

**THE EFFECT OF PROJECT BASED LEARNING MODEL ON  
READING COMPREHENSION SKILLS OF GRADE IV STUDENTS OF  
SDIT KHAIRUL IKHWAN**

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**ABSTRACT**

This study aims to identify significant differences in students' reading comprehension between those who use project-based learning model and those who use traditional learning model. The research design used was one group pretest posttest design. The instruments used in this study used test and non-test techniques. The data obtained were analyzed using descriptive statistics and inferential statistics. The object studied in this study was class IV students of SDIT Khairul Ikhwan totaling 19 people. The results showed that the significance value or Asymp. Sig. (2-tailed) or p-value of 0.001 which is smaller than the 5 percent significance level (p-value <0.05), then the decision taken is to reject H<sub>0</sub>. That is, there is a significant difference in students' reading comprehension between users of the Project Based Learning model and the traditional learning model.

**Keywords:** Reading Comprehension, Project Based Learning

**ABSTRAK**

*Penelitian ini bertujuan untuk mengidentifikasi perbedaan pemahaman bacaan siswa yang signifikan antara mereka yang menggunakan model pembelajaran berbasis proyek dan mereka yang menggunakan model pembelajaran tradisional. Desain penelitian yang digunakan adalah desain posttest pretest satu kelompok. Instrumen yang digunakan dalam penelitian ini menggunakan teknik test dan non-test. Data yang diperoleh dianalisis menggunakan statistik deskriptif dan statistik inferensial. Objek yang diteliti dalam penelitian ini adalah siswa kelas IV SDIT Khairul Ikhwan berjumlah 19 orang. Hasil penelitian menunjukkan bahwa nilai signifikansi atau Asymp. Sig. (2-tailed) atau p-value 0,001 yang lebih kecil dari tingkat signifikansi 5 persen (p-value <0,05), maka keputusan yang diambil adalah menolak H<sub>0</sub>. Artinya, ada perbedaan yang signifikan dalam pemahaman bacaan siswa antara pengguna model Project Based Learning dan model pembelajaran tradisional.*

**Kata Kunci:** *Pemahaman Bacaan, Pembelajaran Berbasis Proyek*

**INTRODUCTION**

Reading skills have a very important position and role in the learning process. According to Hindasyah, Wikanengsih and Yuliani (2018) reading, like writing and arithmetic, is a basic lesson that students must master at the beginning of school. Students' ability to read (analyze) reading material also determines the success of learning a subject. Reading is a bridge so that students can have interactive and integrated abilities. According to Soedarso (2005: 4) reading is a complex activity by mobilizing many separate actions, for example, readers must use understanding and imagination, observe, and remember to obtain information in reading. In

line with the previous opinion, Nurhadi (2010: 13-14) revealed that reading is a complex and complicated process. The complexity in question is that during the reading process there will be involvement of internal factors and external factors of the reader. Internal factors can be in the form of intelligence (IQ), interest, attitude, talent, motivation, reading goals, and so on. External factors can be in the form of reading facilities, reading texts (simple- heavy, easy-difficult), environmental factors, or factors of socio-economic background, habits, and reading traditions. It is complicated that internal and external factors are interrelated, forming a kind of complex coordination to support reading comprehension.

Reading is not just the ability to memorize written symbols, but more importantly is the ability to understand various information or messages contained in the text they read (Dahlani, 2019). Furthermore (Dewi, 2021) explains that reading comprehension ability is the ability that a person must have to reorganize the messages contained in the text he reads. Not much different from the previous opinion, (Alpian, 2022) revealed that reading aims to gain understanding, not speed, and reading ability is the ability to understand the text contained in reading. From some of the opinions above, it can be concluded that reading activities are not just the ability to sound out written symbols, but rather the ability to observe, remember and understand messages or information contained in the text they read.

This is where the importance of the teacher's role as a facilitator so that students can learn to read comprehension with various strategies, methods and learning resources to the fullest as expressed by Yamin (2007: 10). He also explained that the teacher is the center of learning so that students are expected to be more effective in finding and solving learning problems. Teachers must also be able to help students' difficulties in understanding and solving problems. The ability that teachers must have is the ability to design learning that is interesting and can arouse students' interest in learning (Simbolon, 2014). In teaching at school, a professional teacher must have the ability to follow and apply diverse and interesting learning models in accordance with the teacher's planned activity methods, so that the learning process can run well to improve student learning outcomes. (Purba, 2020). Teachers are also required to be able to create a conducive atmosphere where a pleasant atmosphere during learning so that it stimulates students' brains to remember information for a longer time and easily dig up the information again when needed (Darmansyah, 2019).

Reading learning in schools is emphasized on understanding to get impressions and messages or ideas so that students can recognize and understand word by word, groups of words/phrases, clauses, and sentences and texts as a whole (Harianto, 2020). The more children

understand the meaning of the reading they read, the more skills they get (Rikmasari, 2018). Therefore, reading comprehension learning needs to be taught appropriately in elementary schools by using various media, methods and learning models.

In learning to read, teachers must be able to make the right plans and decisions in organizing and preparing reading lessons. When planning to read lessons, especially reading comprehension, one of the steps that must be determined by a teacher is determining the learning objectives that will be designed. In this case the teacher must convince himself that whatever type and activity of reading learning he will carry out must have a general goal to form the possibility for students to be able to enjoy reading activities, be able to read with a flexible style and speed and be able to obtain an adequate understanding of reading content. (Abidin, 2012: 157).

Reading comprehension aims to understand the content of reading texts such as being able to examine and compare the character of each character in a fictional text, convey the results of identification of what characters want to fight for or fight against in a fictional story and present the ways that fictional story characters fight for or fight against the things they want. One approach that can be applied to improve reading comprehension skills is to apply the Project Based Learning model.

The Project Based Learning model is a student-centered learning model and provides meaningful learning experiences for students (Rati, 2017). Agreeing with Rati, Surya also revealed that the Project Based Learning model is an innovative learning that is student-centered and places the teacher as a motivator and facilitator, and students are given the opportunity to work independently in building their knowledge (Surya, 2018). This model directs students to learning in the form of real tasks such as project work, group work, and in-depth to gain meaningful learning experiences as a means of introducing the latest techniques in practical teaching of reading and writing learning, making it easier for students to understand the contents of reading texts that have been read.

The application of the Project Based Learning model is an effort to overcome the difficulties experienced by fourth grade students of SDIT Khairul Ikhwan, Paseh District, Bandung Regency, in achieving reading comprehension competence rationally. This model has a new mindset in overcoming the problems that occur when learning takes place in the classroom. The weak level of students' reading comprehension ability to understand the content of the text is an obstacle whose impact is unsatisfactory grades. Likewise, if the learning model applied by the teacher is not appropriate, this will make students' learning outcomes even

worse, far below the limit of completeness. This practical reality in the field is very interesting, and as a teacher, the author is moved to conduct research by piloting the Project Based Learning model to improve students' reading comprehension skills at SDIT Khairul Ikhwan.

## METHOD

This research was conducted at SDIT Khairul Ikhwan in the even semester of the 2023/2024 academic year. The population in this study were students in grades I - VI at SDIT Khairul Ikhwan which consisted of 6 classes. While the research sample was one class with 19 students from the entire population selected by purposive random sampling, which is a sampling technique with certain considerations. The consideration in question is that the class used as the research sample can represent the population considering that the class used is a class that is considered to have a moderate level of reading comprehension ability.

This research uses the experimental method. Experimental research is defined as a quantitative research approach that can test causal relationships. According to (Fitria, 2017) the function of the quantitative approach is to see the increase in the achievement of student learning outcomes presented in the form of numbers, percentages or averages. The experimental method is a research method used to seek the effect of certain treatments on others under controlled conditions (Sugiyono, 2017). In this study, the type used is quasi experimental research, which is experimental research conducted in only one group called the experimental group without a comparison group or control group (Arikunto, 2018).

The research design used is one group pretest – posttest design, which is experimental research carried out on only one group that is randomly selected and does not test the stability and clarity of the group's condition before being given treatment. the research design of one group pretest and posttest design is measured by using a pretest conducted before treatment and a post test conducted after treatment for each learning series. thus, the treatment results can be known more accurately. to eliminate bias from the research results, the pretest and posttest will be conducted in each learning series.

The data collection techniques in this study used tests and non-tests. (Arikunto, 2018) states that a test is a set of questions or other means used to measure the ability, knowledge, intelligence of individuals or groups. In this study, researchers conducted 2 treatments and two test, namely the pretest and posttest which were carried out at the beginning and end of the study to measure students' reading comprehension skills. The instrument used in this research

is a written test in the form of a description question with a total of 5 items. While non-test techniques are carried out through observation and used to support research data.

While the data analysis techniques used are analysis of learning test results (reading comprehension ability), normality test, and hypothesis testing. Before hypothesis testing is carried out, data normality testing will first be carried out to determine whether the data is normally distributed or not. The normality analysis used in this study is the Kolmogorov Smirnova test. Normality test calculations were carried out using SPSS 27. Normality test criteria using a significance level of 5% or 0.05, namely:

- a. If the test significance value is  $\geq 0.05$  then the data is normally distributed.
- b. If the test significance value is  $< 0.05$  then the data is not normally distributed.

Hypothesis testing is used to test the significance difference in students' reading comprehension ability between the Project Based Learning model and the conventional learning model. After collecting data on student learning outcomes both pretest and posttest, researchers perform paired sample test steps, to determine whether the data is normally distributed or not.

## RESULT AND DISCUSSION

### Result

Data processing was carried out after the experimental group was given conventional learning treatment and the Project Based Learning model, as many as two meetings with different teaching materials with 1 pretest and 1 posttest. The paired sample test results can be seen in table 1.

**Table 1.** Pretest and Posttest Test Results Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre_Test	.275	19	.001	.865	19	.012
Post_Test	.525	19	.000	.362	19	.000

a. Lilliefors Significance Correction

Based on the output table in the Shapiro-wilk section for the pretest value of 0.012 and posttest 0.000. The *pretest* value is greater than 0.05, but the posttest value shows less than

0.05. So, it can be concluded that one of these values, namely the posttest is not normally distributed, thus the requirements for the paired t-test test are not met. Instead, researchers conducted the Wilcoxon test on SPSS. The following Wilcoxon test results on SPSS are shown in tables 2 and 3:

**Table 2.** Pretest and Posttest results using the Wilcoxon test Ranks

		N	Mean Rank	Sum of Ranks
Post_Test	- Negative	0 <sup>a</sup>	.00	.00
Pre_Test	Ranks			
	Positive Ranks	14 <sup>b</sup>	7.50	105.00
	Ties	5 <sup>c</sup>		
	Total	19		

a. Post\_Test < Pre\_Test

b. Post\_Test > Pre\_Test

c. Post\_Test = Pre\_Test

**Table 3.** PreTest and Post-Test results using the Wilcoxon Test Statistics

Z	-3.376 <sup>b</sup>
Asymp. Sig. (2-tailed)	.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Interpretation of Wilcoxon test output on SPSS can be divided into two parts, namely by looking at the rank output and test statistics results. In the rank output, the Negative Ranks value or the difference (negative) between the Indonesian language learning outcomes for the pretest and posttest. From the output, it appears that both the N value, Mean Rank, and Sum of rank are 0. That is, there is no decrease (reduction) from the Pretest value to the Posttest value. In other words, none of the students who have followed the Project Based Learning method got lower scores than before following the Project Based Learning method.

Positive Ranks value or the difference (positive) between learning outcomes for Pretest and Posttest. From the output above, there are 14 positive data (N), meaning that there are 14 students who have improved their learning outcomes after following the project-based learning method. Mean Rank or the average increase is 7.50, while Sum of Rank or the number of positive ranks is 105. Ties = 5, meaning there are equal values between the Pretest and Posttest.

Furthermore, by looking at the *test statistics* results in the output above, the significance value or Asymp. Sig. (2-tailed) or p-value of 0.001 which is smaller than the 5 percent significance level (*p-value* <0.05), then the decision taken is to reject H<sub>0</sub>. That is, there is an effect of using the Project Based Learning method on reading comprehension learning outcomes in grade 4 students at SDIT Khairul Ikhwan.

## Discussion

This study aims to identify significant differences in students' reading comprehension between those who use project-based learning model and those who use traditional learning. Based on the results of the research that has been conducted, it shows that there is a better effect on reading comprehension skills in grade IV students of SDIT Khairul Ikhwan. There were 14 out of a total of 19 students who experienced an increase in learning outcomes after following the project-based learning method.

These results are in line with research conducted by Sari and Angreni (2018) in their journal entitled "*Penerapan Model Pembelajaran Project Based Learning (Pjbl) Upaya Peningkatan Kreativitas Mahasiswa*" that the project based learning model is able to increase student creativity in producing processed organic and an organic waste craft products with high scores, reaching a value of 92. Other research that provides similar results has also been conducted by Nurhadiyati, Rusdinal and Yanti Fitria (2021) with a journal entitled "*Pengaruh Model Project Based Learning (PJBL) terhadap Hasil Belajar Siswa di Sekolah Dasar*". In this study, Nurhadiyati, et al. found that project-based learning can provide student experience in organizing projects, allocating time, and managing resources such as equipment and materials to complete tasks. In other words, students get a better influence after getting learning using the project-based learning model so that learning outcomes increase.

Other research results that show the effect of project-based learning models can improve reading comprehension skills are the results of research from Ekawati, Dantes, and Marhaeni (2019). Based on the findings of Ekawati, et al, the application of the 4C-based project-based learning model is much more effective and useful when compared to conventional learning

models. The study also explained that not only children's reading comprehension ability increased, but learning independence also increased.

Based on these studies, learning using the project-based learning model can have a better effect. Not only in just reading comprehension but can improve other abilities such as independence, creativity and grades at school.

## CONCLUSION

The project-based learning model can have an influence on student learning outcomes. Based on the available data, with a significance level of 0.05, there is enough evidence to state that there is an effect of using the project-based learning method on the learning outcomes of reading comprehension of grade 4 students at SDIT Khairul Ikhwan. When juxtaposed with the results of similar studies that make the project-based learning model as a learning model, it will be found that the results of students who increase their independence and creativity at school. Based on other studies, the application of project-based learning model can be used in all subjects and at all levels of education.

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