

# E-History Media Development of Widuri Beach Efforts to Improve New Vocabulary Writing Skills Through the Project Based Learning (PjBL) Model in High Class Students

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## ABSTRACT

This research aims to develop electronic-based learning media, "E-History of Widuri Beach," which functions as a tool to improve new vocabulary writing skills in elementary school students through the application of the Project-Based Learning (PjBL) model. The method used in this research is research and development (R&D) with the ADDIE (analysis, design, development, implementation, and evaluation) model. The research subjects consisted of high school elementary school students in Pemalang Regency. Research instruments include questionnaires, vocabulary writing skills tests, and observations. Data were analyzed using quantitative and qualitative descriptive analysis techniques. The results of the research show that the E-History of Widuri Beach media developed is effective in improving students' new vocabulary writing skills. Apart from that, the implementation of the PjBL model has been proven to increase students' active participation in the learning process.

**Keywords:** E-History, vocabulary writing skills, Project Based Learning (PjBL), Widuri Beach

## INTRODUCTION

Education has four universal roles in playing the civilization of a society, according to Trilling & Fadel (2009), namely: (1) empowering human resources to play an active role in contributing to society and work; (2) training and developing the talents within each person; (3) fulfilling civil responsibilities; and (4) preserving the values and traditions of each individual (Puspa et al., 2023). 21st century education demands innovation in the learning process, especially in developing students' literacy and technology skills. One of the important skills that students must have is the ability to write, which requires a long learning process (Ninawati, 2019), especially the ability to develop new vocabulary that will support students in various academic fields. This skill is very important for elementary school students, especially high school students who already have a basic literacy and need to be encouraged to learn more about the use of appropriate vocabulary in writing. Writing requires good vocabulary mastery. The amount of vocabulary is a reference for a person's language skills. The more vocabulary you master, the higher your level of language skills will be (Prihatin et al., 2022).

Indonesian acts as the main means of communication for Indonesian society. Given the important role of this language, teaching Indonesian at every level of education, especially at the elementary school (SD) level, is very important because language is the foundation for all learning. One of the most complex language skills is the ability to write. Writing skills have an important role in determining student success, both for continuing their education to college and for integrating into society. Therefore, writing skills need to be taught at every level of education. Writing involves a series of actions related to creating text, including formulating, organizing, and developing ideas in sentence form; compiling, revising, rereading, editing, and improving text (Wardani & Sanoto, 2024). The writing process includes various interrelated steps, from initial thoughts to final refinement of the text. Each stage of writing, from planning to revision, plays an important role in producing writing that is clear, structured, and effective in conveying a message.

However, based on initial observations, students' new vocabulary writing skills are still relatively low. This is caused by learning methods that are less interactive and limited to the use of textbooks as the main source of learning. Learning that only focuses on textual material tends to limit students' exploration of new vocabulary and makes them less interested in exploring further information. Therefore, learning media are needed that are interesting, interactive, and able to facilitate students to learn independently and actively, one of which is through the development of technology-based media. Learning media is a channel for learning material and concepts from teachers to students or as a means of connecting students and teachers. Learning media is expected to arouse students' thoughts, feelings, interests, and attention in the learning process (Marizal & Asri, 2022). Along with the rapid development of information and communication technology, the use of digital media in learning is

increasingly relevant. Electronic-based media can not only increase student involvement in the learning process but can also provide a richer learning experience through the presentation of interactive information. One suitable approach is the development of e-history media, namely digital learning media that present history in an interactive and innovative manner. In the local context, Widuri Beach, which is one of the tourist destinations and historical sites in Pematang Regency, can be used as interesting learning material for students. The history of Widuri Beach not only enriches students' knowledge of local culture and environment but also becomes a source of exploration to introduce new vocabulary through relevant learning experiences.

Impressive learning is learning that not only conveys material informatively but also encourages students to actively participate in the learning process through relevant and contextual activities. Students are empowered to work on real projects that integrate language concepts, such as vocabulary and text comprehension, into their daily lives. With this approach, students not only learn theory but also apply it in meaningful projects so that their understanding becomes deeper and more significant. However, creating effective project-based learning requires careful planning so that it remains relevant to students' needs and interests and is able to facilitate the achievement of learning goals. To achieve this goal, the project-based learning (PjBL) learning model is an effective method. The PjBL model is a student-centered learning model and provides meaningful learning experiences for students (Bayu Pambudi et al., 2019). The project-based learning model involves students' activeness in solving the problems they face by focusing on processes that take place over a relatively long period of time. This learning is centered on problem solving and combines various knowledge concepts, cross-disciplines, or direct learning in the field (Zulhijrah et al., 2024).

PjBL allows students to be directly involved in real learning projects, where they collaborate to produce research-based work and independent exploration. This model also encourages students' active involvement in the learning process, improves critical thinking skills, and allows them to directly apply the knowledge they have learned. In this context, the development of the E-History of Widuri Beach media, integrated with the PjBL model, is expected to be able to improve new vocabulary writing skills in high school students. This research aims to develop E-History media that discusses the history of Widuri Beach as an aid in learning and to improve new vocabulary writing skills in high school students. Apart from that, this research also examines the effectiveness of implementing the PjBL model in technology-based history learning to achieve better learning outcomes. It is hoped that the results of this research can contribute to innovation in history and literacy learning in elementary schools and can be a reference for teachers in developing creative and relevant learning media to students' needs in the digital era.

## **MATERIALS & METHODS**

This research uses a research and development approach (research and development, or R&D). Research and development (R&D) is a process or set of steps to develop a new product or improve an existing one. Development research is a type of research that can be a link or breaker of the gap between basic research and applied research (Okpatrioka, 2023). This research process follows the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model, which is a systematic model in developing learning media. The stages of this research method are explained as follows: 1) Analysis Stage: At this stage, a needs analysis is carried out to determine students' problems and needs related to learning vocabulary and local history. 2) Design Stage: After the needs have been

identified, the next stage is designing the e-history of Widuri Beach media. Media design includes selecting the technology platform to be used (for example, web-based applications or interactive multimedia) as well as designing the historical content of Widuri Beach. 3) Development Stage: At this stage, E-History media is developed in accordance with the planned design. Media development involves experts in the field of local history, educational technology experts, and teachers to ensure that the media suits students' needs and can be used effectively in the learning process. 4) Implementation Stage: The media that has been developed is then implemented in the learning process for high-level students in one of the elementary schools in Pemalang Regency. 5) Evaluation Stage: Evaluation was carried out to measure the effectiveness of the media developed and the implementation of the PjBL model in improving students' new vocabulary writing skills. The research instruments used in this research were a questionnaire, a new vocabulary writing skills test, observation, and interviews. Data obtained from questionnaires, tests, and observations were analyzed descriptively, quantitatively, and qualitatively. Quantitative analysis is used to see changes in students' new vocabulary writing skills through calculating averages and percentage increases, while qualitative analysis is used to explore students' and teachers' responses and experiences with the implementation of the PjBL media and model.

## **RESULT AND DISCUSSION**

This research aims to develop electronic-based learning media, E-History of Widuri Beach, as a means of improving new vocabulary writing skills for high school students through the application of the Project-Based Learning (PjBL) learning model. The results of this research show that the development of E-History media integrated with PjBL has a positive impact on students' new vocabulary writing skills.

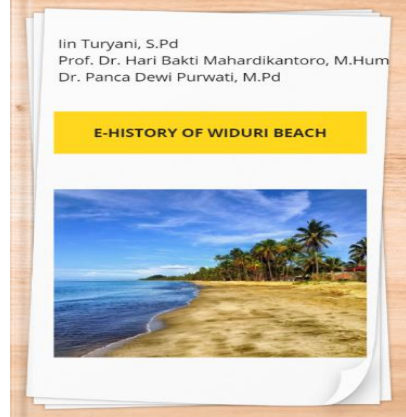

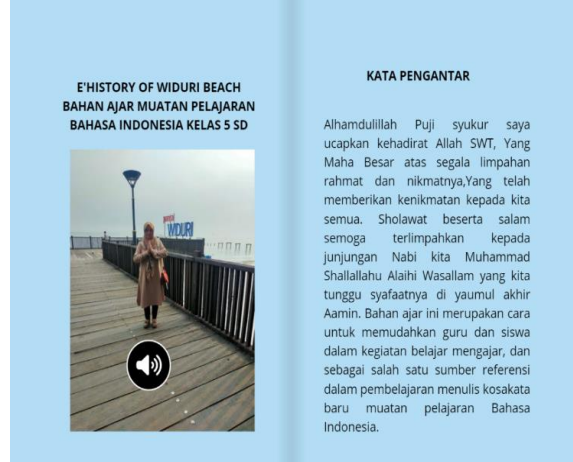
The following is a discussion of the results obtained, seen from various aspects.

### E-History Media Development of Widuri Beach

The electronic-based learning media developed in this research aims to present the history of Widuri Beach interactively

through the use of digital technology. By utilizing technology, students can access historical information independently and more interestingly compared to conventional learning methods that use textbooks. The learning media developed can be seen in Table 1 below.

**Table 1: E-History of Widuri Beach Media Development**

Number	Picture	Description
1		Initial Look at the E-History of Widuri Beach
2		Description of Widuri Beach in the E-History of Widuri Beach
3		Foreword to the E-History of Widuri Beach

4	<p style="text-align: center;"><b>Petunjuk Penggunaan</b></p> <p>Bagi Guru Petunjuk penggunaan media pembelajaran ini penjelasan tentang sejarah pantai Widuri ( Asal Usul Pantai Widuri Pemalang ), sehingga harapannya dapat mempermudah guru dan siswa untuk menggunakan media pembelajaran ini.</p> <ol style="list-style-type: none"> <li>1. Bapak / ibu guru terlebih dahulu sebaiknya membaca modul yang tersedia.</li> <li>2. Bapak/ibu membimbing melatih peserta didik secara mandiri untuk mempelajari modul ini yang menceritakan asal usul pantai widuri.</li> <li>3. Bapak / ibu guru mempersilahkan peserta didik untuk membaca sejarah asal usul pantai widuri.</li> </ol>	<p>Instructions for Use on E-History of Widuri Beach</p>
5	<p>Materi : <b>Asal Usul Pantai Widuri Pemalang</b></p> <p>"Widuri.....Elok bagai rembulan.... Widuri...Elok bagai lukisan....." Itulah penggalan syair lagu Widuri yang sangat populer di kalangan Pemuda era tahun 1990-an.Meskipun penamaan widuri dalam lagu tersebut diyakini ditujukan untuk objek wisata daerah lain namun khusus untuk sebagian masyarakat Pemalang pada saat itu. Alam bawah sadarnya langsung menghubungkan dengan pantai Widuri. Pesona Pantai Widuri Pemalang yang memang Elok terletak di pesisir Utara Pemalang. Hingga berjarak kurang lebih 1 km Dari pendopo pusat pemerintahan Kabupaten Pemalang. Dan sekarang oleh Dinas Pariwisata. Kabupaten Pemalang telah dipoles dan dijadikan salah satu andalan wisata yang selalu ramai didatangi para pelajar dan masyarakat umum terutama pada hari-hari libur.</p>	<p>Learning Materials on E-History of Widuri Beach</p> <p>Pada sekitar tahun 1.600-an Wilayah Pemalang merupakan salah satu daerah kadipaten yang dipimpin oleh seorang Adipati. Kadipaten Pemalang termasuk bagian dari Kesultanan Mataram. Sebagian besar wilayah Pemalang pada waktu itu masih berupa hamparan hutan-hutan dan rawa-rawa yang belum berpenghuni. Alkisah. Pada waktu itu di pesisir Utara Pemalang bagian barat hiduplah sepasang suami istri sederhana bernama Ki padaringan Nyi Widuri. Untuk mencukupi kebutuhan sehari-harinya dengan cara mengolah lahan di sekitar tempat tinggalnya. Di samping menanam padi dan bercocok tanam di ladang yang baru dibukanya pasangan suami istri ini juga memelihara binatang-binatang ternak seperti kambing, ayam, bebek dan mentok.</p>

The table above shows that the use of digital media has been proven to increase student involvement in history learning. From the results of observations during implementation, students were more motivated and interested in learning local history, which in this case focused on Widuri Beach, because the media combined relevant text, images, and videos. Students' interaction with E-History media in the form of digital books not only facilitates understanding of history but also provides opportunities for them to enrich their vocabulary through the texts presented. Based on the problems found by researchers in the field, it is necessary to develop learning media to overcome the problems found. Digital books are a solution compared to other learning media because interactive learning multimedia can be controlled by the user, stimulates users to learn, and can present material in a more interesting way (Yudiandari, 2018).

This finding is consistent with literature, which states that the use of technology in learning can stimulate student interest and provide a more enjoyable and interactive learning experience. In this context, the E-History of Widuri Beach Media has succeeded in fulfilling the aim of developing technology-based learning media that suits students' needs in the digital era.

### **Feasibility of E-History Media in Widuri Beach**

The product feasibility test in the form of E-History of Widuri Beach Media uses instruments that have been validated by experts and small-scale tests. The feasibility test aims to determine the feasibility and implementation of products given by media experts, language experts, and material experts and small-scale tests given to high-class students. The results of material validation on learning media by material

experts show a total score of 34 with a score range of 1 to 4, or if presented, the value is 85%, while the validation results by media experts produce a score of 94.6%. With a high score, the media is considered ready for use.

### **Effectiveness of E-History of Widuri Beach Media through the Project-Based Learning (PjBL) Model**

The effectiveness test used to test the effectiveness of the E-History of Widuri Beach Media through the Project Based Learning (PjBL) learning model is using the paired sample t test. This t test aims to determine the increase in student learning outcomes after being given the E-History of Widuri Beach media through the Project-

Based Learning (PjBL) learning model. The effectiveness of the E-History of Widuri Beach media through the Project-Based Learning (PjBL) learning model can be seen through the cognitive learning outcomes of students. The effectiveness of E-History media was carried out on high-class students by giving multiple-choice tests. The researcher's first step was to give pretest questions to students without using E-History media. Then the learning process was carried out using E-History media with the Project-Based Learning (PjBL) learning model for students, and posttest questions were given. The results of students' pretest and posttest data can be seen in the table below.

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	total_pretest - total_posttest	-22.467	3.159	.577	-23.646	-21.287	-38.949	29	<b>.000</b>

The paired samples t test is used to compare the average pretest and posttest results from the same group, so that it can determine whether there are significant changes in new vocabulary writing skills after using E-History media with the Project Based Learning (PjBL) learning model. The Paired T Test value in the table above is 0.000 or a significance value <0.05. This means that there is a significant difference between the pretest and posttest data.

Through project learning, students can freely cross disciplines to solve problems by giving students the freedom to explore themselves. In this way, students are motivated to explore when they are learning, which frees them up without many rigid rules (Damayanti, 2023). The use of the PjBL model in learning using E-History media has been proven to have a significant impact on students' new vocabulary writing skills. Through PjBL, students are not only passive recipients of information but are

also actively involved in learning projects designed to apply the knowledge they gain from the media. In this project, students are asked to write reports or stories based on their exploration of the history of Widuri Beach so that they are involved in a creative and meaningful writing process. The implementation of PjBL allows students to work collaboratively in groups, where they share knowledge and experiences. This improves communication and critical thinking skills, as they have to discuss, analyze, and organize their ideas together. Classroom observations show that students who use PjBL are more enthusiastic about learning and more motivated to complete their assignments compared to students who study using traditional methods. The PjBL model also provides space for students to learn contextually, where they can connect learning with the real world, in this case history and their local environment, namely Widuri Beach. The projects they work on

provide opportunities to expand new vocabulary, as they are exposed to new terms related to local history and culture.

### **Student and Teacher Responses to Media and PjBL**

The results of questionnaires and interviews show that both students and teachers gave positive responses to the use of E-History media and the application of the PjBL model in learning. Students feel more interested in learning using digital media compared to conventional methods, and they enjoy the process of working in groups to complete a given project. Teachers also stated that the PjBL model and E-History media provide variety in teaching methods, which helps increase student engagement and enrich the learning process in the classroom. Although the results were generally positive, there were several challenges faced during implementation. One of them is the limited technological infrastructure in schools, such as unequal access to computer devices or the internet. Apart from that, the PjBL model requires a longer time for project implementation, so teachers must be more careful in planning learning time so that the project can be completed on time.

### **CONCLUSION**

Based on the research results, it can be concluded that the E-History of Widuri Beach media that was developed makes a positive contribution to learning local history by presenting information in an interactive and interesting manner. The application of E-History media with the Project-Based Learning (PjBL) learning model has proven to be effective in improving students' new vocabulary writing skills. Through PjBL, students are actively involved in the learning process, work collaboratively, and produce real projects that enrich their learning experience. Thus, the E-History of Widuri Beach media, which is integrated with the PjBL model, can be used as an innovative alternative in

learning history and developing literacy skills, especially in writing new vocabulary.

### **Declaration by Authors**

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