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The Impact of Project-Based Learning Strategies Versus Conventional Strategies, As Well As Students' Interest in Reading, On the Learning Outcomes of Writing Short Stories on Religious Themes Among

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Abstract. The aim of this research is (1) to be able to describe the differences in learning outcomes for writing religious short stories between groups of students taught with project-based learning strategies and groups of students taught with conventional strategies. (2) to be able to describe the differences in learning outcomes of writing religious short stories between groups of students who have high interest in reading short stories and students who have low interest in reading and (3) to be able to describe the interaction between project-based learning strategies and interest in reading short stories on ability write a short religious story for class VII students of SMP Negeri 1 Deli Tua for the 2023-2024 academic year. The population in this study was the entire class VII students of SMP Negeri 1 Deli Tua for the 2023-2024 academic year, totaling 160 students. The sample in this study consisted of 2 classes, namely classes VII-1 and VII-2, class VII-1 as the experimental class, and class VII-2 as the control class. The instrument used was a questionnaire and the students' ability to write short stories was a work test. From the results of the research conducted, it can be seen that the mean ability to write short stories in the experimental class was 83.19, while the control class was 72.22; The mean interest of the experimental class was 88.11 while the control class was only 58.44. The conclusion of this research is that there is a difference in learning outcomes for writing religious short stories between the group of students taught with project-based learning strategies and the group of students taught with conventional strategies of 83.1.

Keywords: *project-based learning strategies, writing skills, short stories*

I. INTRODUCTION

In today's world, the mastery of reading and writing skills is of vital importance. Reading is a receptive skill that is necessary before performing productive language skills. Other language skills, such as writing, relate to it. Both reading and writing are vital skills. Every person in the modern world needs to have them. This statement emphasizes a fact. Reading and writing can support life today. Reading literature, particularly short stories, is an essential. Appreciating literature is not just an idea. It needs actions. These actions can be divided into direct and indirect activities. Direct literary appreciation is the act of reading or enjoying literary works. They can be in text or performance.

Nowadays, Indonesian language and literature teachers tend to prioritize teaching language. They do this over teaching literature. Some argue that teaching literature only through literary theory. And, without requiring students to engage in appreciating and creating literature. This may decrease students' interest in the subject. This view suggests that studying literature is no different from studying other sciences. This perception exacerbates the challenges of teaching literature. On the one hand, this text discusses the conditions for teaching literature. On the other hand, it addresses the issue of students' diminished interest.

Today, students are expected to write about their experiences and add to regional literature. Write objectively and clearly without bias. Explain technical terms the first time you use them. Follow academic structure and use formal language. Check for errors and make sure the text is correct. Avoid adding new information.

Hayati (2011) found weaknesses in teaching writing short stories to seventh-grade students. [1] Students struggle to express ideas coherently due to theoretical teaching methods. Teachers lack creativity in selecting materials and considering student needs. Fadillah (2011) also observed similar issues in another school in Bandung City. [2]

Suryati (2012) discovered flaws in teaching methods at a different school in Garut.[3] Middle school students in the formal operational stage need active learning experiences tailored to their needs. This is emphasize the importance of hands-on activities for students.

By utilizing a project-based learning model, students are no longer passive listeners as in the lecture method. Instead, they play an active role in the projects being carried out. This challenging approach to learning eliminates boredom and motivates students to complete the project within the specified time frame.

Project-based learning prioritizes the development of students' thinking abilities and has a set time period for achieving this goal. Project work involves complex tasks that require students to design, solve problems, and make decisions to carry out investigative activities. It provides opportunities for students to work independently and emphasizes contextual learning through complex activities. According to Thomas in Wena (2011), project-based learning is an innovative learning strategy. [4]

Students are active participants in project-based learning. They are not just listening like in lectures. They take on an active role in the projects. This hands-on approach keeps students engaged and motivated to finish projects on time. Project-based learning focuses on improving students' thinking skills within a specific time frame. Students tackle complex tasks, design, problem-solve, and make decisions. They work independently and learn in context through challenging activities. Scholars like Thomas and Gaer view project-based learning as an innovative strategy.

Project-based learning is a teaching method that focuses on real-world learning through hands-on activities. It can make learning more engaging and meaningful for students. This method is rooted in constructivism, which is a modern approach to teaching that differs from traditional methods. It is supported by the idea that students build their knowledge through their own experiences. [5]

In project-based learning, students tackle problems and tasks related to the subject they are studying. They have the freedom to learn independently and create their own understanding of the topic. The end goal is to produce meaningful work that reflects their learning. This approach involves long-term, interdisciplinary projects that connect to real-world issues. It is centered on the student's everyday life and surroundings.

Project-based learning is an approach to creating a learning environment that encourages students to construct knowledge and skills personally. This approach is supported by Vygotsky's social constructivism, which provides a basis for cognitive development through increasing the intensity of interpersonal interactions. When carried out in a collaborative learning mode in small groups of students, this approach can be particularly effective. It is also important to maintain a formal register and adhere to conventional structure and formatting. Avoiding biased language and ensuring grammatical correctness are also crucial. The exchange of ideas among colleagues can be empowering for individuals, as it allows for reflection and knowledge construction. Objective language and precise word choice are important in conveying information clearly and concisely.

Project-based learning is a contextual learning strategy based on constructivism. It requires a holistic approach, from process to outcome. The understanding of the students takes place both individually and in groups during the learning process of the projects. Projects must be challenging and useful. They must be relevant to students' lives. Students' creativity and motivation are enhanced because they are the main actors in the learning process. The projects resulting from this approach are practical and relevant to students' daily lives. They make valuable contributions both within and beyond the student community.

Not all active learning activities that involve projects can be considered project-based learning. Thomas in Ngalimun (2013) established five principles of project-based learning: the Centralistic Principle, the Principle of Driving/Guiding Questions, the Principle of Constructive Investigation, the Principle of Autonomy, and the Principle of Realism. The Ministry of Education and Culture (2013) outlines the steps for implementing project-based learning as follows: determining fundamental questions, designing project planning, developing schedules, monitoring student and project progress, testing results, and evaluating experiences.

Moursund in Ngalimun (2013) argues that project-based learning has several advantages, including increased student motivation and problem-solving ability. Research reports on project-based learning support this claim, showing that students are diligent, passionate, and try hard in their learning. Project-based learning environments can enhance problem-solving abilities and promote active and successful resolution of complex problems. [5]

Additionally, students can improve their library research skills as project-based learning requires them to quickly obtain information from various sources. Collaborative group work in project-based learning also allows students to develop and practice communication skills. Collaborative learning involves cooperative work groups, student evaluations, and the exchange of information. Project-based learning, when implemented effectively, enhances students' resource management skills by providing them with opportunities to organize projects and allocate time and equipment to complete assignments.

Project-based learning has both advantages and disadvantages. One disadvantage is that it requires a significant amount of time to solve problems. Additionally, it can be costly and some instructors may prefer traditional classes where they play a more central role. Furthermore, a large quantity of equipment must be provided. Students who struggle with experimentation and data collection may encounter difficulties, while those who are less engaged in group work may struggle to fully comprehend the topics assigned to each group.

To address the weaknesses of project-based learning, educators must facilitate students in problem-solving, limit project completion time, provide simple equipment found in the surrounding environment, choose easily accessible research locations, and create a comfortable learning atmosphere for instructors and students. It is important to maintain a clear and logical structure, use precise and objective language, and adhere to formal register and grammatical correctness. Additionally, the text should avoid bias and maintain a balanced perspective.

According to Tarigan (2008), reading interest is defined as the attitude of paying attention to intellectual and wise curiosity, coupled with a constant effort to explore new areas of knowledge or information and a willingness to provide time to carry out these activities. [6] Based on this definition, it can be concluded that interest is the inclination of the heart towards an object because of a response, so that a person is stimulated and happy to behave as they see or feel. Rahim (2008) argues that interest in reading is a strong desire accompanied by a person's efforts to read. [7]

According to Rahim, a person's interest in reading cannot be formed spontaneously or suddenly. Interest in reading arises from the state of a person's heart after a stimulus or stimulation, so that the stimulus provides a response or reaction to the state of a person's heart. Interest cannot arise spontaneously but is a result of participation, experience, and habits developed through studying or working. Interest arises when individuals have a need or find something meaningful to study. Reading is a broad term that refers to obtaining information from text. However, the term is often used in other contexts, such as reading people's minds. In theoretical studies, reading refers to the act of reading texts or passages.

Reading interest is the extent to which a person chooses their reading material based on its content, activities, and intensity. Tingkers defines interest in reading as a gradual mental tendency to respond selectively, positively, and with a sense of satisfaction to stimuli. The size of a learning activity depends on the level of interest. Interest in reading must be fostered and developed so that students will consider it a part of their lives. Reading interest can be interpreted as a student's willingness to pay attention and attachment to reading activities. The level of student interest in reading is indicated by how diligent they are in carrying out reading activities. This means that diligent students who read more will have a higher interest in reading. When students have a strong interest in reading, it becomes a basic need rather than just a pleasure or desire.

Obtaining reading material involves efforts to acquire it through purchase or borrowing, with the aim of gaining knowledge, experience, or entertainment. Readers often discuss the material they have read, analyzing important information, the author's use of language, and positive takeaways. The reader recommends good quality books to friends by lending the ones they have read and found to be worth reading.

Additionally, they make time for reading by utilizing free time, such as waiting for someone or during breaks, and by creating a dedicated reading schedule. Individuals who prioritize reading tend to rank it above other activities, making it a necessary part of their lives. They actively seek out and explore the information contained within the text. Following up on information or experiences gained by readers involves connecting the ideas obtained from reading with real-life situations. This includes analyzing both the explicit and implicit messages in the reading and relating them to real-life situations. The resulting expression can take various forms, such as a written short story.

According to Kosasih (2012), a short story is a brief narrative with a word count of approximately 500–5,000 words that can be read in one sitting. Short stories typically have straightforward themes, a limited number of characters, a simple storyline, and a narrow setting. [8] Short stories are works of fiction in prose form that can be read in one sitting. The length of a short story is relative, but it still requires a complete narrative by Indonesian standards and more than 15 pages in Western countries. Short stories are characterized by their brevity and can be read in less than an hour. They can be divided into three groups: long-short stories, short-short stories, and those in between. Sumardjo (1997) categorizes short stories in this way. [9]

Due to its brevity, the problem it addresses is not very complex, and it describes a momentary incident or event using simple language. According to Siswanto (2008), short stories can be classified as either long short stories or short short stories. Long short stories typically consist of tens of pages, while short short stories, also known as mini short stories, usually consist of one page or less. A short story is a form of prose that is typically less than 10,000 words. It aims to convey a single effect and maintain the integrity of the story through limited characters, plot, and settings. [10]

Short stories are a form of fictional prose that typically tells a complete story in a condensed format. The language used in short stories is typically simple and straightforward, and the focus is on a momentary incident or event. It is important to maintain a clear and logical structure, avoiding sprawling descriptions and complex terminology. Additionally, it is crucial to use precise word choice and adhere to grammatical correctness. Despite their brevity, they can still be divided into longer short stories, which may consist of dozens of pages, and shorter short stories, also known as mini short stories, which are typically one page or less.

To write or produce short story texts, we must know the method, sequence or steps well. By using good procedures, the manufacturing process will be much easier. Because writing is a communication skill to convey messages, whether thoughts or feelings, indirectly to the reader, which is the result of the writer's observation and reflection process by utilizing graphology, language structure and vocabulary that can be read and understood. A short story is a form of prose that is less than 10,000 words, which still has the integrity of the story and a single effect, characters, limited plot setting, and is not varied. So the ability to write short stories is the skill of conveying a message through writing of less than 10,000 words that still contains the integrity of the story in prose form that can be read and understood.

Writing short stories is essentially the same as writing other creative literature. Literary creative writing is the expression of ideas, feelings, impressions, imagination and language that a person has mastered in the form of an essay. Writing that is considered creative is in the form of poetry, fiction and non-fiction. Perey in Oktavianti (2009). Like writing activities which have stages of writing, making a short story must have certain steps so that the short story is directed and does not stray from the topic. [11]

Tips for writing short stories, according to Kosasih (2011), Begin with an impressive first paragraph. The first paragraph is the showcase of a short story and must be able to immediately draw the reader in. The first paragraph is the showcase of a short story and must be able to immediately draw the reader in. It should open the door to interesting objects that can be traced inside. The first paragraph addresses the main issue directly, avoiding clichés that may bore or disinterest the reader. It is important to consider the reader as a consumer and the author as a producer. [9]

Manufacturers must consider their products for marketing, and similarly, writers must consider their writing for their readers. Clear, fresh, unique, and interesting writing that touches on the human experience is what readers as consumers need. Paragraph after paragraph presents information and describes the physical and mental atmosphere. The story is well-described and the ending is unpredictable.

Creative details are used to explore the atmosphere of the setting. The natural atmosphere serves as a background for the story, making it more interesting for readers. The atmosphere can also be explored through direct dialogue. To create an immersive atmosphere, it is important to use dialogue that is clear, concise, and necessary. The role of dialogue is to convince the reader that an event really happened. In a story, changes in atmosphere can provide surprises or transport the reader to unexpected environments.

In a short story, effective sentences are those that immediately make an impression on the reader. It is important to structure sentences in a way that allows readers to easily grasp the meaning of each part of the story. Additionally, writers should have a rich vocabulary and language style to ensure the story flows smoothly and is not dry or boring. Spices refer to the additional elements that make a story more appealing, such as the use of humor. The main characters should undergo physical and psychological changes that reflect real-life experiences. The author should add a touch of realism to the story, making the characters come alive, as seen in stories about animals or objects that can talk and act like humans.

The short story maintains clarity by focusing on a single topic, while other events serve as background or flashbacks that strengthen the main problem. The climax impresses the reader with its expression and curiosity, prompting them to contemplate the story's continuation or conclusion. The final jolt occurs at the end of the last sentence of the last paragraph.

Review the work that has just been completed to identify any errors that occurred during the writing stage. Editing involves carefully reading the text and correcting any inappropriate sentences. It is important to ensure that the title accurately reflects the content of the short story, but it can be written later.

The structure of a short story can be understood through its intrinsic and extrinsic elements. Intrinsic elements are directly involved in building the story and are crucial to its existence. Extrinsic elements, such as life problems, philosophy, ideals, ideas, and cultural background, also play a role Mursini (2010). [12]

In a short story, the setting is not merely the location or backdrop of the narrative. Rather, in modern short stories, the setting is an integral element that is closely intertwined with the characters, themes, and atmosphere of the story. A well-crafted short story utilizes the setting to develop the themes and characters. In a successful work, the setting must be integrated with the theme, characters, style, and philosophical implications Sumardjo (1997). Writing a setting can serve as an explanation of the place, time, and atmosphere experienced by the characters. Settings can also be used as symbols for events that have occurred, are currently occurring, or will occur. The term 'setting' can refer to various aspects of a story, including its characters, atmosphere, plot, or theme. [9]

In academic literature, the focus is often limited to the time, place, and general atmosphere. This is due to the time-consuming nature of studying each aspect individually. In the study of certain fields, such as ways of thinking, character traits are often associated with the character. The cultural context is then examined in detail in the literary aspects of the culture section.

The theoretical framework has identified the issues addressed in this research. The conceptual framework presents fundamental concepts that are relevant to the research problems to be addressed. Project-based learning is a strategy that prioritizes student independence in individual and group learning, and promotes a constructivist understanding while working on projects. This strategy consists of five principles: centralization, a driving question, constructive investigation, autonomy, and realism. [22]

The steps of a project-based learning strategy are as follows: authenticity, adherence to academic values, learning in the real world, active research, relationships with experts, and assessment. Therefore, it is necessary to design projects that address meaningful problems for students. The projects are based on the curriculum, so they are not simply an application of a theory that has been understood. Rather, it is through working on the project that students construct an understanding of the theory.

Interest is a natural tendency to pay attention to something that captures one's attention. Individuals who possess an interest in a particular subject often feel compelled to engage in related goods or activities, which can significantly enhance their chances of success.

A short story, also known as a 'short,' is a type of prose literature that features a brief and succinct narrative. Short stories provide a concise and unified account of a series of events, ultimately resulting in a complete story. Short stories are a type of prose literature that is characterized by brevity. Despite their length, they still convey a unified idea and contain dense details of events. As Rosidi in Tarigan (2008) states, 'a short story is a short story that has a unified idea.' Short stories are a form of artistic narrative essay. Artistic or literary narrative is a pure narrative that attempts to express an event or experience of the

author through artistic or literary means. These narratives usually take the form of short stories and novels. The main target of literary narrative is to provide meaning or events, rather than expanding knowledge or informing the reader about something.

II. METHODS

All activities carried out in an effort to find and prove something in research, depend on the method used so that the research objectives can be achieved well. So the method used should be appropriate to the problem being discussed. Research methods are the main way people use to achieve research goals. The aim in question is to test a series of hypotheses with the knowledge or methods used in research, so that it is easy to obtain the required data. The method used in this research is a quasi-experimental method with the independent variable being a project-based learning strategy, the moderator variable being interest in reading short stories and the dependent variable being the results of learning to write religious short stories.

Quasi-experimental research is a research activity that aims to assess the influence of a treatment or action or educational treatment on student behavior or test hypotheses about whether or not there is an influence of the action when compared with other actions. Sukardi (2005) said, "In order for this research to be systematic and controlled, a research design is used." Research design can be interpreted as a clear description of the relationships between variables, data collection and data analysis. [13]

Tabel 1. Research Design with 2x1 Factorial

Learning strategies (A)	Project-based (A1)	Conventional (A2)
Interest in reading short stories (B)		
A x B		

Note:

A1 B1 : Student learning outcomes are taught using project-based learning strategies. The use of high-interest short stories for reading is emphasized.

A2B1 : Student learning outcomes taught using conventional strategies with high interest in reading short stories

A x B : Student learning outcomes taught using project-based learning strategies and conventional strategies with an interest in reading short stories

To calculate the score obtained on the reading interest questionnaire, the Likert Scale formula was used

$$\text{Score (\%)} = \frac{\text{TotalSkor}}{\text{SkortertinggiLikert}} \times 100\%$$

Product moment by Person significant level used is 5%

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\} \{n\sum Y^2 - (\sum Y)^2\}}}$$

Note:

r_{xy} = Correlation coefficient

N = Number of sample members

$\sum X$ = Total score of items

$\sum Y$ = Total score

$\sum X$ = The sum of all scores

$\sum X^2$ = The sum of the squares of item scores

$\sum Y^2$ = The sum of the squares of the total score

$\sum XY$ = The sum of the product scores of items and the total score

To test the validity of the items, namely by calculating the correlation coefficient (r) of the items with the total score. An item is said to be valid if the correlation value (r) > critical value r with a confidence level of 95%. On the other hand, if the correlation (r) < critical price r Product Moment, then the item is said to be invalid (failed).

The purpose of data collection is to empirically determine the suitability of research subjects for use as experimental or control groups. In order to investigate the impact of project-based learning strategies and interest in reading short stories on the ability of class VII students at SMP Negeri 1 Deli Tua to write religious short stories during the 2023-2024 academic year, questionnaires and performance tests were used to collect data on their writing abilities. As a comparison, the author collected data on student learning outcomes who used conventional strategies.

To analyze the data obtained from this research, we used a statistical test called covariance analysis (ANCOVA). ANCOVA is a multivariate statistical test that combines regression analysis and analysis of variance (ANOVA). It was developed by R.A. Fischer, a British statistician who first published on the topic in 1932.

Anova is a statistical technique commonly used in experimental and observational research to control for uncontrolled variables. In Anova, residual analysis is performed on the regression line by comparing the residual variance between groups with the residual variance within groups. Statistical control will be used to purify changes in the dependent variable caused by the influence of other variables or weak research design. This process will calculate Anakova.

The research hypothesis is presented in the form of a statistical hypothesis:

First Hypothesis

Ho : $\mu A1 < \mu A2$

The learning outcomes for writing short religious stories for students taught using project-based learning strategies are lower than the learning outcomes taught using conventional learning.

Ha : $\mu A1 > \mu A2$

The learning outcomes for students to write religious short stories taught using project-based learning strategies are higher than the learning outcomes taught using conventional learning.

Second Hypothesis

Ho : $\mu A1 B1 < \mu A2 B1$

The learning outcomes for writing religious short stories for students who have low interest in reading short stories taught using project-based learning strategies are lower than the learning outcomes taught using conventional learning.

Ha : $\mu A1 B1 > \mu A2 B1$

The learning outcomes of writing religious short stories for students who are interested in reading short stories taught using project-based learning strategies are higher than the learning outcomes taught using conventional learning.

Third Hypothesis

Ho: $A \times B = 0$

There is no interaction between project-based learning strategies and interest in reading short stories on the ability to write religious short stories of class VII students at SMP Negeri 1 Deli Tua in the 2023-2024 academic year.

Ho: $A \times B \neq 0$

There is an interaction between project-based learning strategies and interest in reading short stories on the ability to write religious short stories of class VII students at SMP Negeri 1 Deli Tua for the 2023-2024 academic year.

III. RESULTS AND DISCUSSION

The research results stem from data analysis of conducted research. Prior to discussing the results, this research will explain the variables. It follows an experimental design with a two-group experimental-control model. The experimental class data reflects the students' ability to write short stories using project-based learning methods, while the control class data reflects their ability to write short stories using conventional learning. The experiment was conducted on 36 students in class VII-1 of SMP Negeri 1 Deli Tua during the 2023-2024 academic year, while the control group consisted of 36 students in class VII-2 of the same school during the same academic year.

The research results stem from data analysis of conducted research. Prior to discussing the results, this research will explain the variables. It follows an experimental design with a two-group experimental-control model. The experimental class data reflects the students' ability to write short stories using project-based learning methods, while the control class data reflects their ability to write short stories using conventional learning. The experiment was conducted on 36 students in class VII-1 of SMP Negeri 1 Deli Tua during the 2023-2024 academic year, while the control group consisted of 36 students in class VII-2 of the same school during the same academic year.

Tabel 2. Descriptive Statistics

	Project Based Strategies	Mean	Std.	N
			Deviation	
Conventional Strategies	Project-based strategy	83,19	4,689	36
	Conventional Strategies	72,22	6,001	36
	Total	77,71	7,688	72
Interest	Project-based strategy	88,11	4,090	36
	Conventional Strategies	58,44	5,598	36
	Total	73,28	15,711	72

The descriptive statistics show that the use of a project-based strategy is superior to the conventional strategy in terms of both students' ability to write religious short stories and their level of interest. It is important to note that the language used in this statement is objective and free of any biased or emotional language. Specifically, the project-based strategy resulted in a score of 88.11. The conventional strategy only achieved a score of 58.44. After analyzing the interim results, it is evident that the project-based strategy is more effective than the conventional approach, as supported by the mean ability to write religious short stories in both the experimental and control classes.

Tabel 3. Correlation

		Project-based strategy	Conventional Strategies	Interest
Project-based strategy	Pearson Correlation	1	-.719**	-.951**
	Sig. (2-tailed)		.000	.000
	N	72	72	72
Conventional Strategies	Pearson Correlation	-.719**	1	.769**
	Sig. (2-tailed)	.000		.000
	N	72	72	72
Interest	Pearson Correlation	-.951**	.769**	1
	Sig. (2-tailed)	.000	.000	
	N	72	72	72

Compare the 2-tailed sig value with the significance level used to determine if the linearity assumption of the regression is met. In this case, the sig value (2-tailed) is 0.000, indicating that the linearity assumption is met. Therefore, it is appropriate to include the variable of interest as a covariate.

The next step is to perform a reliability test. Reliability testing is conducted to assess the consistency of questions in measuring actual student responses. It refers to the degree to which an instrument can be trusted as a data collection tool. The reliability test in this study utilized Cronbach's Alpha test.

Tabel 4. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items ^a	N of Items
.525	-.2,255	3
a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.		

The Reliability Statistics table displays the value of Cronbach's Alpha Based on Standardized Items, which is 0.525. This value is greater than the table value of 0.236, with a significance level of α (for $n=72-2=70$ and $\alpha = 5\%$, the limit is 0.236). As per the table, the value of Alpha-Cronbach's reliability falls between 0.50 – 0.70, specifically 0.525, indicating that all items have a medium level of reliability.

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 Tabel 5. Levene's Test of Equality of Error Variances^a

	F	df1	df2	Sig.
Conventional Strategies	3,54	1	70	,064
Interest	3,60	1	70	,062

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 Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
 a. Design: Intercept + Strategy

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 The Reliability Statistics table displays the value of Cronbach's Alpha Based on Standardized Items, which is 0.525. This value is greater than the table value of 0.236, with a significance level of α (for $n=72-2=70$ and $\alpha = 5\%$, the limit is 0.236). As per the table, the value of Alpha-Cronbach's reliability falls between 0.50 – 0.70, specifically 0.525, indicating that all items have a medium level of reliability.

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 Tabel 6. One-Sample Kolmogorov-Smirnov Test

		Conventional Strategies	Interest
N		72	72
Normal Parameters ^{a,b}	Mean	77,71	73,28
	Std. Deviation	7,688	15,711
Most Extreme Differences	Absolute	,140	,244
	Positive	,124	,225
	Negative	-,140	-,244
Kolmogorov-Smirnov Z		1,189	2,074
Asymp. Sig. (2-tailed)		,118	,000
a. Test distribution is Normal.			
b. Calculated from data.			

To analyze the hypothesis, it is necessary to check if it meets the initial requirements of normality and homogeneity. Homogeneity can be tested using Levene's Test, provided that the data homogeneity is $\text{sig} > 0.05$. As shown in the table above, both dependent variables have $\text{sig} > 0.05$, namely $0.064 > 0.05$ and $0.062 > 0.05$, indicating that the variables have homogeneous samples. Next, the normality test can be performed using the Kolmogorov-Smirnov Test technique.

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 Tabel 7. Tests of Between-Subjects Effects

Dependent Variable: Conventional Strategies					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2497,521 ^a	3	832,507	33,313	,000
Intercept	439,975	1	439,975	17,606	,000
Strategy * interest	12,318	1	12,318	,493	,485
Strategy	15,392	1	15,392	,616	,435
Interest	326,190	1	326,190	13,053	,001
Error	1699,354	68	24,990		
Total	438975,000	72			
Corrected Total	4196,875	71			

a. R Squared = ,595 (Adjusted R Squared = ,577)

Based on the table above, hypotheses 1 and 2 can be evaluated by examining the strategy column in the significance section. Condition Ha is accepted if the significance value is greater than 0.05. According to the table, the significance value is 0.435, indicating that Ha is accepted. This suggests that there is a difference in learning outcomes between the ability to write religious short stories using project-based strategies and conventional strategies. By analyzing the strategy-interest column, it is evident that the null hypothesis (Ha) is rejected since the sig value of 0.485 is greater than 0.05. This indicates an increase in interest in reading short stories when using project-based strategies, which in turn improves the ability to write religious short stories.

Tabel 8. Tests of Between-Subjects Effects

Dependent Variable: Strategi Konvensional					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2615,819 ^a	11	237,802	9,024	,000
Intercept	143877,510	1	143877,510	5460,055	,000
Minat	448,806	10	44,881	1,703	,101
Strategi	,000	1	,000	,000	1,000
Error	1581,056	60	26,351		
Total	438975,000	72			
Corrected Total	4196,875	71			

a. R Squared = ,623 (Adjusted R Squared = ,554)

From the table above, paying attention to the strategy column with Ha accepted if sig. > 0.05, then it is known that the sig value. 1,000 means sig. > 0.05, that Ha is accepted, namely that there is an interaction that occurs between project-based strategies and interest in reading short stories.

This experimental research employs a two-group experimental design and a control design. The design utilizes two groups of students who were given a test to evaluate their ability to write religious short stories. The experimental class, namely class VII-1 with a total of 36 students, received project-based strategy treatment, while the control class, class VII-2 with a total of 36 students, received conventional strategies.

The objective of this research is to determine if there are differences in learning outcomes for writing religious short stories between groups of students taught with project-based learning strategies and those taught with conventional strategies. Additionally, the study aims to investigate if there are differences in learning outcomes for writing religious short stories between groups of students who have an interest in reading short stories and those who do not. Finally, the study aims to determine if there is an interaction between project-based learning strategies and interest in reading short stories on the ability to write short religious stories of class VII students at SMP Negeri 1 Deli Tua during the 2023–2024 academic year.

Implementing planned learning steps through project-based strategies positively affects the ability to determine the structure of short story texts. The student score data is then processed by the data processing organization, and the results are tested for linearity, reliability, normality, homogeneity, and hypothesis testing.

The project-based strategy is a learning approach that enables students to solve problems through discussions based on their ideas and thoughts. This approach allows students to take responsibility for their work, from planning to implementation and evaluation, resulting in the construction of new knowledge based on their existing understanding.

Giving students the opportunity to construct knowledge in groups and then individually can help them actively express their ideas and improve their communication skills. It is important for students to take responsibility for the results of their group and acknowledge any shortcomings in their group's performance in order to better understand new concepts. Students are taught to appreciate the strengths of other groups, acknowledge mistakes made by their own group, and recognize the limitations of other groups. The project-based approach enables students to gather and utilize all available sources of information to design and complete their assignments. Additionally, students are encouraged to prioritize sources of information that are relevant to their real-world experiences.

The project-based approach creates a more active, innovative, and creative learning atmosphere, which helps students determine the structure of short story texts. After working in groups, students were directed to independently determine the

structure of the short story text, with the help of a project-based approach. Starting with determining the abstract structure, orientation, complication, evaluation, resolution, and code, an open and active learning style greatly aids in this process.

IV. CONCLUSIONS

The research data analysis and hypothesis testing aimed to determine the influence of project-based and conventional learning strategies on the ability of class VII students at SMP Negeri 1 Deli Tua to identify the text structure of short stories for the 2023–2024 academic year. The results indicate that before using the project-based learning strategy, the average learning outcome value for the ability to determine the text structure of short stories for class VII students at SMP Negeri 1 Deli Tua was 72.22, which increased to 83.19. Differences in learning outcomes exist between the ability to write religious short stories using project-based learning strategies and conventional strategies. The use of project-based strategies increases interest in reading short stories when it comes to the ability to write religious short stories. An interaction occurs between project-based strategies and interest in reading short stories, as indicated by the sig value of 1,000, which means sig. > 0.05.

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