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The Validity and Practicality of Journalistic Practice Learning Tools based on Project-Based Learning for Higher Education

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Abstract

This study aims to develop valid and practical learning tools in the form of Semester Learning Plans, Course Learning Activities, and Journalism Practice Modules based on Project-Based Learning. The method used is Research and Development (R&D) with a one group pretest-posttest design. The sample consisted of 20 students of the Indonesian Language and Literature Education Study Program at Universitas Bung Hatta and 10 students of the Universitas Muhammadiyah Sumatera Barat. Data were collected through an instrument in the form of a validation questionnaire reviewed by reviewers, experts (lecturers), and practitioners. The practicality questionnaire was filled out by lecturers and students, covering aspects of ease of use, time efficiency, and benefits. The results of the validation of the journalistic practice learning tools obtained an average validity score of 0.83 for Semester Learning Plans, 0.85 for Course Learning Activity, and 0.86 for the module. The practicality scores of students for the Semester Learning Plan and modules were 86.1% and 83.1% respectively, while those of lecturers were 90.8%, 88.7%, and 88.7% for the Semester Learning Plan, Course Learning Activity, and modules. Based on these data, all research products show a high level of validity and practicality, making them suitable for application in higher education.

Keywords: journalistics practice, learning tools, project-based learning

Introduction

Journalism education is currently undergoing dynamic changes from two directions simultaneously: the transformation of the media industry and evolving pedagogical demands in higher education. Journalism studies itself remains the subject of ongoing debate concerning its status, as a discipline, a field, or merely a research method. This complexity stems from the involvement of journalists, educators, and academics, along with the need for distinct methodologies and dedicated literature. As the field transitions from a normative to a digital phase, journalism studies increasingly engages with both educational and practical domains, often situated within contested academic spaces as either a craft or a profession (Tumber, 2019). Debates around what journalism is, what it should become, and how it ought to be taught remain central concerns in journalism education, especially amid shifts in the media landscape and higher education. However, much of the existing discourse has focused primarily on the structure of journalism education systems, student identity (Bjørnsen et al., 2007; Hovden et al., 2016; Jaakkola & Uotila, 2020) and the long-term objectives of

journalism education (Bjørnsen et al., 2007; Drok, 2012; Mensing, 2010), rather than on the actual learning content delivered in classrooms today.

Learning that focuses solely on theory is often insufficient to prepare students for the dynamics of the modern journalism landscape. Therefore, an innovative approach is needed, one that effectively integrates theory and practice. Such an approach not only provides students with conceptual understanding but also equips them with technical skills applicable in the field. Students should engage in project-based learning experiences that help them develop critical thinking, teamwork, and real-world problem-solving abilities. They must be able to report news across various media platforms, use social media effectively, and collaborate in teams (Larrondo Ureta & Peña Fernández, 2018). In this way, graduates of journalism programs will be better equipped to meet the demands of a profession that requires agility, adaptability, and multidisciplinary competence.

One approach that has proven effective is Project-Based Learning (PjBL), which enables students to engage in real-world projects that require them to apply their knowledge and skills in authentic contexts (Agusdianita et al., 2023). This approach not only enhances conceptual understanding but also develops practical skills essential to the journalism profession. Students are trained to plan news coverage, conduct interviews, write news reports, and present them in multimedia forma. Fulton et al., (2021) stated that journalism education in Australian universities has long involved teaching students the skills and knowledge necessary to work as contemporary, future-oriented news journalists across a range of platforms. Most Australian universities offer some form of journalism education that equips students with the competencies relevant to professional practice in the field. In addition, PjBL also fosters independence and creativity, qualities that are essential for navigating the challenges of today's media industry.

The implementation of Project-Based Learning (PjBL) in journalism education has shown promising results, enhancing students' critical thinking, engagement, and contextual relevance in content production (Maubana & Sakbana, 2020). It promotes collaboration, exploration of current issues, and multimedia reporting skills. Curiel & Serrano (2014) observed high motivation among students when producing digital content, though challenges such as limited teamwork and difficulty managing complex tasks were noted. Despite its strengths, PjBL still encounters obstacles, including low student motivation, inadequate facilities, time constraints, and lecturer workload. Students often face difficulties with time management and task distribution. The approach may also lack structured curriculum alignment, be hindered by excessive online information, and suffer from limited teacher-student communication and post-class supervision, complicating process evaluation (Bai et al., 2024; Korkmaz & Kalayci, 2021; Deng & Lai, 2024). Addressing these issues requires strategic planning, institutional support, and educator training. Nevertheless, PjBL remains valuable for integrating language skills and providing authentic learning experiences that bridge theory and practice (Ahmad et al., 2024). Fundamentally, PjBL is a learning process where teachers and students collaboratively select and utilize optimal learning resources focused on a specific project, facilitating deeper practical knowledge, innovation, and skill development (Tong et al., 2020). It consists of four main elements, content, activities, situations, and results (Saunders-Smits, 2011), and is generally implemented through six steps: project background, project tasks, activity exploration, production creation, exchange of achievements, and project evaluation (Munezero & Bekuta, 2016; Tong et al., 2020). An appropriate evaluation strategy is crucial to measure the overall achievement of student competencies in project outcomes. Therefore, in order to ensure that the learning tools being developed truly meet both pedagogical expectations and practical classroom needs, a comprehensive evaluation process must be carried out.

To support the effective implementation of PjBL, it is essential to develop learning tools that are not only pedagogically sound but also usable in real classroom contexts. This requires rigorous evaluation of the tools' validity and practicality. To ensure the effectiveness of the developed learning tools, it is essential to conduct validity and practicality evaluations. Validity assessment involves expert review by lecturers and journalism practitioners to verify that the content aligns with pedagogical standards and professional requirements (Arikunto, 2010; Nieveen, 1999). This process ensures the learning devices are accurate, relevant, and suitable for the target competencies in journalism education. Practicality evaluation, typically measured through questionnaires distributed to lecturers and students after implementation, assesses the ease of use, clarity, and feasibility of the tools in real classroom settings (Setyosari, 2010). Together, these evaluations help confirm that the learning tools are not only theoretically sound but also applicable and effective in practice, providing constructive feedback for continuous improvement. Conducting both validity and practicality tests is crucial to bridge the gap between design and implementation, ultimately supporting a more innovative and contextualized journalism learning experience that meets the demands of the media industry today (Agustina et al., 2023; Saputra et al., 2020).

In addition, there needs to be synergy between educational institutions and the media industry to create a curriculum that is relevant to the needs of the world of work. Higher education institutions must also provide adequate facilities and learning resources to support the development of student literacy as a whole. Digital literacy training programs, critical reading, and academic writing can be part of the literacy improvement strategy. On the other hand, lecturers need to be encouraged to adopt an active and participatory learning approach so that students are more involved in the learning process and are able to develop literacy skills independently. The results of Jaakkola & Uotila (2020) study show that journalism education in Northern Europe relies heavily on local language professional literature that is relatively old and rarely circulated between Nordic countries. This finding indicates a homogeneous journalism education culture that pays little attention to the qualitative dimension in teaching design. In addition, it emphasizes that journalism education should ideally be based on the latest research results to maintain academic relevance. However, journalism education faces challenges in balancing academic and professional demands, especially in the use and mastery of dense theoretical material by students. Therefore, one of the key steps to address these issues is the development of effective learning tools that can concretely bridge institutional goals, pedagogical standards, and the practical needs of journalism education.

This study aims to develop learning tools in the form of Semester Learning Plans, Course Learning Activity, and Journalism Practice Modules based on PjBL that are valid and practical. The product is expected to support students' journalistic skills that are relevant to the needs of 21st-century learning. Puspitasari (2020)) stated that Project-based Learning is an effective method to improve 21st-century skills or 4C (creativity, critical thinking, collaboration, and communication). PjBL is based on a constructivist approach that encourages active student involvement through collaborative activities and research. By being directly involved in activities and social interactions, students gain meaningful experiences that help develop these important skills (Miller & Krajcik, 2019). This learning tool is designed to integrate theory and practice so that students not only understand journalistic concepts in depth but are also able to apply them in real projects. The right learning tools are a very important factor in preparing students to gain learning experiences (Anggraini et al., 2022; Ismuwardani et al., 2018; Silalahi et al., 2021). Semester Learning Plans is prepared as a general guideline in implementing learning for one semester, while Course Learning Activity describes weekly learning activities in more detail and systematically. The journalistic practice module is designed to provide students with technical guidance and

structured exercises that encourage active and collaborative participation. With this approach, it is hoped that students will be able to produce quality journalistic works that are in accordance with media industry standards.

Through the development of this learning tool, it is expected to create a more applicable and contextual learning environment, as well as prepare students to face the demands of the increasingly complex and dynamic media industry. Students are encouraged to be more active, creative, and critical in compiling and presenting factual and responsible journalistic works. This tool also functions as a means to foster collaboration, problem-solving, and effective communication skills, essential competencies in the world of modern journalism. With the Semester Learning Plans, Course Learning Activity, and modules that are designed in an integrated manner, the learning process becomes more focused and measurable. In addition, the integration of the PjBL model in this tool is able to create a meaningful learning experience that is relevant to the needs of today's work world.

In addition, this study also aims to evaluate the validity of the learning device through an assessment by experts consisting of lecturers and journalism practitioners, as well as measuring the practicality of the device through a questionnaire filled out by lecturers and students after using the device in learning. This evaluation includes the appropriateness of the content, suitability to the needs of journalism learning, and ease of implementation in the classroom. The validation process by experts is carried out to ensure that the device meets the pedagogical and professional standards required in higher education. The results of this evaluation are expected to provide constructive input for further improvement and development in the implementation of PjBL in journalism learning, as well as encourage the birth of learning innovations that are more relevant to the needs of the media industry. Conducting validity and practicality evaluations is crucial to ensure that the developed learning tools are not only theoretically sound but also feasible and effective in actual classroom settings. This process helps identify the alignment between pedagogical design and real instructional needs, ensuring the tools can support innovative and contextually relevant journalism education.

Methods

Research Design

This study uses the Research and Development (R&D) method to develop educational products that are valid and practical based on student needs. The research process begins with identifying needs through observation, interviews, and response questionnaires from students and lecturers. The prototype is then tested in the field to collect feedback from early users and education experts. Product validation is carried out through empirical data analysis to ensure its reliability. After refinement, the product is tested again to gather further input from users, focusing on its usability and implementation. The results of this study are expected to produce learning tools that can be applied effectively in the campus environment and contribute to the improvement of journalism education. The scope of this study is limited to measuring the validity and practicality of the developed learning tools.

Participants

This study involved six expert validators, consisting of lecturers and media practitioners, to measure the validity of the learning devices by assessing the content, structure, and suitability of the devices with pedagogical and professional standards. To measure practicality, the study involved lecturers who used the devices as well as 20 students from the Indonesian Language and Literature Education Study Program at Universitas Bung Hatta (UBH), enrolled in the even semester of the 2022/2023 academic year, and 10 students from Universitas Muhammadiyah Sumatera Barat (UMSB), enrolled in the odd semester of

the 2023/2024 academic year. Practicality data were collected through questionnaires after using the devices to evaluate ease of use, clarity, and applicability in the classroom. The research design employed was a one-group pretest-posttest design applied in a limited trial to observe changes in student engagement and responses, although the primary focus of this study was on measuring validity and practicality. The selection of respondents aimed to obtain comprehensive and representative data regarding the feasibility and usefulness of the product in real learning contexts.

Research Instruments

Questionnaire

Validation instruments are used to assess learning devices based on four main aspects, namely content validation, language validation, presentation validation, and graphic validation. This validation instrument is filled out by experts such as lecturers and media practitioners to ensure that learning devices meet good pedagogical, language, presentation, and visual standards. In addition, a practicality questionnaire is used to assess the ease of use of the device by lecturers and students, covering aspects of ease of use, efficiency of learning time, and benefits in use. Statements in the practicality instrument focus on user experience, difficulties encountered, and the extent to which the device helps the learning process. This validity and practicality assessment is important to ensure that the learning devices can be used easily, practically, and in accordance with standards in various classroom conditions.

Result and Discussion

Result

After designing the PjBL-based journalism practice learning device, various inputs, ideas, and reinforcements were collected from various parties. This was done by submitting the draft Semester Learning Plans, Course Learning Activity, and Module to each product validator. The activities carried out at this stage were validation by experts. Validation by experts is one of the important stages in the development of learning devices because it aims to ensure that the devices developed are valid and practical so that they can be used at the implementation stage.

The validation and practicality of this learning device have been tested through an assessment by six experts consisting of lecturers and journalism practitioners, as well as feedback from lecturers and students in the university environment. The validation process includes checking the appropriateness of the content, the suitability of the learning method, and the ease of use of the device in teaching and learning activities. In addition, the practicality of the PjBL-based journalism practice learning device is assessed through feedback from lecturers and students at Universitas Bung Hatta and Universitas Muhammadiyah Sumatera Barat.

1. Validation Results of Journalism Practice Learning Tools Based on PjBL

a. Expert Validation of Semester Learning Plans

Table 1 Expert Validation of Semester Learning Plans

Product	Component	Validity	
		Score (V)	Description
Semester Learning Plans	**Contents:**		
	Identity	0,83	valid
	Learning Achievements	0,83	valid
	Planned final abilities	0,83	valid

	Study materials/materials	0,83	valid
	Project Based Learning learning model	0,83	valid
	Time allocation	0,72	valid
	Learning Experience	0,94	valid
	Assessment system according to learning outcomes.	0,83	valid
	References	0,89	valid
	Language	0,84	valid
	Content Organization	0,83	valid
	Graphics	0,82	valid
	Rata-rata	0,83	valid

Based on the expert validation table of the Semester Learning Plans, it can be concluded that all components of the Semester Learning Plans have been assessed as valid by experts. High validity can be seen from the validity score (V) which reaches 0.72 to 0.94. This shows that the Semester Learning Plans has a high match with the desired learning standards and principles. Thus, the PjBL-based Journalism Practice Semester Learning Plans can be relied on as an effective guide in planning and implementing a quality learning process.

b. Expert Validation of Course Learning Activity

Table 2 Expert Validation of Course Learning Activity

Product	Component	Validity	
		Score (V)	Description
Course Learning Activity	**Content:**		
	Identity	0,89	valid
	Learning Achievements	0,94	valid
	Planned final abilities	0,94	valid
	Study materials/materials	0,78	valid
	Project Based Learning learning model	0,89	valid
	Time allocation	0,89	valid
	Learning Experience	0,78	valid
	Assessment system according to learning achievements.	0,83	valid
	References	0,78	valid
	Language	0,83	valid
	Content Organization	0,83	valid
	Graphics	0,83	valid
	Rata-rata	0,85	valid

Based on the expert validation table for Course Learning Activity, it can be concluded that most Course Learning Activity components are considered to have high validity by experts. Components such as identity, learning outcomes, planned final abilities, learning

models, and time allocation obtained very good validity scores, which are between 0.89 and 0.94. However, there are several components such as study materials/materials, learning experiences, and references that get slightly lower validity scores, which are around 0.78. Nevertheless, overall Course Learning Activity can still be considered a quality learning instrument because the majority of its components are considered valid by experts. Thus, Course Learning Activity Journalism Practice based on PjBL can be used as an effective guide for lecturers in designing and implementing active and effective learning strategies.

c. Expert Validation of Modules

Table 3 Expert Validation of Modules

Product	Component	Validity	
		Score (V)	Description
Module	**Contents:**		
	Learning Achievements	0,83	valid
	Learning Materials	0,89	valid
	Content Sequence/Material Description	0,89	valid
	Examples that support the material	0,78	valid
	Summary of the material	0,94	valid
	PjBL model practice steps	0,83	valid
	Assignments	0,83	valid
	References	0,89	valid
	Language	0,86	valid
	Content Organization	0,89	valid
	Graphics	0,87	valid
	Rata-rata	0,86	valid

Based on the expert validation table of the learning module, it can be concluded that the PjBL-based Journalism Practice module as a whole is considered to have high validity by the validator. Most of the module components, such as learning outcomes, learning materials, sequence of content/material descriptions, material summaries, PjBL model practice steps, assignments, and references, obtained good validity scores, namely between 0.78 and 0.94. This shows that the module has been well designed and in accordance with the expected learning standards.

However, there is one component, namely examples that support the material, which obtained a slightly lower validity score, namely 0.78. However, this does not reduce the overall validity of the module because the other components still receive high ratings. Overall, this learning module can be considered an effective tool in supporting the learning process with complete, clear, and structured content. With high validity, this module can be a learning resource for students and teachers in achieving the learning objectives that have been set.

To ensure the quality and suitability of learning devices with the Outcome Based Education (OBE) principle and the PjBL model, a validation process has been carried out by a number of experts and experienced lecturers. This validation covers three main devices, namely the Semester Learning Plan, Course Learning Activity, and Module. Each validator

provides suggestions and input aimed at improving the content, structure, and presentation of learning devices to make them more relevant, applicable, and in accordance with student needs and developments in the world of journalism. All suggestions have been followed up with systematic and comprehensive revisions. The following is a summary of the suggestions and revisions from the validators for the three learning devices:

Table 4 Validator's Recommendation and Revisions to the Learning Tools

1. Validator's Recommendation and Revisions to the Semester Learning Plans		
Validator Name	Recommendation	**Revisi**on
Dr. Nofrion, M.Pd. Expert in the field of curriculum and learning methods.	1. Adjust the time estimate 1 credit = 170 minutes. 2. Focus on practical skills (OBE). 3. Learning objectives must lead to skills 4. Detail the PjBL-based practical activities. 5. Clarify CPMK according to the journalistic aspects of print and electronic media. 6. Divide the competencies into 2 (print & electronic).	1. Time has been detailed 170 minutes 2. CPMK and objectives have focused on skills. 3. PjBL practices have been outlined. 4. Competencies are divided: 7 print media meetings, 8 electronic media meetings, 1 general introduction.
Nola Ernafia, S.S., M.Si. Television Media Practitioner: Expert in news writing and production for television.	1. Sub-CPMK must be related to the PjBL steps. 2. Check the theory of electronic journalism. 3. Add relevant references. 4. Tidy up the table.	1. Integrated PjBL Sub-CPMK. 2. Theory is relevant. 3. References added. 4. Tables tidied up.
Yusrizal, K.W. Print Media Practitioners: Experts in news writing and production for print media.	1. The material must be in accordance with the module. 2. Focus on improving knowledge and practice. 3. Tidy up sentences, punctuation, capital letters, and correct spelling errors.	1. The material is aligned with the module. 2. Sentences and spelling are corrected.
Dr. Novia Juita, M.Pd. Expert in the field of Language Science/Linguistics	1. Italicize Project Based Learning and foreign terms. 2. Tables should be neat. 3. Add captions for blank sections. 4. Use proper numbering. 5. Correct typos and bibliography errors.	1. Foreign terms are italicized. 2. Tables and writing are tidied up. 3. Captions are added. 4. Numbering and bibliography are corrected.
Dr. Ridha Hasnul Ulya, M.Pd. Expert in the field of Indonesian Language and Literature Learning	1. Complete the contents of the Semester Learning Plan. 2. Add an introduction, basis for development, and explanation of components.	The Semester Learning Plan has been completed and an introductory section and component explanations have been added.
Dr. Ir. Heldi, M.Si., Ph.D. Expert in design	1. Move the logo, author name, and title to the right position. 2. Tidy up the lines and writing of the table.	1. The placement of the cover elements is correct. 2. The tables and writing are tidied up.

2. Validator's Recommendation and Revisions to the Course Learning Activity

Validator	Recommendation	Revisions
Dr. Nofrion, M.Pd.	1. Align learning materials with journalistic skills. 2. Ensure learning objectives are measurable and specific. 3. Activities should reflect Project-Based Learning (PjBL) principles. 4. Structure student and lecturer activities based on PjBL stages. 5. Improve table formatting for consistency.	1. Materials are aligned with relevant skills. 2. Learning objectives are clear and measurable. 3. Activities follow PjBL principles. 4. Activities structured based on PjBL stages. 5. Table formatting improved.
Nola Ernafia, S.S., M.Si.	1. Clarify lecturer activities. 2. Revise assessment methods for student projects. 3. Tidy up table layout.	1. Lecturer activities clarified. 2. Assessment methods detailed. 3. Table formatting improved.
Yusrizal, K.W.	1. Refine assessment indicators for print media projects. 2. Revise delivery stages for print media content. 3. Use numbering instead of bullets.	1. Assessment indicators aligned with learning outcomes. 2. Delivery stages revised. 3. Numbering format applied.
Dr. Novia Juita, M.Pd.	1. Mark empty sections with asterisks and explanations. 2. Clean up tables and content.3. Replace “Absensi” with “attendance check”. 3. Match attitude indicators with specific outcomes. 4. Review bulletin and video project rubrics. 5. Simplify rubric language. 6. Ensure rubric structure and criteria are consistent. 7. Use correct numbering formats.	1. Empty sections marked appropriately. 2. Tables and content revised. 3. Terms clarified. 4. Attitude indicators adjusted. 5. Rubrics revised. 6. Language simplified. 7. Rubric structure standardized. 8. Correct numbering used.
Dr. Ridha Hasnul Ulya, M.Pd.	1. Complete any missing sections. 2. Add introduction, development rationale, and component explanation.	1. All sections completed. 2. Introductory content and explanations added.
Dr. Ir. Heldi, M.Si., Ph.D.	1. Move logo to the top of the cover. 2. Move author name to the center-right. 3. Center the SAP title to the left. 4. Standardize table sizes.	1. Logo repositioned. 2. Author name adjusted. 3. Title repositioned. 4. Table sizes standardized.

3. Validator's Recommendation and Revisions to the Module

Validator	Recommendation	Revisions
Dr. Nofrion, M.Pd.	1. Ensure the module clearly outlines PjBL stages: problem identification, planning, execution, and project completion. 2. Strengthen the connection between theory and its application in journalistic projects. 3. Include a variety of references	1. The module outlines activities aligned with PjBL stages. 2. Theories are linked to students’ practical activities. 3. References include diverse academic sources. 4. Real-world examples are provided to support

	(textbooks, journal articles, etc.). 4. Add real case examples or relevant practices in journalism.	understanding.
Nola Ernafia, S.S., M.Si.	1. Cite sources for examples in the content. 2. Add material on video editing processes. 3. Include techniques for video shooting. 4. Detail the editorial structure and responsibilities in electronic media. 5. Use uppercase for electronic media scripts to distinguish them from print.	1. Sources for examples are cited. 2. Video editing material is added. 3. Video shooting techniques are included. 4. Editorial roles in electronic media are explained. 5. Electronic news scripts use uppercase for clarity.
Yusrizal, K.W.	1. Begin Module A with an engaging introduction to print media. 2. Present journalism basics and production flow. 3. Explain print and electronic media from the start. 4. Describe journalism processes and digital evolution. 5. Provide context for media understanding. 6. Explain 5W+1H as a core journalism principle. 7. Add sample journalistic photos. 8. Cite sources for news examples. 9. Clarify the practical assessment rubric.	1. Module A starts with a definition of print media. 2. Journalism basics are introduced early. 3. Distinctions between media types are explained. 4. Journalism evolution is discussed. 5. Media context is provided. 6. 5W+1H concept is included. 7. Sample photos are added. 8. News examples are properly sourced. 9. Assessment rubric follows PjBL stages.
Dr. Novia Juita, M.Pd.	1. Correct typos and unclear sentences. 2. Remove redundancy. 3. Use proper punctuation. 4. Italicize foreign terms. 5. Be consistent in using the term *Project-Based Learning*.	1. Writing errors corrected. 2. Redundant phrases removed. 3. Sentence structures fixed. 4. Foreign terms italicized. 5. Consistent use of *Project-Based Learning* applied.
Dr. Ridha Hasnul Ulya, M.Pd.	1. Use interactive and communicative language in the learning activities section. 2. Add a competency map and user guide. 3. Include summaries and references. 4. Ensure the module structure aligns with standard format.	1. Language adjusted to be more interactive. 2. Competency map and usage instructions added. 3. Summaries and references provided. 4. Structure follows standard module format.
Dr. Ir. Heldi, M.Si., Ph.D.	1. Move the logo to the top of the cover. 2. Shift author name to the center-right. 3. Position the module title in the center-left. 4. Standardize image sizes throughout. 5. Add references.	1. Logo placed at the top. 2. Author name repositioned. 3. Title moved to center-left. 4. Image sizes made uniform. 5. References added.

2. Practicality of Journalism Practice Learning Tools Based on PjBL According to Students

Practicality data of journalism practice learning devices were obtained from a questionnaire filled out by 1 UBH lecturer, 1 UMSB lecturer, 20 UBH students, and 10 UMSB students. This questionnaire measures the practicality of learning devices based on the following components: ease of use, efficiency of learning time, and benefits. The following are the results of the distribution of the questionnaire on the practicality of the PjBL-based Journalism Practice learning device filled out by students from UBH and UMSB.

Table 5 Practicality of Journalism Practice Semester Learning Plans Based on PjBL According to Students

No.	Assessment Components	Practical Value	
		UBH (%)	UMSB (%)
1.	Ease of Use of Semester Learning Plans	89,5	91,5
2.	Learning Time Efficiency	86,3	82,5
3.	Benefits of Semester Learning Plans	83,3	83,5
Average (%)		**86,4**	**85,8**
Overall Average (%)		**86,1**	
Category		**Very Practical**	

Based on these data, it is known that according to students, this Semester Learning Plans is practical to use because the value obtained in the form of a percentage is 86.1% with a very practical category, meaning that according to students, Semester Learning Plans can be used easily, efficiently, and usefully in learning. According (Rusdi, 2018), to see whether a learning product is practical or not, it can be reviewed from the ease of use and efficiency to use. Thus, it can be concluded that Semester Learning Plans can be used to help the implementation of the learning process of journalistic practice to be better.

Table 6 Practicality of Journalism Practice Module Based on PjBL According to Students

No.	Assessment Components	Practical Value	
		UBH (%)	UMSB (%)
1.	Ease of Use of Module	86,4	89,4
2.	Learning Time Efficiency	76,6	80,6
3.	Benefits of Module	83,3	82,5
Average (%)		**82,1**	**84,2**
Overall Average (%)		**83,1**	
Category		**Very Practical**	

Based on these data, it is known that according to students, this Module learning device is practical to use because the value obtained in the form of a percentage is 83.1% with a very practical category, meaning that according to students, the Journalism Practice Module can be used easily, efficiently, and usefully. Overall, the learning tools Semester Learning Plans and Modules obtained a high average percentage, indicating that both were effectively used in the learning process.

Thus, the learning tools used in this study, both Semester Learning Plans and Modules, have proven to be practical and can support the smooth running of the learning process of

journalistic practices, and have advantages in terms of ease of use, time efficiency, and benefits provided to students.

3. Practicality of Journalism Practice Learning Tools based on PjBL According to Lecturers

The following are the results of the questionnaire on the practicality of the PjBL-based Journalism Practice learning tools distributed to UBH and UMSB lecturers. The three learning tools analyzed, the Semester Learning Plan, Course Learning Activities, and Learning Module, were evaluated based on ease of use, time efficiency, and benefits. These results illustrate the level of practicality of the device in supporting the learning process.

Table 7 Practicality of Journalism Practice Semester Learning Plans Based on PjBL According to Lecturers

No.	Assessment Components	Practical Value	
		UBH (%)	UMSB (%)
1.	Ease of Use of Semester Learning Plans	92,9	89,3
2.	Learning Time Efficiency	91,7	83,3
3.	Benefits of Semester Learning Plans	93,8	93,8
Average (%)		**92,8**	**88,8**
Overall Average (%)		**90,8**	
Category		**Very Practical**	

Based on these data, it is known that according to the lecturer, the Semester Learning Plans is practical to use because the value obtained is 90.8% with a very practical category, meaning that according to the lecturer, the Semester Learning Plans can be used easily, efficiently, and is useful in learning.

Tabel 8 Practicality of Journalism Practice Course Learning Activities Based on PjBL According to Lecturers

No.	Assessment Components	Practical Value	
		UBH (%)	UMSB (%)
1.	Ease of Use of Course Learning Activities	92,9	89,3
2.	Learning Time Efficiency	91,7	83,3
3.	Benefits of Course Learning Activities	93,8	81,3
Average (%)		**92,8**	**84,6**
Overall Average (%)		**88,7**	
Category		**Very Practical**	

Based on these data, it is known that according to the lecturer, this Course Learning Activities learning device is practical to use because the value obtained in the form of a percentage is 88.7% with a very practical category, meaning that according to the lecturer, Course Learning Activities can be used easily, efficiently, and is useful in learning.

Table 9 Practicality of Journalism Practice Module Based on PjBL According to Lecturers

No.	Assessment Components	Practical Value	
		UBH (%)	UMSB (%)
1.	Ease of Use of Module	95,8	95,8

2.	Learning Time Efficiency	87,5	93,8
3.	Benefits of Module	93,8	87,5
Average (%)		**92,4**	**92,4**
Overall Average (%)		**92,4**	
Category		**Very Practical**	

Based on these data, it is known that according to the lecturer, this module learning device is practical to use because the value obtained in the form of a percentage is 92.4% with a very practical category, meaning that according to the lecturer, the module can be used easily, efficiently, and is useful in the learning process.

The results of practicality according to lecturers that all learning tools (Semester Learning Plans, Course Learning Activities, and Modules) are considered very practical. The overall average of the three devices shows that these devices are effective for use in learning, with the highest value in Semester Learning Plans. This indicates that lecturers feel that the devices are easy to use, efficient in learning time, and provide benefits in supporting the teaching process.

The results of this study are comparable to research conducted by (Batubara et al., 2023; Nursamsu & Rachmatsyah, 2021; Susanti et al., 2020), which shows that PjBL-based learning tools also received a very practical assessment from lecturers in terms of ease of use and benefits. Other research by (Sahtoni et al., 2017) also showed similar results, where lecturers considered PjBL-based learning devices very helpful in improving teaching effectiveness. These results show consistency with findings in various previous studies that highlight the practicality of PjBL-based learning tools in education.

Discussion

This learning device is both valid and practical, as assessed through validator feedback and user (student and lecturer) perceptions. The validity of the learning tools was evaluated through expert judgment by six validators with expertise in journalism and the field of teaching. The validation process involved reviewing the Semester Learning Plan, Course Learning Activities, and journalism practice modules, focusing on content accuracy, instructional design, language clarity, alignment with learning outcomes, and the implementation of Project-Based Learning (PjBL) principles.

The results of the validity assessment indicate that the product meets the necessary criteria. Validators provided constructive suggestions, such as refining the alignment between theory and practice, improving the structure of content, adding relevant examples and references, and ensuring consistency in format and terminology. These suggestions were fully incorporated during the revision process. Overall, the average score from the validator assessments was in the “Very Valid” category, with a validity score reaching above 85%, indicating that the product is appropriate for use in the learning of journalism practice.

In terms of practicality, the learning device received high ratings from both students and lecturers. The practicality was examined through indicators such as ease of use, learning time efficiency, and the perceived benefits of the learning tools. First, positive responses from users indicate that the product is well-designed, intuitive, and user-friendly. Students and lecturers could navigate and utilize the materials without facing significant technical barriers. Second, the tools facilitated efficient use of learning time, helping students better understand the material, access resources quickly, and complete tasks more effectively. Third, the benefits perceived by users such as improved understanding, enhanced skills, and increased motivation, affirm the practicality of the learning tools. These benefits were particularly observed in the PjBL-based journalism practice, where students engaged actively in authentic projects that simulated real-world journalistic experiences.

However, during implementation, one notable obstacle was identified: the placement of electronic media materials alongside print media content in the same sections. This layout required students to frequently switch between topics, which disrupted learning flow and reduced efficiency. As a solution, clear sectioning and page references were added to the module to aid navigation and maintain the accessibility of materials. Wismanto (2021) emphasizes that learning modules that are systematically presented and aligned with pedagogical principles are essential for students. The development of this journalism module is intended to serve as an alternative tool that supports student learning in writing and producing news content.

The practicality data further reinforces the effectiveness of this product. The student response rate indicated 86.1% (very practical), and lecturers rated it even higher at 90.8%. Meanwhile, the Course Learning Activities received a lecturer practicality score of 88.7%, also in the "Very Practical" category. The PjBL-based Journalism Practice Module scored 92.4% (lecturers) and 83.1% (students), again classified as "Very Practical" by both groups. These results demonstrate the product's ability to support the learning process efficiently and effectively.

Dewi et al. (2023) noted that modules are effective for students with visual, active, and reflective learning styles, and Samsu et al. (2020) argued that modules are a viable alternative in solving student learning challenges. This supports Zaini & Asnida (2010) who stated that a learning tool is considered practical when educators can use it effectively and students respond positively. Plomp T (2013) also emphasized that a product can be considered practical if it can be realistically implemented in learning contexts.

In conclusion, the research has produced a valid and practical PjBL-oriented journalism learning tool, which includes the Semester Learning Plans, Course Learning Activity, and journalism practice modules. These tools are designed to foster 21st-century competencies such as critical thinking, collaboration, communication, and creativity and meet the needs of both educators and learners in journalism education.

Conclusion

The Journalism Practice learning tool based on Project Based Learning (PjBL) developed in this study has proven to be valid and practical. Validity is obtained through expert evaluation covering aspects of content, language, presentation, and graphics, while practicality is proven by positive responses from lecturers and students. In terms of innovation, the project-based approach used in this tool offers an update to the journalism learning model which has tended to be theoretical. The implementation of PjBL allows students to learn through real experiences, such as news coverage, writing, and editing, which are in line with the needs of the world of work.Implikasi dari temuan ini cukup luas, baik secara praktis maupun teoritis.

In practice, this learning tools can be adopted by journalism study programs to improve the quality of practice-oriented learning. In addition, these results also open up space for further development in the field of vocational and other professional education that requires mastery of technical skills and collaborative work. Project-based learning encourages in-depth student involvement and can produce more meaningful understanding. Therefore, this journalism practice tools can be a new contribution in the development of innovative learning designs that are relevant to the needs of today's media industry and higher education.

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