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Project-Task Based Learning (PROTABING) Model: Validity in Indonesian Language Learning in Senior High Schools

Jasmienti[1*)], Deswalantri[2)], Leli Lismay[3)], Abdul Istiqlal[4)], Ella Jeniro Jambak[5)]
[1,2),5)]UIN Sjech M. Djamil Djambek Bukittinggi, Indonesia, [3)]Convetry University, UK,
[4)]STKIP Ahlussunnah, Bukittinggi, Indonesia
*Corresponding Author, email: jasmienti@uinbukittinggi.ac.id

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Abstract

Teacher readiness and limited resources are still major obstacles in implementing the curriculum, including in learning Indonesian. Challenges such as lack of training, irrelevant materials, and the dense content of the Kurikulum 2013 encouraged the birth of the Kurikulum Merdeka, although similar obstacles still arise in learning. To overcome the problems found, one alternative that can be done is to innovate in learning. Based on this, the purpose of this study is to explain the characteristics of the Project-Task Based Learning (PROTABING) model that is valid in learning Indonesian in Secondary Schools. This research is included in the type of development research or Research and Development (R&D). In this study, the approach used is the 4-D development model developed by Thiagarajan & Semmel (1974) which consists of four main stages, namely define, design, develop, and disseminate. The instruments used are questionnaires, namely expert validation questionnaires. The instruments used are validated before use. This study produced a PROTABING model design consisting of 5 syntaxes, namely exploration, planning, implementation, monitoring and evaluation of the process, completion and presentation. The model was validated by experts and produced a valid learning model, with a validation value of material or content of 94%, presentation of 94%, language of 93%, syntax of 89%, reaction principle of 85%, social system of 88%, support system of 97%, instructional impact and accompaniment of 98%.

Keywords: Language Learning, PjBL, TBL, Project-Task based Learning,

Introduction

The paradigm shift in education in the Society 5.0 era demands the integration of technology and innovation in the learning process to meet the needs of modern society. In response to this, the Merdeka Belajar Curriculum was designed to ease the burden of education and provide teachers with the flexibility to design learning strategies, compile teaching materials, and conduct objective assessments (Nathasia & Abadi, 2022). This curriculum also emphasizes the importance of contextual learning, in accordance with the culture and environment of students, and is oriented towards character formation and lifelong learner development (Melani & Gani, 2023). However, its implementation is not without challenges, especially in Indonesian language learning which adopts the project-based learning (PjBL) model. Obstacles such as limited implementation time, low student skills in producing work, and inequality in group participation are the main problems (Widiastini et al., 2023). In addition, the reduction in teaching hours due to the focus on projects makes it difficult for teachers to provide an in-depth understanding of learning materials and theories (Damayanti et al., 2023).

These weaknesses are further exacerbated by the less than optimal readiness of teachers and resources, including a lack of training, availability of relevant materials, and an assessment system that is in accordance with learning objectives (Mustikaningrum et al., 2020), while the Kurikulum Merdeka itself was born as a response to the rigidity of the Kurikulum 2013 content (Melani & Gani, 2023), although similar obstacles in PjBL still require innovative solutions for effective implementation.

Project-based learning (PjBL) is a model that places students at the center of the learning process through authentic project work that focuses on solving complex problems within a certain period of time (Yusri et al., 2019). In this model, students acquire knowledge and skills through a deep and structured inquiry process, with authentic tasks and questions that are systematically designed (Woods, 2014). PjBL is widely used in language learning because it is able to develop students' language skills, self-confidence, and independence, through collaborative activities in real contexts (Sirisrimangkorn, 2018). In addition to providing an equal learning experience, this approach also improves academic achievement and creates an open and interactive learning environment (Mirici & Uzel, 2019; Parker, 2020). Students' active involvement in projects allows for higher levels of knowledge construction compared to non-project models, with motivation enhanced by teacher involvement, collaboration, and intergroup competition (Hsu & Ching, 2013). In addition, PjBL provides space for students to develop various skills and practice language functions in diverse situations (Sirisrimangkorn, 2018).

Project-Based Learning (PJBL) is an approach that encourages the development of students' skills, including critical thinking skills and problem solving through the activities of asking questions, discussions, and drawing conclusions (Mahasneh & Alwan, 2018; Muzdalifah et al., 2024; Yulianti & Roza, 2023). This model integrates basic skills such as literacy and numeration with 21st century skills, such as collaboration, research, time management, and technological use, where students play an active role as the main manager of the learning process with teacher direction (Ahmad et al., 2023; Riyanti, Erwin, & Suriani, 2017). PJBL is also effective in building the 21st century essential competence, such as critical thinking, creativity, communication, and cooperation, so that it is relevant in facing global challenges (Reigeluth & Karnopp, 2013). In addition to improving high -level thinking skills, this approach also has the potential to change student attitudes towards knowledge through contextual learning experiences (Lee, 2015; Parker, 2020; Roza et al., 2024). However, PJBL has challenges in its implementation, such as complex processes and longer time requirements because students must independently find and understand information. Limited learning time often makes it difficult for the application of large-scale projects, so that task-based learning is an alternative with a focus on authentic activities that allow students to practice language skills in real situations, both inside and outside the classroom (Huang, 2016; Qing, Ni & Hong, 2020; Sholeh, 2020).

Task-based learning (TBL) is an approach similar to problem-based learning, but still has its own characteristics (Fadhillah; 2023; Muzdalifah, 2021; Qing, Ni, & Hong, 2010). This model carries a multidisciplinary integrative approach that allows students to gain broad learning experiences from various fields of science (Czerniak & Johnson, 2014). In the context of language learning, TBL is based on the principle that language is more effectively learned through the implementation of tasks that emphasize communicative functions rather than just grammatical rules (Izadpanah, 2010). The activities used in TBL are usually contextual and reflect real situations in students' lives, allowing for natural and meaningful language use (Sholeh, 2020). This process creates opportunities for authentic communication that not only occurs in the classroom, but also extends to the environment outside the classroom. In addition, TBL encourages students to experience important processes in language acquisition, such as

negotiation of meaning, providing corrective feedback, metalinguistic reflection, and automation of language use in completing certain tasks.

In TBL, students are given authentic tasks that stimulate learning motivation, while the teacher acts as a facilitator who supports students' initiative and independence in building understanding (Qing, Ni, & Hong, 2010). Language is seen as the main means to complete tasks, not just an object to be studied. This strategy allows students to actively experiment in the use of language, both orally and in writing, in order to develop their communicative competence (Sanchez, 2004). The effectiveness of TBL has been proven through a number of studies showing an increase in students' spontaneity in expressing ideas and an improvement in the quality of oral interactions (Hasan, 2014), an increase in critical thinking skills and writing quality through non-traditional writing tasks (Sinaga & Feranie, 2017), and an increase in the accuracy and complexity of writing for middle-level students (Pourdana, Karimi Behbahani, & Safdari, 2011). In fact, the use of meaningful language in the context of real tasks makes learning more relevant and applicable. However, the success of TBL depends on the full involvement of students in carrying out the task, not only on learning theoretical aspects alone (Derakhshan, 2018), and needs to be supported by adequate input, output, and interaction to support optimal language acquisition (Skehan, Xiaoyue, Qian, & Wang, 2012), in addition to paying attention to the complexity of task situations that require analysis, collaboration, and independent learning (Qing, Ni, & Hong, 2010).

Merging between Project Based Learning (PJBL) and Task Based Learning (TBL) becomes a promising approach to improve the quality of Indonesian learning, because PJBL involves students in real projects that stimulate the integration of skills such as problem solving, communication, and collaboration, while TBL emphasizes the use of authentic language through communicative tasks. The combination of these two approaches has the potential to create a dynamic and contextual learning environment, where students can connect theories with practice in everyday life. However, the integration of PJBL and TBL in one complementary learning model is still not much explicitly investigated (Rodríguez-Peñarroja, 2022; Casañ-Pitarch et al., 2024). Some previous studies tend to apply these two approaches separately or in different contexts, so they have not maximized the synergistic potential of both. For this reason, this research proposes the Project-Task Based Learning (PROTABING) model as an integrative effort that combines the power of PJBL and TBL in one full framework. Protabing is designed to improve student learning experiences through the merging of real projects and directed tasks that are relevant to the concept of learning, with the teacher acts as a facilitator in guiding the development of language skills according to the independent curriculum.

Methods

This research is a type of Research and Development (R&D) that aims to develop a protabbing learning model for Indonesian high school students. This model was developed through the 4-D stages, namely Define, Design, Develop, and Disseminate, starting from identifying needs to distributing products. This approach is expected to produce an innovative, applicable learning model that is in accordance with learning needs in schools. In this study, the research results are presented in the form of research results in the Develop Stage, especially product validity. The research instrument is in the form of a questionnaire, consisting of a model validation questionnaire by experts. Experts selected based on their expertise consisting of 8 validators. Data analysis was carried out using descriptive data analysis and categorized into five categories.

Result and Discussion

1. Define Stage

Based on the results of research at the preliminary stage, it was found that the teacher needed a flexible, contextual learning model, and was able to accommodate student interest, character strengthening, and technological integration. The model is expected to be accompanied by learning tools that are interesting, easy to understand, and encourage active participation through various projects, discussions, and assessments. Furthermore, students show that they need an Indonesian learning model that encourages active involvement through discussion, projects, and independent exploration, but some are still comfortable with the lecture method. Students have difficulty in understanding certain texts and requires trusted learning resources and guidelines for assessing information critically. They like project -based learning that gives freedom of expression with the support of digital media, despite facing the obstacles of internet access and group work that is not evenly distributed.

Analysis of the teacher's needs questionnaire shows that students have difficulty understanding poetry, especially in interpreting meaning and recognizing language styles, so that a more structured and interactive teaching approach is needed. Students like tasks that are relevant to real life and based on problem solving, because it increases motivation, critical thinking, and involvement in learning. However, they are still facing obstacles in project management, so it takes a clear guide and support from the teacher in managing time and the division of tasks. Collaborative projects that produce real products are very popular with students because they develop communication skills, cooperation, and understanding of the material more deeply. Furthermore, the results of the questionnaire analysis show that students still have difficulty understanding the meaning of implicit poetry and linking it to the social context, so a learning approach is needed that emphasizes contextual and interpretive understanding. Students need more exercises and guidelines in recognizing the elements of poetry and conveying and writing poetry effectively. Teacher feedback that builds and freedom of expression is proven to increase student motivation and involvement in literary learning. In addition, popular media integration and creative projects such as anthology or poetry performances are considered effective in developing critical thinking skills, collaboration, and artistic expressions of students.

Based on the analysis of student characteristics, SATA shows that the auditory learning style is the most dominant, followed by kinesthetic and visual, so the development of student books needs to accommodate the three learning styles through multisensoric approaches. Student books should be equipped with visual media, audio, video, and explorative activities to support the involvement of various types of learners. Utilization of technology such as interactive applications and educational games is also important to create adaptive and personal learning experiences. Overall, student books designed based on learning styles will be a learning tool that is contextual, dynamic, and responsive to individual needs. In addition, the majority of students at SMAN 3 Bukittinggi and SMAN 4 Bukittinggi have a level of learning motivation in the medium category, with only a few relatively high or low. Variations in the level of motivation between individuals show the need for adaptive and differentiative learning models. The development of supporting teaching materials needs to be designed in an interesting, contextual, and challenging manner to increase learning motivation. With the right approach, students with moderate motivation can be encouraged towards a higher level of motivation.

Analysis of the teaching module shows that the teacher is still facing time constraints in developing modules in accordance with the Permendikbud, so it tends to follow the flow of the Ministry of Education and Culture that is already available. Although teachers have the ability to compile independent teaching materials, they have not done it and still rely on student books published by the Ministry of Education and Culture which are considered complete and multimodal. Evaluation of learning in the teaching module needs to be further developed to be in accordance with the curriculum provisions, including the preparation of worksheets and

assessment rubrics. Therefore, the development of modules, teaching materials, and integrated evaluations becomes an important part of the supporting systems in the learning model to be designed.

Concept analysis shows that Indonesian language textbooks based on texts, especially poetry texts, have been compiled according to the curriculum with a systematic theoretical and practical approach. The material includes the concept of the nature, structure, and language of the text which is explained in detail, supported by contextual examples that facilitate students' understanding. However, the procedural aspects and learning strategies have not been explained explicitly, so it is necessary to develop more systematic learning stages. The language concepts in the book are also designed to train language skills and critical thinking, through gradual explanations, consistent terms, and exercises that are relevant to students' lives.

Based on various analysis results of teaching modules, teaching materials, learning evaluations, and concepts in teaching materials used by teachers, it can be concluded that a learning innovation is needed that is able to answer various limitations and existing needs. One of the solutions offered is through the development of the PROTABING (Project-Task based Learning) learning model. This model is designed to bridge the gap between theory and practice in text-based learning, while strengthening students' language skills through a contextual, integrative, and multimodal project approach. PROTABING is expected to be an adaptive support system in the development of teaching materials, learning strategies, and evaluations that are more relevant and challenging, in accordance with the demands of the curriculum and the learning needs of today's students.

2. Design Stage

This stage is the product design stage based on the results of the analysis in the preliminary stage. In addition, this product can also be developed based on the results of literature studies from various sources. Based on the product developed in the form of a learning model, this framework is developed based on the basis of learning model development by Joyce & Weil (2011) which consists of syntax, support systems, social systems, reaction principles, instructional impacts and accompanying impacts. An explanation of the development of each model component that has been adjusted to the results of the literature study and needs analysis can be seen in the following table 1.

Table 1. PROTABING Model Component Data Description

No.	Model Components	Findings
1.	Syntax	The PROTABING model syntax consists of five stages consisting of exploration, planning, implementation, monitoring and evaluation of the process, completion and presentation.
2.	Reaction Principle	Supports an active learning approach that allows students to develop language skills.
3.	Social System	Facilitator, motivator, and mentor.
4.	Support System	teacher's guide book, and student book
5.	Instructional Impact	Listening and viewing skills, speaking and presenting, reading and writing.
6.	Accompanying Impact	Learning motivation

Explanation related to learning steps using this Pratabing model is as follows.

a. Exploration Phase

The initial phase in the syntax of protabing was developed based on the task-based learning approach which emphasized the importance of student conceptual preparation before

carrying out assignments. In this phase, activities such as the introduction of topics, the selection of appropriate vocabulary, and understanding of task demands become the main focus so that students have adequate initial provisions. Techniques such as open discussions, questionnaires, and interviews are used to evaluate student readiness and interest in learning on the topics to be learned (Fredrick & Karthikeyan, 2020). In addition, the provision of background information is also an important strategy to arouse students' interests and involvement in the learning process (Somawati et al., 2018). This stage also includes identification of the potential challenges and planning of language strategies and structures that are relevant to the tasks to be carried out (Khademi et al., 2017). Thus, the initial phase of protabing not only conceptually equipped students, but also activates the ability to think critically and reflectively from the start.

b. Planning Phase

The planning phase in the syntax of the protabing model includes systematic steps that ensure students' readiness in carrying out task-based projects through strategy formulation, selection of resources, and setting relevant learning objectives. This plan emphasizes the use of language in a real communicative context (Khademi et al., 2017) and requires material enrichment and reference as an important support (Somawati et al., 2018). Emphasis on task design that resembles an authentic situation is also a crucial part of this stage (Fredrick & Karthikeyan, 2020). In addition, the development of the work scheme and scheduling of activities in detail is the focus to maintain the order of the process (Maksum & Purwanto, 2019), while realistic scheduling supports the smooth implementation of the project (Suradika et al., 2023). Technology support and scaffolding provision are needed to direct effective planning (Eswaran, 2024), and the integration of cross -concept material is intended so that the project has a strong contextual value (Lubis et al., 2019). Thus, this syntax forms a conceptual foundation as well as operational in the implementation of project -based learning through protabing models.

c. Implementation Phase

The implementation phase in the PROTABING model plays an important role in combining collaboration and active idea development through discussions, practical analysis, and continuous revision of student projects (Li & Tu, 2024). The iterative approach in this stage allows students to design dynamic strategies and apply knowledge concretely, thereby strengthening problem-solving skills through peer interaction. Lubis et al. (2019) emphasized that project construction provides space for the realization of knowledge and skills in real forms, while encouraging active learning and creativity. This syntax also directs students to solve problems critically through a combination of theory and practice that enhances their analytical skills (Sulistyo & Waluyo, 2019). In this process, the role of the teacher as a facilitator is vital to provide support and feedback that helps overcome obstacles in project construction (Eswaran, 2024). Overall, this phase encourages the development of independence, responsibility, and integration between knowledge, skills, and attitudes in project-based learning.

d. Process Monitoring and Evaluation Phase

The Process Monitoring and Evaluation Phase in project-based learning is a crucial stage to ensure that student engagement and progress are consistent through a systematic review of ongoing project developments (Lubis et al., 2019). Periodic monitoring allows students to reflect on interim achievements and identify areas that need improvement, while formative evaluation is an important component to support the effectiveness of the learning process (Lubis et al., 2019; Eswaran, 2024). Rubrics and assessment tools act as the main instruments in

assessing the learning process and products, thus ensuring the regularity of evaluation in overseeing the quality of learning outcomes (Eswaran, 2024). In addition, providing consistent feedback is an integral part of this phase, where teachers are expected to provide ongoing responses to student work so that they are able to recognize the strengths and weaknesses of the work produced (Suradika et al., 2023). Continuous monitoring also ensures that each stage of the project is completed according to target, making this evaluation process a reflective part that supports continuous improvement (Sulistyo & Waluyo, 2019). Finally, reflective discussions in this phase encourage students' metacognitive awareness through critical assessment of the strategies and solutions designed, as well as facilitating the exchange of perspectives and the provision of constructive feedback between learners (Suradika et al., 2023; Eswaran, 2024).

e. Completion and presentation phase

The completion and presentation phase is a crucial final part in the syntax of project-based learning because it reflects the internalization of knowledge and skills that have been acquired through the previous reflective process (Li & Tu, 2024; Lubis et al., 2019). At this stage, students compile the final project results and display them in the form of a work exhibition that represents the achievement of learning objectives (Lubis et al., 2019). The evaluation carried out does not only focus on the final product, but also on the project implementation process, by integrating summative assessment and reflection to identify areas that still need development (Eswaran, 2024; Suradika et al., 2023). This comprehensive evaluation is important in building students' metacognitive awareness of the learning strategies they have implemented (Suradika et al., 2023). In addition, this phase also includes collective reflection that helps students review the initial objectives of the project and assess the achievement of the entire series of activities (Sulistyo & Waluyo, 2019). By linking final assessments to learning targets from the start, students gain a more complete understanding of their success in integrating knowledge and skills (Maksum & Purwanto, 2019).

3. Develop Stage

At this development stage, product testing is carried out consisting of 3 things, namely validity, practicality and effectiveness tests. In this study, the results of the study will describe the validity tests. Validity testing is carried out to ensure that the product meets the expected quality standards before being widely implemented. This process involves evaluation by a validator team that assesses various aspects of the product. The results of these calculations provide an overview of the extent to which the product has met the criteria required for use in a learning context. Thus, the development of learning models becomes more focused and in accordance with the objectives to be achieved through the designed learning model. Expert assessment data on PROTABING model book products can be seen in Figure 1.

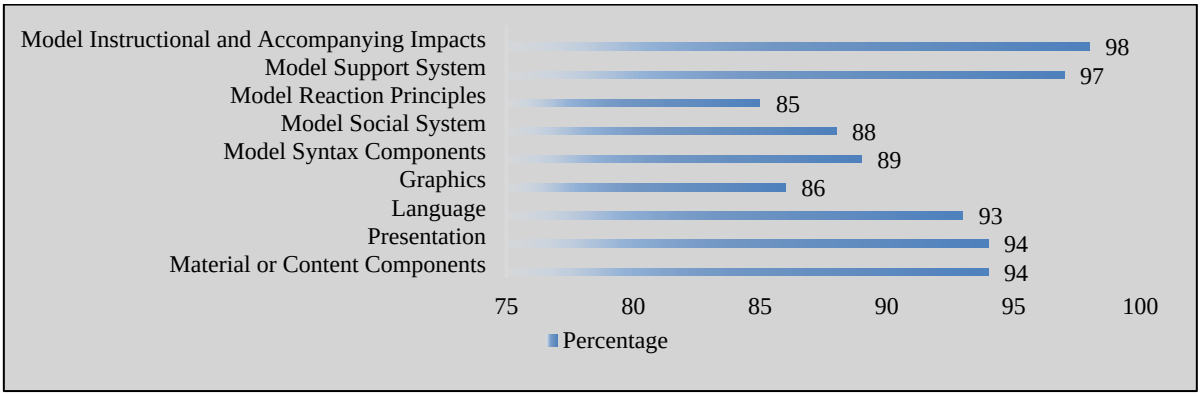

Figure 1. **Recapitulation of Model Book Validity Values**

The results of the study indicate that the Project-Task Based Learning (PROTABING) model has a very high level of validity for application in Indonesian language learning, as evidenced by expert assessments of content, presentation, language, and graphics. This validity reflects that the PROTABING model has met theoretical and practical feasibility through the integration of educational philosophy, constructivism theory, project-based learning, and task-based learning that support the development of language skills in an integrated manner (Handrianto & Rahman, 2018; Robinson, 2011). The assessment of the model book shows that the material is arranged systematically and coherently according to the demands of the curriculum and students' learning needs, while also functioning as a pedagogical guide (Yurdakul et al., 2012). In addition, the content in the model book is directly related to the core competencies and basics of the national curriculum and contains learning theories that underlie the PROTABING approach, thus strengthening its conceptual foundation (Handrianto & Rahman, 2018; Robinson, 2011). This book also presents complete information on syntax, social systems, reaction principles, and support systems, which greatly assist teachers in designing practical learning (Khasna & Kurniawan, 2024). Therefore, based on the clarity of the structure, the relevance of the content, and the strength of scientific references, the PROTABING model book is declared very valid in terms of content and is suitable for use in Indonesian language learning (Yurdakul et al., 2012).

The validity of the presentation aspect in the PROTABING model book is demonstrated through the delivery of logical, coherent material, and encouraging active student participation with deductive and inductive flows that facilitate understanding and support learning skills. The preparation of the material is carried out in a structured manner by paying attention to the relationship between concepts, facts, and theories that form a deep conceptual understanding, thus showing logical continuity in facilitating student involvement. The linguistic aspect of this book is also considered very valid because it uses good, correct, and easy-to-understand Indonesian, with an effective sentence structure, and the use of terms that are in accordance with the KBBI and relevant scientific terminology (Irma, 2022). The language chosen is communicative and contextual according to the characteristics of the students, and is delivered systematically and attractively, reinforced with visual illustrations to support conceptual understanding (Fatmala et al., 2017). The presentation of the material follows the principle of readability, with descriptive and applicable language that effectively connects theory and practice. In addition, the graphic aspect shows high validity through a systematic layout, easy-to-read typography, and informative and aesthetic representative illustrations, thus supporting the readability and attractiveness of the teaching materials.

The PROTABING model syntax is validated as very valid because it is arranged logically and systematically, covering the stages of exploration, planning, implementation, monitoring, to presentation, and is in line with the constructivist approach and project-based learning and tasks (Jevsikova, Berniukevičius & Kurilovas, 2017). Each phase contains a detailed description of the role of the teacher and student activities, supporting active and structured learning. The validity of the social system is also very high, indicated by strong collaborative interactions and the role of the teacher as a facilitator, reflector, and evaluator, in accordance with Bonk & Cunningham's (2012) opinion on the importance of a collaborative learning culture. The reaction principle in this model is considered very valid because educators actively guide the learning process and provide systematic feedback, as emphasized by Anderson & Stillman (2013) on the important role of teachers in learning assistance. A very valid support system is seen from the integration of objectives, indicators, and relevant materials, in accordance with the views of Reiser and Dempsey (2017) regarding the importance of support systems in instructional design. Finally, the instructional and accompanying impact indicators are logically structured and aligned with the learning objectives and stages of the model, supporting the achievement of learning outcomes holistically.

Conclusion

Based on the results of the validity test by experts, the Project-Task Based Learning (PROTABING) model is declared very valid and feasible to be applied in learning Indonesian. This validity is reflected in the quality of the books developed, which meet high standards in terms of material, presentation, language, and graphics. The learning syntax in this model is in line with the principles of Project-Based Learning and Task-Based Learning, supporting the development of language skills in a structured and sustainable manner. This model is also relevant to the curriculum, easy to implement, and in accordance with student needs. These advantages indicate that the PROTABING model has great potential to improve the quality of learning. Therefore, this model can be used as an innovative alternative in strengthening the practice of learning Indonesian at various levels of education.

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