THE INFLUENCE OF *THE SOCIODRAMA-BASED PROJECT BASED* LEARNING MODEL ON JAVANESE LANGUAGE LEARNING IN GRADE V STUDENTS OF SD NEGERI SAMBIREJO SURAKARTA FOR THE 2022/2023 ACADEMIC YEAR

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ABSTRACT

This study used a quantitative approach with a pre-experimental design method and applied a one group pretest-posttest research design. The subjects of the study consisted of 28 students of grade V. Data analysis techniques were carried out by normality test using the *Kolmogorov-Smirnov one-sample* formula and the statistical test *Paired Sample t-test*. Based on data analysis on the effect of using sociodrama-based Project Based Learning on Javanese language learning, from the average pretest results of 54.46, after being given sociodrama-based Project Based Learning treatment, the posttest results   were obtained on average of 78.04. Based on the paired sample t-test table, the t_hitung value is 30.797, this t_hitung value can be compared with t_tabel with dk = (N-1) so (28-1) = 27 in a 5% significance level of 2.056. Which means H_0 rejected and H_a accepted. So the hypothesis states that "the influence of the use of *sociodrama-based Project Based Learning* on Javanese language learning in grade V of SD Negeri Sambirejo Surakarta for the 2022/2023 academic year" can be stated to be true.

Keywords : *Project Based Learning, Socio Drama, Javanese Language*

ABSTRACT

This research is a quantitative research with the method used is the pre-experimental design method and using the one group pretest-posttest research design. The subjects in this study were students of class V, totaling 28 students. The data analysis technique used is the normality test with the one-sample Kolmogorov-Smirnov formula, Paired Sample t-tets. Based on data analysis on the effect of using sociodrama-based Project Based Learning on Javanese language learning, the average pretest result was 54.46, after being given the sociodrama-based Project Based Learning treatment the posttest results obtained an average of 78.04. Based on the paired sample t-test table, the t_count value is 30.797, this t_count value can be compared with t_table with dk = (N-1) so (28-1) = 27 at a 5% significance level, namely 2.056. Which means H_0 is rejected and H_a is accepted. So the hypothesis states that "there is an effect of using sociodrama-based Project Based Learning on Javanese language learning in class V SD Negeri Sambirejo Surakarta Academic Year 2022/2023" can be stated as true.

Keywords:

Project Based Learning, Socio Drama, Javanese

INTRODUCTION

Education is an effort that is held deliberately and planned to create a learning environment and a pleasant learning process, so that students can actively participate, develop their potential, have spiritual and religious strength, and develop self-control, personality, intelligence, good ethics, and skills needed in the community, state and nation (Law No. 20 of 2003).

Human Resources (HR) play an important role in determining the quality of a nation. The extent to which education contributes to the development of an intelligent, peaceful, open, and democratic society determines the quality of such human resources. Therefore, components of the national education system must always be developed in accordance with local, national, and global needs and developments. The curriculum is an important part of the education system. The curriculum is in accordance with a set of plans and regulations concerning the objectives, content, and teaching materials of the national education system, as well as the methods used as guidelines for the implementation of learning to achieve certain educational objectives listed in Law No. 20 of 2003. (Lestari, 2018). Education in Indonesia can continue to use the national curriculum or can be called Kurtilas (Curriculum 2013).

Learning in the 2013 curriculum plays a role in determining the quality of education, especially for students, in accordance with 21st century learning methods. The 2013 curriculum uses thematic-integrative methods in primary education, combining all topics in one theme. However, some subjects such as Religious Education, Local Content, PJOK, and Mathematics for the upper grades are still taught independently. One of the topics that helped learners achieve the 2013 curricular goals was local content. This is regulated in Article 37 of Law Number 20 of 2003 concerning the National Education System, which states that local content is defined as academic activities tailored to the uniqueness and potential of each region. Javanese language learning aims to foster Javanese language knowledge, attitudes, and skills. The scope of Javanese language learning also includes components of language skills and literary abilities which include aspects of listening, speaking, reading, and writing. (Nadhiroh, 2021) (Sumarlam 2011: 45)

But in fact, in the 21st century Javanese culture is almost extinct, due to the emergence of many western cultures or K-Pop culture in Indonesia. Western culture is increasingly penetrating society due to advances in communication technology, especially through television shows that feature many metropolitan and global cultures. This raises concerns that the culture that was respected and inherited from previous generations will disappear with the times. In this era, many Javanese people no longer pay attention to the culture of their ancestral heritage. As a result, many young people distance themselves from Javanese culture. (Arfianingrum, 2020) As a result, the existence of Javanese culture is increasingly threatened and further away from young people as the next generation of the nation. Therefore, it is necessary to improve character education, one of which aims to strengthen the character of students through harmonization of taste processing (aesthetics), as well as through heart values (ethics), understanding of the mind (literacy), and physical activity (kinesthetic) (Ministry of Education and Culture, 2017). Harmonization of taste processing refers to individuals who have moral integrity, appreciation for art and culture.(Supeni et al., 2023)

The second problem factor from the side of teachers or teachers is that Javanese language learning in class V also more often uses krama ngoko as the language of instruction. In addition, the methods used by teachers in learning are less interesting, teachers only use conventional learning, teachers use lecture methods only and students only listen, thus making students bored. Students are not actively involved, because in this learning the teacher only conveys information and knowledge only orally, while the success of students in the teaching and learning process is influenced by the teacher's ability to use strategies, methods in learning. Therefore, in providing Javanese learning material in mastering English manners, teachers must be smart in sorting and choosing the method to be used and must be in accordance with the material to be delivered. Delivery of material that will be used Project *Based Learning* model based on sociodrama.

This study was conducted to investigate whether or not the *presence of sociodrama-based Project Based Learning* has an influence on Javanese language learning of English krama material in students of SD Negeri Sambirejo Surakarta for the 2022/2023 school year in terms of learning outcomes. In addition, you can find out the advantages and obstacles in using *Project Based Learning* based on Javanese language material.

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The learning model is a way to realize plans that have been made into concrete and useful actions to achieve learning objectives.

Project Based Learning (PjBL) model, students are faced with a problem or given a project related to the material. They are then asked to solve or create something based on those questions and problems.(Muhammad Rafik et al., 2022)

Sociodrama is one of the activities of learners that can help improve their speaking skills, be able to interact or communicate with people around them, seek experience, expand their knowledge, and develop their language through sociodrama. (Fitri &; Pransiska, 2020)

METHOD

In this study, data information collection using methods are tests, documentation, and observation. The test is a systematic measuring instrument used to obtain answers that can be represented by numbers (Suharman, 2018). According to quantitative research is a research method that focuses on collecting, analyzing, and presenting numerical data, such as collecting data through numbers, interpreting the data obtained and displaying the results in the form of numbers. Arikunto (2013),The research strategy used in this study is *a pre-experimental design* that examines the "Effect of *Project Based Learning Model Based* on Sociodrama on Javanese Language Learning in Class V Students of SD Negeri Sambirejo Surakarta". The research design used was "One-Group Pretest-Posttest design". This design is done by comparing the pre-test results with the posttest results. In this study, researchers analyzed information quantitatively. Data analysis methods include prerequisite analysis tests using normality tests, Based on the results in this study, researchers use the *Kolmogorov-Smirnov One-Sample* formula using SPSS 25 encouragement. Test the hypothesis in this study using a test with a *one-group pretest-posttest design.*

RESULTS AND DISCUSSION

Researchers conducted a study at SD Negeri Sambirejo Surakarta with a population and sample of 28 grade V students in the 2022/2023 academic year. Data is collected through data in the form of observations, interviews, documentation and tests. Observation is used to observe how the situation of students in the process of learning activities takes place. The tests used are in the form of pretest and posttest which have previously been tested (try out) to students in grade V SD Negeri Ngoresan Surakarta for the 2022/2023 academic year. Researchers also made 20 multiple-choice questions as pretest and posttest.

Description of data on student learning outcomes in Javanese language learning before treatment with a sociodrama-based project-based learning model
The results of the analysis after a *pretest* was carried out for grade V students of SD Negeri Sambirejo Surakarta for the 2022/2023 Academic Year as a sample to determine learning outcomes in Javanese language learning before using the *Sociodrama-Based Project Based Learning Model* with the following values, the highest value of 88 and the lowest value of 40, with a mean = 64.75; median = 65.28; mode = 66.92; and standard deviation = 13.055. These results, can be shown With the frequency distribution table as follows:

Table 1. Frequency distribution of *pretest* learning outcomes of students before being given treatment using a sociodrama-based p*roject based learning* model.

PRE TEST SCORES						
Interval	**X**	**X²**	**F**	**CFb**	**FX**	**(FX)²**
30-37	33,5	1122,25	2	2	67	4489
38-45	41,5	1722,25	7	9	290,5	84390,25
46-53	49,5	2450,25	4	13	198	39204
54-61	57,5	3306,25	7	20	402,5	162006,3
62-69	65,5	4290,25	3	23	196,5	38612,25
70-77	73,5	5402,25	5	28	367,5	135056,3
SUM			28		1522	463758

Based on Table 1. It can be concluded that the value interval 30-37 has a frequency or frequency of 2 students, 38-45 has a frequency or frequency of 7 students, 46-53 as many as 4 students, 54-61 as many as 7 students, 62-69 as many as 3 students, 70-77 as many as 5 students. The data that have been described in table 4, are used to help calculate the mean, mode, maximum value, minimum value, and standard deviation. From the research activities that have been carried out, the results of the analysis *before treatment* with the use of the *Sociodrama-Based Project Based Learning Model* obtained the highest score of 77 and the lowest value was 77. The results of the data analysis obtained *mean* = 54.46, *median* = 55, *mode* = 46, and standard deviation 12.05.
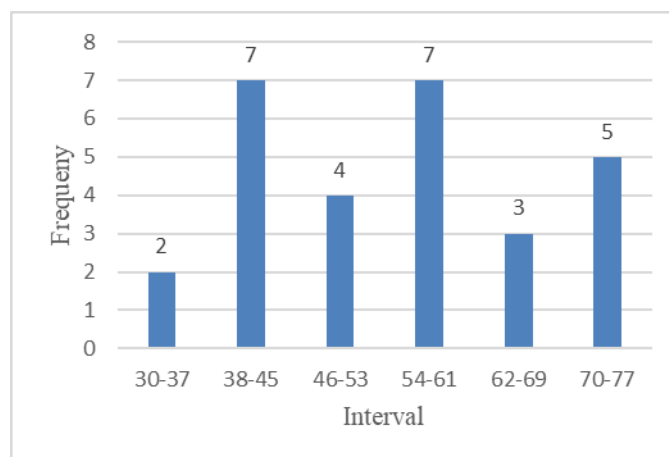

Figure 1. *Pre-test* Learning Outcome Value Frequency Graph

Based on figure 1. It can be concluded that the learning outcomes of class V students before getting *treatment* in students who have completeness creteria as many as 5 students from a total of 28 students. However, there are some students whose value is similar to KKM. With the graph above, it can be concluded that the learning outcomes of grade V students are still low or not optimal. The purpose of the graphic above is to teach students in Javanese language skills before being given t*reatment* using a sociodrama-based *Project Based Learning* model.

Figure 2. Photos of Students Working on *Pretest* Questions

Description of Treatment Using Project Based *Learning* Model Based on Sociodrama
Phase 1: Determining the Fundamental Questions
1. What do you know about the legend?
2. What are examples of legends in Indonesia?
3. Students express opinions on problems that are questions from the teacher.

Phase 2: Designing project planning
4. Students are divided into 2 groups.
5. Learners do text literacy of the legend story about "DUMADINE GUWA KREO"
6. Students study language in the story "DUMADINE GUWA KREO"
7. Students script the dialogue of the legendary story "DUMADINE GUWA KREO"
8. Participants determine the project to be worked on

Phase 3: Develop a Schedule
9. Learners compile a project completion schedule by paying attention to predetermined deadlines.

10. Students discuss determining the steps of project work in various ways of choice, including the preparation of tools and materials and work steps (***Critical thinking, collaboration, class work and Javanese responsibility***)

Phase 4: Carry out project monitoring
11. Learners conduct projects, record each stage, discuss problems that arise during project completion.
12. The teacher monitors the work steps of students, by asking about the progress of projects that have been running and the difficulties faced by students in the process of working on the project.
13. The teacher observes the cooperation of students in working on the project.

Phase 5: Test the results
14. Learners test the feasibility of the results of project activities.
15. Learners discuss with their group about the work produced in the project.

Phase 6: Presentation of results
16. Students display the results of project work
17. Students witness dramatic performances resulting from other groups' project work
18. Students make reports from the results of project work
19. 19.The teacher gives LKPD to each group.

Figure 3. Photo of Project Based *Learning* Process Based on sociodrama

Description of data on student learning outcomes in Javanese language learning after treatment with a sociodrama-based project-based learning model

From the research activities that have been carried out, the results of the analysis after *treatment* are

presented in the following table:

Table 2. Frequency Distribution of *Posttest* Learning Outcomes of Students After Treatment Using *Project Based Learning* Model Based on Sociodrama.

Interval	X	X²	F	CFb	FX	(FX)²
POST TEST VALUE						
60-65	62,5	3906,25	3	3	187,5	35156,25
66-71	68,5	4692,25	5	8	342,5	117306,3
72-77	74,5	5550,25	6	14	447	199809
78-83	161	25921	5	19	805	648025
84-89	86,5	7482,25	5	24	432,5	187056,3
90-95	92,5	8556,25	4	28	370	136900
SUM			28		2584,5	1324253

From table 2. It can be concluded that the 60-65 interval class has a frequency or value that often appears, namely as many as 3 students, 66-71 as many as 5 students, 72-77 as many as 6 students, 78-83 as many as 5 students, 84-89 as many as 5 students, 90-95 as many as 4 students. The results of data analysis obtained *mean* = 78.04, *median* = 77.5, *mode* = 75, and standard deviation 8.80, can be seen in table 2 below.

Here is the data in table 2. if depicted in graphic form as follows
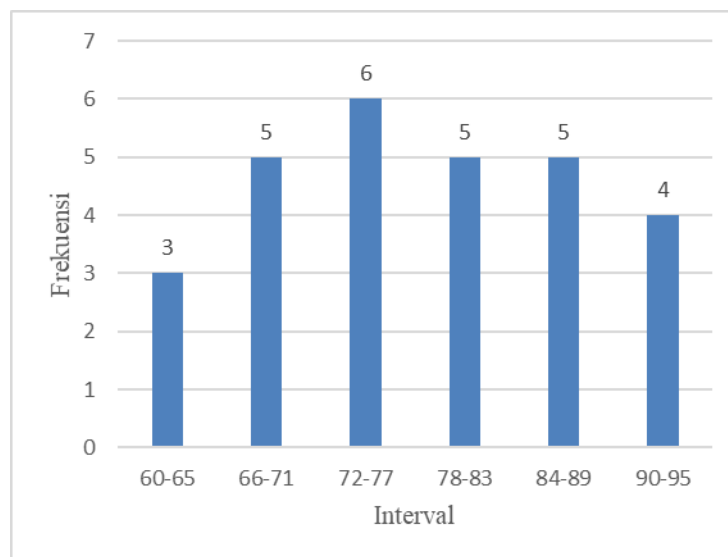

Figure 1. *Post-test* Learning Outcome Value Frequency Graph

Based on figure 4. It can be concluded that the test results of grade V students in learning Javanese language material krama inggil at SD Negeri Sambirejo Surakarta for the 2022/2023 academic year after receiving treatment students have increased compared to test results before getting *treatment* using the *Project Based Learning* modelsociodrama-based. Because judging from the graph above, students who have not scored above KKM as many as 23 students from the number of class V there are 28 students, but there are 5 students whose scores reach the predetermined KKM. With the graph above, it can be concluded that the learning outcomes of class V students have improved. The purpose of the graph above is to determine the rate of increase and decrease in the value of students after being given treatment using a sociodrama-based *Project Based Learning* model.

Figure 5. The process of students working on *the postest*

Table 3. Cognitive Learning Outcomes Normality Test

One-Sample Kolmogorov-Smirnov Test		PRETEST	POSTTEST
N		28	28
Normal Parameters[a,b]	Mean	54.4643	78.0357
	Std. Deviation	12.27307	8.95868
Most Extreme Differences	Absolute	.106	.133
	Positive	.106	.133
	Negative	-.103	-.103
Test Statistic		.106	.133
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			

Source :SPSS 25

Based on table 8 above, it can be known that the criteria for normal or non-normally distributed data at a significant level of 5% If the sig value > 0.05 then the data is normally distributed, on the other hand, if the sig value is < 0.05 then the data is not normally distributed. The results of the sig (2-tailed) value normality test with variable student learning outcomes using the *sociodrama-based Project Based Learning* model obtained significant values of 0.200 > 0.05. Thus, it can be concluded that the residual data are niormal distributed, greater than the significance level of 0.05 so that it is feasible to use.

Tabel 4. *Paired Sample t-test*

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	54.4643	28	12.27307	2.31939
	POST TEST	78.0357	28	8.95868	1.69303

Paired Samples Correlations

		N	Correlation	Itself.
Pair 1	PRE TEST & POST TEST	28	.975	.000

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRE TEST - POST TEST	-23.57143	4.04995	.76537	-25.14184	-22.00102	-30.797	27	.000

Based on the *paired sample t-test output* table, it is known that t count is valued at -30,797.
This negative T-count is because the average score of *pretest* learning outcomes is lower than the average *posttest results.*

The statistical results of the *paried sample t-test test* obtained that the mean pretest value of 54.4643 and *the mean posttest* 78.0357 had an influence, with obtaining a sig (2-tailed) value of 0.000 < 0.05, it can be concluded that Ho was rejected and Ha was accepted. The t-count of – 30,797 > 2,052, thus it can be concluded that Ho was rejected and Ha was accepted so that there is an influence of the *Project Based Learning* model on Javanese language learning in grade V students of SD Negeri Sambirejo Surakarta for the 2022/2023 academic year. With an average difference of 23.57143 with a lower value of 25.14184 and an upper of 22.00102, thus a lower of more than 0 then Ho is accepted.

KESIMPULAN

Based on the results of data analysis using *t-tests* on the influence of the socio-drama-based *Project Based Learning* model on Javanese language learning in grade V students of SD Negeri Sambirejo Surakarta in 2022/2023, the following conclusions can be drawn: the acquisition of *Kolmogorov-Smirnov statistical* results with N = 28 and a significant level of 5%, namely if 0.05 then the data is normally distributed. Pretest data obtained sig (2 tailed) 0.2 > 0.05 and postest 0.2 > 0.05 so that it was rejected so it can be concluded that H_0 *pretest and postest* are normally distributed. The pretest results of peer learning outcomes were obtained on average of 54.46. After being given *Project Based Learning* treatment based on sociodrama, the posttest results of student learning outcomes were obtained on average of 78.0357. So it shows that the *posttest* value is greater than the *pretest* value. The calculation results using SPSS 25 with the *paired sample t-test t formula*, which states that a signification value of 0.000 is obtained which means a sig value of 0.000 < 0.05 is H_0 rejected and accepted. Based on H_a *the table paired sample t-test* value of 30.797, this value t_{hitung} can be compared with (t_{hitung} n-1) then (28-1) = 27 in a significant level of 5% which is 2.052. t_{tabel}

Thus it can be concluded that > or t_{hitung} t_{tabel} 30.797 > 2.052 which means H_a received and accepted. The lower H_0 value is 25.14184 and the upper is 22.00102. The accepted criteria from the statement above can be concluded that the hypothesis states "The H_a influence of the *sociodrama-based Project Based Learning* model on Javanese language learning in grade V students of SD Negeri Sambirejo Surakarta for the 2022/2023 academic year".

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