay Culture drastically decreases. This condition urges the college's stakeholders

and the lecturers who are in charge of teaching this subject matter to formulate a concept that facilitates the students to be able to produce the better and higher creativity.

In this formulation, it is, of course, expected to highly consider the 2 credit-course stipulated by the college, Universitas Pahlawan Tuanku Tambusai. In addition, to achieve out the standard of and core competences stipulated by the High School of Universitas Pahlawan Tuanku Tambusai, the use of media and a model easily ease the students and teachers to implement. Model Project-based learning is a learning model used in Malay Culture subject matter. This subject must be understood and mastered well by the students to realistically implement them, the concepts of Malay culture. It is highly expected that the students do not only master competencies stipulated by the college but also it triggers them to have better creativity and activeness in practically comprehending the concepts of Malay Culture in their real-life.

Project-based learning is more focused on the culture of the Malay people closest to the students, the role of the lecturer explained the issue, raising questions, and able to facilitate students to design a project that will be done by the students. It is able to enhance student creativity in designing a project that was done in the time that has been provided in accordance with the concepts taught in their respective groups. The end goal is the students understand the Malay culture with projects they do and this increases the creativity of students. With this background, in order to increase the creativity of students and the quality of learning Malay Cultural Insights need to change the old paradigm that lecturers are managers. Model project based learning is very important that the creativity of students in the subject of Malay Culture Insights increased. So this research is specified in the application of learning models project based learning (PBL) in the subject of Malay Culture Insights. In an effort to increase the creativity of these students, it would require a few things about how the learning model application project based learning (PBL) in the course Insights Malay, so that can know the purpose of application of the teaching model of project-based learning is to boost the creativity of students in the subject of Insight Culture Malay.

Project-based learning is a learning or lecture that highly focuses on studying and discussing the culture of the Malay people that has clung to the students' real-life. In this learning, the role of the lecturer is to explain the current issues, pose authentic

questions, and facilitate students to design (a) project(s) that will be done by the students. This is able to enhance the students' creativity in designing a project that is done in provided time and based on the concepts taught/explained in their respective groups. The ultimate goal is that the students understand the culture of Malay through working on the projects and this is believed that the projects are able to trigger and increase the students' creativity in understanding the Malay culture. The background of this study critically attempt to enhance the students' creativity as well as the quality of learning of Malay Community Culture. Additionally, the background of this study is expected to change the conventional paradigm of education from the teacher centred towards the students' centred. In PBL, the lecturer does not act as a manager in handling a class or learning (teaching process). It is more facilitating the students to analyse, evaluate and even create. The *project-based learning* model is importantly urged to implement in order the students' creativity on Malay Community culture's subject matter significantly enhances, well improved and increased. In attempts to critically improving and increasing the students' creativity, it is therefore required to have some aspects concerning the implementation of the project-based learning model on the Malay Community culture's subject matter to recognise the purpose of implementing the is to enhance the students' creativity on Malay Community culture's subject matter.

## METHOD

This research was a classroom action research which was conducted Univerista Pahlawan Tuanku Tambusai. Classroom Action Research is implemented in the classroom with the steps of actions. Therefore, this research was conducted for two cycles and each cycle held twice. The stages in this research are arranged which appropriate with the stages that presented by Arikunto (2007: 16). Observation, test, and documentation techniques are techniques used for collecting data. While the instrument that the research used are: syllabus, and students worksheet. The data obtained through the instruments that analyzed is appropriate with the results observation of teacher activity, the result of student activity, and intensive reading skill.

**FINDINGS AND DISCUSSION*****Learning Model***

The learning process is a combination that emerges and arouse the educational interaction utilizing teaching materials as its medium or means of learning. Teachers and students affect each other and give feedback. Therefore, learning activities should belively activity, full of value, and always has a purpose (Fathurrahman and Sutikno (2007).

The learning process closely relates to the teaching. Teaching is an activity that absolutely engages students. If there are no students, who will then be taught. Therefore, the term learning process is a term that has been standardised and integrated in the concept of teaching or education.

Jihad and Haris (2009) opine that learning is a process consisting of a combination of two aspects. The first aspect is learning is purposely directed or aimed at to what should be done by the students whereas the last aspect is teaching orients to what to do by the teacher as a facilitator to achieve and or master particular skills and competences. In other words, learning is essentially a process of establishing satisfying, pleasurable, delightful, enjoyable, pleasing and educating communication between educators, or teachers-students, and among students in order to change behaviours.

In line with model of learning, Trianto (2011) truly explains that the model of learning is a planning, designing or model that portrays the detail process of and the construction or establishment of of environmental situations that allow students to interact and communicate so that it triggers any changes and development on the students' self in the process used as a channel for learning or tutorial.

In line with TriantoSoekamto, et al (in Nurulwati, 2000) explains the the aim of learning model as a conceptual framework describing a systematic procedure in organizing learning experiences to achieve certain learning, and serves as a guideline for the designers of learning and teachers in planning learning activities. Furthermore, to observe the feasibility of a learning model, Khabibah (in Trianto, 2006) explains that the feasibility of a learning model for aspects of the validity, it is required experts and practitioners' judgement or appraisal to validate the developed learning model. By mastering some learning models, the lecturers will benefit to facilitate learning and more importantly, the expected competencies is easily achieved.

What is more, Project-based Learning (PBL) is a model for classroom activity that shifts away from the usual classroom practices of short, isolated, teacher-centred lessons. PBL learning activities are long-term, interdisciplinary, student-centred, and integrated with real-world issues and practices. It is a method that fosters abstract, intellectual tasks to explore complex issues. It promotes understanding, which is true knowledge. In PBL, students explore, make judgments, interpret, and synthesise information in meaningful ways. It is more representative of how adults are asked to learn and demonstrate knowledge. According to Sylvia Chard, the Project-based Learning approach is an “in-depth investigation of a real-world topic worthy of children’s attention and effort.” Hence, field trips, experiments, model building, posters, and the creation of multimedia presentations are sample activities within PBL where students with differing learning styles demonstrate their knowledge by means of inquiry. In sum, PBL should be anchored in core curriculum and multidisciplinary, involve students in sustained effort over time involve students in decision-making, be collaborative, have a clear real-world connections, Use systematic assessment: both along the way and end product (Educational Technology Division Ministry of Education, 2006).

### **Project Based Learning Model**

The Indonesian Dictionary (KKBI) defines “project” as a work plan with specific goals and clear and assertive completion. In the project-based learning, learners are encouraged to actively engage in learning. Teachers is reckoned as facilitators, evaluate the students’ works, tasks or products which are shown on the results of the projects so that they yield to tangible products that can encourage students’ creativity and to think critically in analyzing factor in the concept of economic problems (Santyasa, 2006). Project-based learning is a teaching that attempts to associate between the students’ real-life world or school project with technology. Trianto (2011) explains that the project-based learning model is tremendously potential to make the learning experience more interesting and enjoyable for learners. Thomas, et al. (In Wena, 2010) explains that the project-based learning is a learning model that provides the opportunity for teachers to manage the classroom learning by engaging the students to work on the certain projects.

**Procedures of Learning Project Based Learning (PBL)**

Munandar (2009) explains the procedures of implementing the PBL. Generally, the procedures of applying this model are first to start from a planning, then to creating or implementation, and last is processing. The first phase is *planning*. The activities carried out at this stage is to design the entire project which will be done by the students. The activities in this step are to prepare the project.

The details include the provision of information learning objectives, teachers deliver real phenomenon as the source of the problem, motivation in raising the issues and proposal. Furthermore, the subsequent detail is to organize the work. The activities carried out in this step are planning the project. The details are to organize the cooperation, choose a topic, choose a project related to the information, make predictions, and make the design of the investigation.

The second is *creating*. In this stage, the students develop their project ideas, combine the ideas that come from their groups, and build the project. This second stage includes the development and documentation of the students' activities. At this stage, students also produce a product (artifact) which will be presented in the classroom. The third is *processing*. This phase includes the presentation of the project and evaluation. When the presentation of the project will take place in the actual creation of communication or to the findings of the investigation group, the stage of evaluation will be a reflection on the results of the project, analysis, and evaluation of learning processes.

**Application of Learning Model Project Based Learning**

The application of Project Based Learning model of learning in Malay Culture aims at not only preparing the students as the next generation to possess and master better skills or skilled at one area of expertise but also to more creative in their area of expertise. The strength of creativity is expected to be able to bring in or result in every subject matter or learning process at educational institution such as schools or colleges.

One of the efforts which can be done by the college students in enhancing their personal strength of creativity is to apply the Project Based Learning model of learning.

All this time, the conventional model of learning is a learning model which is

frequently made use of the lecturers in Malay Culture teaching learning process. The writer, however, does not have intention of negatively claiming that the out-dated model of learning fail to creatively create better learning experience and atmosphere if it is compared to the modern or up-to-date models of learning. The traditional models of learning such as *lecture-based class* are reckoned less motivated or demotivated to stimulate and engage them to arouse their creativity during teaching and learning process. The rationale is the learning process of the traditional models of learning is heavily prone to the teacher-centred educational paradigm. In fact, in 21<sup>st</sup> educational paradigm, the lecturer is a learning facilitator to facilitate the students to learn more creative in order to stimulate their critical thinking skills.

Therefore, to achieve better and effective learning, enhance students' learning interaction and communication and stimulate students' critical thinking skills, trigger learning achievement, it requires modern models of learning which can be applied effectively in teaching and learning process. The lecturer, therefore, brilliantly should be able to select the model of learning made use of. Besides, the lecturer's ability, competency and skill to select the most effective model of learning will determine the factor of learning success, outcomes and achievement. The learning will be less effective if the model of learning selected does not meet the students' needs, and learning condition and environment. What is more, the objectives of learning are not well achieved.

One of endeavours established by the researcher to trigger and or to enhance the students' creative thinking skill in Malay Culture subject matter is to apply *Project Based Learning*. The use of this model will be able to involve and engage the students to collaborate with their lecturer as well as with their (students) peer and team. By learning by teaming, the students are capable of shaping, deepening and sharpening their skills of *planning, organizing, negotiating* and making or building consensus about things or matters which will be worked out and performed by the students. The project-based model of learning can become an alternative to all kinds of subject matters. More to the point, it can provide and or create a new learning atmosphere.

Project-based learning focuses on realistic problems or open questions that stimulate and encourage fully understand and master the concepts or principles. Project based learning, with full of attention, engages the students to constructively investigate.



Constructive investigation, amongst of them, is decision-making, designing, inquire, problem-solving, and discovering or developing a model. During project based learning, learning activity includes transformation, and knowledge construction of the students. The learning is able to support the students to obtain and achieve better learning experience on a highest or significant level. Besides, the convenient and easy learning autonomy, selection and learning, working time, responsibility of the students is more prioritized in this model. The ultimate goal in this model is to make or create a product.

This research titled *Implementing Project-Based Learning (Pbl) Model for enhancing Siswa MAN I Kebumen's creativity* (Wati, 2013) explained her research finding. The finding indicates that Physics learning using PBL was able to enhance the X.6 MAN I Kebumen students' creativity. This research also explains that the mean score for the result of the essay test questionnaire's observation and students' learning outcomes significantly increase. Before applying this mode, the observation of the students' creativity in the psychomotor domain was 56,31%. However, after it was applied in the first cycle, it indicated positive progress. The increasing was 63, 40% and in the second cycle, it positively increased become 78, 94%. For students' critical thinking skills' test, before applying the model, it indicated 59,53% and after applying the model in the first cycle, it showed 67,78% and on the second cycle, it became 80,92 %. Subsequently, the learning outcome before PTK, the mean score for learning mastery was 47,36% and on the first cycle, it increased 52,63% with the amount to 20 students whose learning mastery was well achieved and in the second cycle, it went up becoming 78,94% with the amount to 30 students whose learning mastery was well achieved. From this research finding, it depicted that project based learning provide better opportunity in creating a meaningful and interesting learning experience for the students themselves.

In this model of learning, the students are more and well motivated to engage in learning. The lecturer facilitates students to learn more than beforehand. Besides, the lecturer provides chances and evaluates the students' projects which have been made or created. These projects are both meaningful and applicative for the students' real-life context and problems. The product created by the students will provide authentic outcomes and can be measured / evaluated by the lecturer during teaching and learning



process. Therefore, in this project-based learning, the lecturer is to directly facilitate and train students in creating and making their product.

### **The Malay Cultural Concepts**

According to Hurlock (2004), creativity deals with good characteristics of aptitude such as *fluency, flexibility, originality* of thought or ideas or characteristics of non aptitude such as curiosity, eager to pose questions, look for new experiences, and creativity are the abilities to combine, answer or solve problems, and competence's reflection of the students' creativity. Besides, Maslow (in Munandar, 2009) explains creativity is a human basic need, namely the needs of self-actualization and this is the most important aspect in human's life. Munandar, then, explains every human-being essentially is born possessing creative potential. Creativity can be identified and built through better education. The creativity can be interpreted as the students' ability to create new things in the learning process in developing the ability to bring about the formation obtained from the lecturer during the learning process.

The application of Project Based model of learning on Malay Culture is as follows.

#### *1. Planning*

*Planning* includes preparation and planning of the project. In this phase, the students is faced with realistic problems found in the real world so that it can encourage the students to identify the problems. Subsequently, the students are asked to discover the alternative problem-solving found in the real world as well as able to design the model of problem-solving.

#### *2. Creating*

*Creating* consist of implementing the project which provides broadest opportunity to the students in designing, carrying out and organizing the report of investigation, and presenting the product orally. The application of *project based learning* is this subject matter, Malay culture, is (1) about the system of Malay religion, the religion which is developing in both isolated and urban Malay regions; (2) the system of Malay's belief which still possess multi beliefs such as the belief in gods, mysterious and invisible power, supernatural and magical creatures; (3) the system of Malay's sociology. This

system includes the leaders and their leaderships, social management, relationship, and stratification; (4) the system that relate to the knowledge of Malay's literature; (5) language spoken by the Malay; (5) Malay's traditional arts that include history, development and various kinds of Malay's art, and (6) the system of livelihood, occupation and profession.

### 3. *Processing*

The activity in the *processing* phase deals with presenting and evaluating the projects. Every group discusses the finding of the group investigation including reflection and the follow-up of the project such as evaluation that covers peer correction, self-evaluation, and portfolio. These refer to the PBL syntax. From this explanation, it can be concluded project-based learning is able to encourage the students to learn more actively and creatively in formulating the problems investigating, analyzing and interpreting the data. It can help the students to make decision in solving the problem. The appreciation and understanding of the Malay culture can result in and achieve the mastery learning maximally as the students directly face with the systems of the real-life world of the Malay people. Therefore, through this model, the project based learning, the students are able to think creatively so that after learning the subject matter, they are able to comprehensively understand the Malay culture as well as able to actualize the traditions in the Malay culture.

### CONCLUSION

In conclusion, the project-based learning is able to support the implementation of the Malay culture's lecture because it covers those problems that relate to the students real-life world (*real life and experiential learning*) so that this subject matter works effectively. What is more, project-based learning is a learning model that focus on on question and realistic problems, problem-solving, decision-making, the process of discovering resources , proving chances to every members of the group, promoting collaboration and product presentation (performance and demonstration). Lastly, this model support and encourage the students to build their own creativity as it arouses bright ideas in solving the problems. The creativity includes aptitude such as fluency, flexibility, originality and non-aptitude such as students' curiosity to learn, eager to pose questions and try to solve the realistic problems.

**REFERENCES**

- Educational Technology Division Ministry of Education. 2006. Project-Based Learning Handbook "Educating the Millennial Learner". Online. [www.moe.edu.my/.../Project%20Based%20Learning%20Handbook/2%20](http://www.moe.edu.my/.../Project%20Based%20Learning%20Handbook/2%20)
- Fathurrohman, Pupuh dan M. Sobry Sutikno. 2007. *Strategi Belajar Mengajar Melalui Penanaman Konsep Umum dan Konsep Islami*. Bandung: Refika Aditama.
- Hurlock, Elizabeth B. 2004. *Psikologi Perkembangan*. Jakarta: Gelora Aksara Pratama.
- Jihad, Asep dan Abdul Haris. 2009. *Evaluasi Pembelajaran*. Yogyakarta: Multi Pressindo.
- Munandar. 2004. *Faktor yang Mempengaruhi Kreativitas Belajar Siswa*. Jakarta: Rineka Cipta.
- \_\_\_\_\_. 2009. *Pengembangan Kreativitas Anak Berbakat*. Jakarta: Rineka Cipta.
- Nurulwati. 2000. *Pengertian Pendekatan, Strategi, Metode, Teknik, dan Model Pembelajaran*. Dipetik April 18, 2015, dari <http://tricepti4042.blogspot.com>
- Santyasa. 2006, April 27. *Pembelajaran Inovatif: Model Kolaboratif, Basis, dan Orientasi NOS*. *Seminar Jurusan Pendidikan Fisika IKIP Negeri Singaraja*, hal. 12.
- Santyasa. 2006, Februari 23. *Pembelajaran Inovatif: Model Pembelajaran Berbasis Pembelajaran Inovatif: Model Pembelajaran Berbasis Proyek dan Orientasi NOS*. *Seminar Jurusan Pendidikan Fisika IKIP NEGERI Singaraja*, hal. 12.
- Trianto. 2010. *Model Pembelajaran Terpadu*. Jakarta: Bumi Aksara.
- \_\_\_\_\_. 2011. *Model Pembelajaran Terpadu*. Jakarta: Bumi Aksara.
- Wati, Linda. 2013. *Penerapan Model Pembelajaran Project Based Learning Untuk Meningkatkan Kreativitas Siswa MAN I Kebumen*. *Jurnal Pendidikan Vol 3 No 1*, 43.
- Widyantini. 2014. *Laporan Penelitian Pengembangan Model Pembelajaran Project Based Learning dalam Pembelajaran Matematika*. Yogyakarta: