

Implementation of Project-Based Learning Model with Digital Flipbook Media in Story Texts Learning

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Received : July 22, 2024
Revised : August 16, 2024
Accepted : August 31, 2024

Abstract

One of the factors that cause low ability in reading and writing Javanese legend text is learning models and media are less varied. The project-based learning model with digital flipbook media assistance felt appropriate as an alternative for overcoming problems reading and writing legendary stories text at SMP Negeri 3 Semarang. This study aimed to describe the different results and students' performance between experimental classes that use the project-based learning model with control class without the model and media for student class VIII SMP Negeri 3 Semarang in elements reading and writing story. This study used experimental research with a true experimental design in the form posttest-only control design. Data collection techniques used tests techniques, observations, and interviews. Data analysis was performed using quantitative description techniques with SPSS Statistic 26 and qualitative description techniques. The results showed that learning outcomes and performance of students experimental class were better than a control class. Differences in learning outcomes can be seen from the average of reading and writing in control class amounting to 75,39 and the average in experimental class amounting to 81,92. Apart from that, using this model can improve students performance namely, students are more active, enthusiastic, disciplined with time, and have good responsibility. In conclusion, these models and media can be implemented by Javanese language teachers to optimize student learning outcomes and performance.

Keywords: project-based learning, digital flipbook, story texts

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How to Cite: Uswatun, I., & Kurniati, E. (2024). Implementation of Project-Based Learning Model with Digital Flipbook Media in Story Texts Learning. *JTP - Jurnal Teknologi Pendidikan*, 26(2), 700-714. <https://doi.org/10.21009/jtp.v26i2.48190>

INTRODUCTION

There are four important, interrelated elements in language ability, namely the ability to listen, read, write, and speak (Tarigan, 2015:1; Istiqoh, 2020). The ability to listen and read are receptive language skills, while the ability to write and speak are productive language skills (Mulyati, 2014; Masunah, 2016; Maulidia et al., 2018).

Writing is an activity of expressing ideas, thoughts, feelings, and information in written language (Abbas, 2006:125; Tarigan, 1986:15). This ability cannot be separated from other language skills, especially reading. Reading ability influences a person's level of writing ability, this means it will be easier for someone to write when they have read at least the essence of a reading. This statement is in line with the expression by Sandyagraha (2021). One of the basic things that needs to be done to hone writing skills is to like be reading. The more often you read, the more



knowledge and vocabulary you have. These two abilities are taught in school. In other words, the ability to read and write is a daily activity performed by students. However, it can still be said that learning to read and write is not running properly (Crismonica, 2022).

The ability to read literary texts from visual texts is one of the learning achievements in the reading elements in the independent curriculum in Javanese language subjects phase D class VIII. In legendary story text material, this ability is closely related to reading comprehension of legendary story texts in the surrounding environment. Apart from that, there is also the ability to write in the form of prose. This ability is one of the learning achievements in the writing element in the Javanese language subject phase D class VIII. In the legendary story text material, this ability is related to writing legendary story texts in the Javanese language of the *ngoko* variety.

Based on observations performed at SMP Negeri 3 Semarang on class VIII students, it was found that problems were still found in the activity of reading comprehension of legend story texts, such as students still having difficulty understanding the contents of Javanese legend story texts. The factors causing these problems are the lack of interest in reading, enthusiasm, motivation of students, and a lack of understanding of the meaning of Javanese words. This problem is like research by Melinia (2022), namely, the factors that cause difficulties in learning reading comprehension among students include students' lack of interest in learning to read, students having difficulty understanding the texts they read because students' intelligence factors vary, and several external factors. Others such as the family environment do not support the use of Javanese and the way the teacher teaches is less varied, so students feel bored and fed up when learning takes place. Another research by Zuhdi et. al. (2018) stated that students' difficulties in reading comprehension were caused by a lack of enthusiasm and motivation during learning, plus teachers were less skilled in managing learning in the classroom. This causes students to become disinterested and have not succeeded in achieving the KKM in learning stories and reading comprehension.

Another problem in learning Javanese legend text at SMP Negeri 3 Semarang is that students have difficulty writing legend text using good and correct Javanese. This is caused by some factors, including weak mastery in writing legendary story texts, especially writing spelling, and using punctuation, the lack of Javanese vocabulary, and the lack of a Javanese language environment. Another factor that hinders learning activities on legend story text material is that students do not know enough about the legends in the surrounding environment and learning models and media are less varied.

Class VIII students at SMP Negeri 3 Semarang still have difficulty writing legendary story texts using good and correct Javanese. Students still have difficulty distinguishing examples of writing that use slanted vowels and upright or *jejeg* vowels and are not yet able to differentiate writing /d/ and /dh/, /t/, and /th/. This is what causes students' writing to have different meanings.

The lack of a Javanese language environment is also one of the causes of the weak ability to write legendary story texts for class VIII students at SMP Negeri 3 Semarang. The family, class, and school environment do not support using

Javanese. Even the daily language used is Indonesian. Javanese language learning in the classroom also still applies the use of Indonesian. This has an impact on students' activities of writing legendary story texts. Students become less aware of the vocabulary in Javanese. So, the activity of writing legendary story texts becomes hampered. This problem has similarities with the research of Anjarsari, D. et. al. (2016) that one of the difficulties students have in learning stories in Javanese is that they often communicate using Indonesian rather than Javanese, plus the language in textbooks and worksheets is considered foreign to students.

The student difficulties are also related to teachers who are less creative when teaching Javanese in the classroom. The use of learning models and media is particularly important to make learning Javanese more interesting for students, especially regarding legendary story text material. However, this is not implemented by teachers because the learning models and media used still seem monotonous and lack variety. Even though the school is administratively registered as using an independent curriculum, teachers still use the lecture method in delivering lessons. The problems above are not in line with the opinion of Rahmawati (2023) In the independent curriculum, teachers have the freedom to determine learning tools that suit the material and student's learning interests. It means teachers do not have to stick to books alone but can modify and develop various learning support components. This problem causes students to become less active and creative in developing their ability to write legendary story texts using Javanese.

As with research conducted by Zahrina (2018) and Saripah et al. (2022), in their research, it was found that there are still many students who have difficulty expressing ideas when writing story texts. One of the factors that cause this problem to arise is that teachers do not apply learning models that are appropriate to the learning material, so students become bored quickly and are not interested in participating in the learning process. Apart from that, the way teachers teach is still monotonous and conventional, resulting in learning Javanese legends being less interesting for students (Nafi'ah, 2020; Barwita, 2021; Innalita, F. et. al., 2021). This research also revealed that innovation in developing appropriate learning media can increase students' interest in learning.

Referring to the problems above, there is a need for innovation in learning to read and write Javanese story texts at SMP Negeri 3 Semarang. The implementation of the project-based learning model with the help of digital flipbook media is deemed appropriate to overcome problems for class VIII students of SMP Negeri 3 Semarang because with this model students are actively required to think critically and creatively to produce real products through developing problems based on their own experiences. This expression is in line with the opinion of Fathurrohman (2016: 19) that the project-based learning model is a learning model that utilizes projects as a means of achieving competency in attitudes, knowledge, and skills. In practice, this model is not only centered on teachers and teaching materials but also involves student activities. At the end of learning, students must be able to produce useful and meaningful products. The planned final product is a digital flipbook containing the written results of students' legendary story texts from the project-based learning model trial class with the help of digital flipbook media. This trial

was used to determine differences in learning outcomes and student performance between the experimental class and the control class. The trial of using the project-based learning model with digital flipbook media can be successful if the learning outcomes and student performance in the experimental class are better than in the control class.

The first step is students take to prepare a project successfully is for students to understand the text of a legendary story presented by a teacher through digital flipbook media. Students are given a general overview such as examples of legendary stories in the surrounding environment, the content of the story, and good and correct writing of story texts. Then students are invited to discuss preparing a project to write a legendary story text using Javanese. Students are given the freedom to determine what story to write and given the freedom to look for sources for stories, either from surveys in the community or asking people who know the origins of an area, reading books, the internet, or other supporting sources.

The project-based learning model is a learning model that provides teachers with the opportunity to manage learning by involving project work. (Rati et al., 2017). The project work in question is a form of work that contains complex tasks based on particularly challenging questions and problems and guides students to design, solve problems, make decisions, carry out investigative activities, and provide students with opportunities to work independently and in groups. The syntagmatic learning model of project-based learning encourages students to participate actively in the learning process because it is directed at critical thinking and creativity which starts with a challenging question by real-world realities, then to students are invited to discuss and communicate to plan the final project to produce a real product more useful and meaningful as a group (collaboration). This syntagmatic is in line with the opinion of (Putri et al., 2023). That the aim of creating an independent curriculum is to created students who can master the 4C skills, namely critical thinking, creativity, communication, and collaboration.

Project-based learning model has been successfully implemented in various schools, including Indonesian language learning at MAN 1 Sleman for class XII students to improve descriptive essay writing skills (Siman, 2023). In this research, the results an increase in student learning outcomes when using the project-based learning model both from the cognitive aspect, psychomotor aspect, and affective aspect. This research is the same as research by (Sitanggang et al., 2023), that the project-based learning model teaching materials developed can be said to be valid, effective, and practical for improving the results of the ability to write procedural texts for class VIII students at SMP Negeri 3 Muara Siatas Barita. This can be seen from the recapitulation of individual, small group, and field group trial results in the application of project-based learning model teaching materials in the very feasible category. Apart from that, this research has been validated by several experts, including validation by linguists with particularly good criteria with an average score of 96.88% and validation by design experts with particularly good criteria with an average score of 98.44%.

Digital flipbook media used to support the implementation of a project-based learning model in learning Javanese legend story texts. Digital flipbook media is an innovation in technology-based learning media. It is hoped that the choice of this

media can arouse students' motivation, interest in learning, and make Javanese language lessons more enjoyable because the visuals of this media are enriched with attractive designs. This research conducted by (Khotimah et al., 2023), using flipbook learning media can improve student learning outcomes and student interest in learning (Listiwati et al., 2022). This media has advantages that can influence student learning activities, including displaying learning material with unique and attractive visuals and is easy to use anytime and anywhere.

In this research, learning legendary story texts used to train Javanese language skills, especially optimizing the ability to reading comprehensions and write legendary story texts in Javanese. It is hope that the collaboration between project-based learning models and digital flipbook media can also support the ability to appreciate literary works so that students gain insight, knowledge, and skills to obtain optimal learning outcomes.

Based on the description of problem identification and solutions above, researchers are interested in conducting this research to prove the difference between learning outcomes of legendary story texts and student performance in experimental classes that use the project-based learning model with the help of digital flipbook media better than those in the control class without using a project-based learning model for class VIII students at SMP Negeri 3 Semarang in reading and writing elements.

METHODS

This research is a type of experimental research with a true experimental design in the form of a posttest-only control design (Sugiyono, 2013: 107). This research was done by giving treatment to the experimental class in the form of learning using a project-based learning model with digital flipbook media, while the control class was used as a comparison without being given this treatment. The population in this research was grade VIII students at SMP Negeri 3 Semarang with sample class VIII G totaling 32 students as the experimental class and class VIII F totaling 32 students as the control class. Sample determination was performed using a homogeneity test using Levene Statistics to produce homogeneous class groups. The significant value is 0,077 because of the sig value greater than $\alpha = 0,05$, then the variance of the two classes is declared homogeneous.

Instrument this study uses test and non-test instruments. The test instruments are in the form of a reading comprehension test and a test for writing Javanese legend story texts which have been validated by the question validator, while the non-test instruments are in the form of observation sheets and interview guides. Data collection techniques include technical tests and non-tests. Test techniques are used to obtain student scores in learning to read and write legendary story texts, while non-test techniques are used to determine student performance in learning legendary story texts. The first process in this research is carrying out a reading comprehension test in the form of an essay test on all samples. This test used to measure students' ability to understand reading texts presented by the teacher with digital flipbook media in the experimental class and by providing students with

worksheets in control class. The next stage is a test for writing Javanese legend text. In the experimental class, there are stage in the form of project scheduling and monitoring up to the finalization stage, while in the control class students use worksheets as a guide for the test for writing Javanese legend text.

Data analysis technique was performed using quantitative description and qualitative description. Quantitative descriptions were obtained from results of reading comprehension tests and tests for writing Javanese legend story texts in form of digital flipbook project in the experimental class and writing worksheets in the control class. Qualitative descriptions were obtained from observation and interviews about student performance during the learning process. To prove the hypothesis that has been formulated, the first step taken is a normality test and a homogeneity test on data resulting from learning legendary story text. Then a hypothesis test was performed to prove that learning outcomes and students' performance in the experimental class were better than control class using SPSS Statistics 26.

RESULTS & DISCUSSION

The results of this research include a description of learning outcomes of legend story texts obtained from reading comprehension tests and legend story text writing tests in control class and experimental class, whereas descriptions of student performance from observation and interviews.

Description of Learning Outcomes

Reading comprehension tests measured students' understanding of legendary story text material. Legend story text learning activities in the control class were performed without using the project-based learning model and digital flipbook media. Learning was performed using student worksheets.

Learning activities in the experimental class were performed using a project-based learning model with digital flipbook media. The teacher delivers material and examples of the text of legendary story "*Dumadine Kutha Semarang*" through digital flipbook media. At the end of the lesson, students from both classes were directed to take an essay reading comprehension test. Scoring test uses three assessment aspects: relevance of content, completeness of answers, and organization of writing (Djiwandono, 2011: 59-60).

Meanwhile, the writing test measured students' abilities in writing Javanese legend story texts. The initial step taken in the control class was that the teacher gave worksheets to each group to facilitate the writing process. Then scoring was performed based on aspects of content, structure, grammar, vocabulary, and spelling (Djiwandono, 2011: 255-257).

Writing legendary story texts for the experimental class was done using a project-based learning model. At the end of the lesson, there is an output in the form of a writing project in the form of a digital flipbook. The project was uploaded to online media AnyFlip with the link: <https://anyflip.com/gybdf/pvac/>, the aim is to be used as a learning reference that can be accessed by the wider community.

The learning results of the reading comprehension and writing story text test are presented in the following table.

Table 1. Reading and Writing Test Learning Results

Value Range	Category	Reading		Writing	
		Control Class	Experimental Class	Control Class	Experimental Class
90-100	Very Good	1	3	0	4
72-89	Good	20	24	28	28
57-71	Medium	10	5	4	0
34-56	Not Enough	1	0	0	0

Based on Table 1, frequency reading comprehension tests in the control class with 32 students, there was 1 student in the not enough category, 10 students in the medium category, 20 students in the good category, and 1 student in the very good category. In the experimental class of 32 students, there are 5 students in the medium category, 24 students in the good category, and 3 students in the very good category.

Based on Table 1, frequency writing story texts in the control class, there were 4 students in the medium category and 28 students in the good category. In the experimental class, there are 28 students in the good category and 4 students in the very good category.

The learning results of the two tests are added up and averaged to obtain the learning results of the legendary story text from each class. The results of learning the legendary story texts for both classes are presented in the following table.

Table 2. Average Learning Outcomes for Reading and Writing Tests

Value Range	Category	Frequency	
		Control Class	Experimental Class
90-100	Very Good	0	2
72-89	Good	21	28
57-71	Medium	10	2
34-56	Not Enough	1	0
Totaling		32	32

Based on Table 2, in the control class, there are 1 student in the not enough category, 10 students in the medium category, and 21 students in the good category. In the experimental class, there are 2 students in the medium category, 28 students in the good category, and 2 students in the very good category.

Description of Student Performance

The following is a recapitulation of student performance assessment observation data in the control and experimental classes:

Table 3. Recapitulation of Observation Data

Assessment Aspect	Student Activeness in Participating in Learning	Student Enthusiasm in Participating in Learning	Timeliness in Submitting Writing Assignments	Student Responsibilities in Completing Writing Assignments

Class	K	E	K	E	K	E	K	E
Frequency	16	26	22	27	16	28	20	24
Percentage	50%	81,25%	68,75%	84,375%	50%	87,5%	62,5%	75%

Note:

K: Control

E: Experimental

Based on Table 3, there are 4 aspects of student performance assessment. 16 students actively asked questions in the control class and 26 students in the experimental class. There are 22 students were enthusiastic about learning the legendary story text in the control class and 27 students in the experimental class. There are 16 students submitted writing assignments on time in the control class and 28 students in the experimental class. There are 20 students responsible for completing writing assignments in the control class and 24 students in the experimental class.

Based on the recapitulation of interview data in the control class, around 30% of students found it difficult to complete the reading comprehension test questions because they did not understand the language presented in the story text. Some students had difficulty writing legendary texts in the vocabulary and spelling sections. Around 50% of students gave the impression that learning was less exciting and less interesting. Suggestions given by students regarding learning are replacing the language in the legend text with language that is easy for students to understand and developing learning activities such as using games to make learning more fun.

In the experimental class, around 15% of students had difficulty taking the reading comprehension test. All students have no difficulty working on writing projects. Students give an exciting and enjoyable impression, especially when delivering material using digital flipbooks. Suggestions given by students were to add legends to make them more varied.

Differences in Learning Outcomes

Differences in learning outcomes for legendary story texts were obtained by comparing the scores between the control class and experimental class. A comparison of the scores for two classes is presented in the following table.

Table 4. Comparison of Story Text Learning Results Data

Class	Average Reading Score	Average Writing Score	Grade Average Reading and Writing
Control	75.70	75.07	75.39
Experimental	79.73	84.125	81.92

Based on Table 4, the average learning result for control class legend story texts is 75.39 obtained from an average reading score of 75.70 and an average writing score of 75.07. The average learning result for the experimental class was 81.92 obtained from an average reading score of 79.73 and an average writing score of 84.125.

Based on the three aspects of the reading comprehension test assessment, the relevance of the content of both classes is quite good. What makes the difference is the thoroughness of the answers and the organizational aspects of the writing. In the control class, only some students answered with complete answers and some students still stated answers with irregular wording, even though the language used was predominantly a mixture of Indonesian-Javanese, for example, *tujuannya yaitu ngumbara dan dakwah agama* (purpose that is wandering and religious proselytizing) should be *tujuane yaiku ngumbara lan dakwah agama* (purpose that is wandering and religious preaching) ; *gulawentah ajaran-ajaran agama iku mendidik utawa mengajari* (apply religious teachings educate or teach) should be *gulawentah tegese nerapke* (apply) ; *dadi wong kudu apik lan seneng gulawentah ajaran-ajaran agama kang apik lan berguna untuk masyarakat lan nusa lan bangsa* (so people should good and happy applied good and useful religious teachings for society and homeland and nation) should be *dadi wong kudu gulawentah ajaran agama kanthi becik* (so people should caring for religion with good).

In contrast to the experimental class, only a number of student who answers not enough complete and answer written with language mixture Indonesian-Javanese as well there is nonconformity use suffix *-e* and *-a* so that word order to be ambiguous, like *dudutane saka ceritane yaitu lemah ing tlatah kuwi pancena subur yen tlatah kuwi becik disebut Semarang saka tembung asem arang-arang* (in conclusion from the story that is land in the area that indeed fertile if area that good it is called Semarang from the word tamarind rarely) should be *nalika Raden Pandanaran ngupakara pondhok lan tlatah ing kana, piyambake mirsani kedadeyan aneh yaiku mangertosi wit asem thukul pating plencar lan arang-arang. Banjur, tlatah kuwi dijenengi Semarang saka tembung asem arang-arang* (when Raden Pandanaran nurse cottage and the area there, he find incident strange that is see tree sour grow everywhere and rarely. Then, place that given the name Semarang comes from the word sour rarely).

Based on the assessment aspects of the story text writing test, overall aspects of the content and scope of the stories in both classes were very in line with the purpose of the writing. The writing is also packaged in a very neat arrangement. What makes the difference is the aspects of grammar, vocabulary, and spelling. Aspects of grammar, vocabulary, and spelling in the writing results of the control class are not by Javanese writing rules, for example *nanging Aji Saka nolak ngakeni menawa puniku inggih punika anake amarga puniku inggih punika satunggal naga* (but Aji Saka refused confess if that that is his son because that that is one of the dragons). There is a grammatical error in this sentence, namely the use of various languages which is not by the teacher's instructions because it still includes various *krama* in the writing. Students should write using *ngoko* variety, for example the words "*ngakeni*", "*puniku*", "*inggih punika*", "*satunggal*". Apart from that, there are errors in the use of diction that are not by Javanese language uploads, such as "*anake*", this word should be replaced with "*putrane*" because "*Aji Saka*" is a king, so he should be respected with the diction *krama*. This sentence is easier to understand if students replace with *nanging Aji Saka ora ngakoni amarga wujude naga* (but not Aji Saka confess because dragon form) or change the suffix *-e* to make someone's name *nanging Aji Saka ora ngakoni putrane amarga Jaka*

Linglung awujud naga (but Aji Saka does not confess his son because Jaka Linglung was dazed in the form of a dragon).

In the sentence, *Aji Saka menghantarkan krajan Medang Kamulan ing jaman keemasan, jaman wonten pundi rakyat gesang tenang, jaman damai, makmur, lan sejahtera* (Aji Saka delivers kingdom Medang Kamulan reference to the times golden, era where people live calm down, time peace, prosperity, and prosperity) There were also mistakes. The error in the grammatical aspect is using a variety of *krama* that should be the *ngoko* variety, such as "*wonten pundi*". The error in the vocabulary aspect includes Indonesian dictions, such as "*menghantarkan*", "*keemasan*", "*tenang*", "*damai*", "*makmur*", and "*sejahtera*". There is also a spelling error in writing capital letters, namely "*krajan Medang Kamulan*" because the name of the kingdom is followed by the name of the region, so it is written as "*Krajan Medang Kamulan*". This sentence is easier to digest if it is replaced with, *Aji Saka mbalikake katentreman ing Krajan Medang Kamulan* (Aji Saka returns peace in the Medang Kamulan Kingdom).

Errors in the vocabulary aspect are also found in the words, "*wicaksana* should be *wicaksana*"; "*mengembara* should be *ngumbara*"; "*keciwa* should be *kuciwa*"; "*ndunga* should be *donga*"; and "*tahun* should be *taun*". There are also several errors in the spelling aspect, namely writing /a/, /o/, /t/, /th/, /d/, /dh/, and inappropriate use of capital letters, such as "*kanti* should be *kanthi*"; "*kuto* should be *kutha*"; "*pedhang kamulan* should be *Medang Kamulan*"; and "*dateng* should be *dhateng*".

In the experimental class, two aspects were considered lacking, namely vocabulary and spelling. Vocabulary aspect errors are the use of non-standard words, such as "*ngadekake* should be *ngadegake*"; "*salah* should be *luput*"; and "*goa* should be *gowo*". Meanwhile spelling errors include writing /a/, /o/ /t/ and /th/, for example, "*kadipathen* should be *kadipaten*" and "*kono* should be *kana*".

Based on the description of the data on the results of learning to read and write story texts, it can be concluded that the learning outcomes of the experimental class which used the project-based learning model with digital flipbook media were stated to be better than the control class which did not use this model and media.

Statistical data testing is needed to prove that the experimental class's learning outcomes are better than the control class. Before testing the hypothesis, prerequisite tests include normality tests and homogeneity tests.

Normality Test

Normality testing was done using the Shapiro-Wilk test because less than 50 respondents. The learning outcome reading and writing data were declared normally distributed if the significance obtained was greater than $\alpha = 0.05$. The results of the normality test can be seen in the following table.

Table 5. Normality Test of Learning Result Data

	Shapiro-Wilk		
	Statistics	N	Sig.
Control	.958	32	.241
Experimental	.968	32	.435

Based on Table 5, the significance of the normality test of the learning outcomes of legendary story texts in the control class (VIII F) is 0.241. This means that the data is normally distributed because of the sig value. = 0.241 > α = 0.05. Meanwhile, the significance value in the experimental class is 0.435. Because sig. 0.435 > α = 0.05, then the data is also normally distributed.

Homogeneity Test

Homogeneity testing was performed using the Levene Statistics test. The learning outcome reading and writing data is declared homogeneous if the significance obtained is greater than α = 0.05. The homogeneity test results can be seen in the following table.

Table 6. Homogeneity Test of Legend Story Text Learning Data

Test of Homogeneity of Variances			
Levene Statistics	df1	df2	Sig.
2.124	1	62	.150

Based on Table 6, the significance value of the homogeneity test for the two classes is 0.150, because sig. = 0.150 > α = 0.05 then the data distribution is declared homogeneous.

Hypothesis Test

Because the learning outcome reading and writing data is stated to be normally distributed and homogeneous, it is necessary to test the hypothesis with a parametric test using t-test analysis or a different test with the Independent Sample T-Test to prove that there are differences in learning outcomes for the control class and the experimental class. The results of the hypothesis test can be seen in the following table.

Table 7. T-Test Data on Story Text Learning Results

	Levene's Test for Equality of Variances		T-Test for Equality of Means		
	F	Sig.	Q	df	Sig. (2-tailed)
Assumed	2.124	.150	-4.258	62	.000
Not Assumed			-4.258	58.369	.000

Based on Table 7, the significance value (2-tailed) is 0.00. Because of the sig value. = 0.00 < 0.05, then there is a significant difference between the learning outcomes of the control class and the experimental class. This means the experimental class's learning outcomes, which used the project-based learning model with digital flipbook media, were better than the control class which did not use this model and media.

Differences in Student Performance

The performance of the control class and experimental class students in learning legendary story texts shows differences. The first difference can be seen in the following histogram.

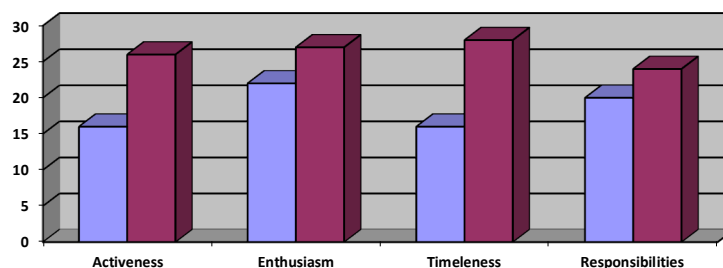


Figure 1. Frequency Distribution Histogram of Observation Results

Based on Figure 1, it is known that the frequency of performance of experimental class students is always higher than that of the control class in every aspect of the assessment. In the aspect of activeness, experimental class students 81,25% were more active and control class students 50% tended to be passive when participating in learning. Control class students were less active in question-and-answer activities and discussions, they asked questions after being forced by the teacher. In contrast to the experimental class students, where most of the students were active in question-and-answer activities and discussions, the experimental class students were more enthusiastic about participating in learning than the control class. This is evident from the enthusiasm and readiness of students during learning. Control class students were more relaxed, and some students were even seen sleeping when class started.

In the aspect of timeliness, 87,5% the experimental class group submitted the final project according to the planned timeline. The existence of a timeline influences student performance, so that there is no setback in collection time. This is different from the control class group, they looked very relaxed and there was a setback of two to three days from the day of collection due to forgetting. One group and another did not remind each other when the submission time was approaching so all groups in the control class submitted their assignments not on time.

The experimental class group had better responsibilities than the control class group. In the experimental class, 75% each student per group is given an assignment and is responsible for their respective assignments. In the control class, each student per group was also given an assignment, but some students took it for granted and did not take part in completing the assignment.

Apart from that, control class students said that learning activities about legendary story texts needed to be improved so that learning was more enjoyable. In contrast to the experimental class, which said learning legendary story texts was more fun. The use of the project-based learning model makes students more active, enthusiastic, appreciative of time, and responsible in working on and completing assignments. Plus, using digital flipbook media, they said learning became more exciting and interesting. The visual appearance attracts students' attention and fosters students' desire to design the final project better than the one presented by the teacher.

CONCLUSION

Based on the description of the research results and discussion, the conclusion obtained is that the average score for the control class is 75,39 which is obtained from the average reading comprehension test of 75,70 and the average story text writing test of 75,07. Meanwhile, the average score for the experimental class was 81,92 which was obtained from an average reading comprehension test of 79,73 and an average story text writing test of 84,125. Besides that, experimental class students showed good responses during learning. Implementation of project-based learning model and digital flipbook media can improve student performance, namely being more active, enthusiastic, disciplined with time, and having responsibility in doing and completing assignments well. Therefore, this model and media can be implemented by Javanese language teachers as a solution to obtain optimal learning and performance results in the reading and writing elements of legendary story text material with considering clear project determination, involving students to collaborate in the process of designing and creating the desired media, and providing feedback on the final results of the project.

ACKNOWLEDGEMENT

My deepest gratitude to Dra. Endang Kurniati, M.Pd. as the supervisor who patiently guided me until this scientific article was finished, Dr. Agus Yuwono, M.Si., M.Pd. and Dra. Esti Sudi Utami B.A., M.Pd. as a reviewer lecturers who has provided suggestions and input, and also my beloved family and Semarang State University.

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