Implementation of Project Based Learning (PjBL) Models in Literacy of Urban Society Life Style Based on the Popular Metropop Novel

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ABSTRACT

This article contains a discussion of the implementation of the Project Based Learning (PjBL) learning model in literacy of urban society life style based on the popular novels metropop in Literature Criticism studies. The study of literature criticism aims to develop knowledge, skills, and critical attitudes in applying various literary theories and conduct literary criticism activities for the benefit of literary study and appreciation. As a final project in this course, students publish Anthology of Literary Criticism by examining popular novel metropop as an object of study from aspects of urban life style that are represented in popular novels metropop. To produce the anthology book product, the Project Based Learning (PjBL) model is used. Project Based Learning (PjBL) is a learning model that uses projects as a medium. PjBL learning model can be used to create more interactivity and control in learning. PjBL model focuses on the activities of students to explore, interpret, synthesize, and use information in producing various products as a form of learning outcomes.

To implement the Project Based Learning learning model in Literary Criticism studies, this research uses the theory of Stoller (2006), Keser (2010), and Papandreou (2016).

The results showed that the PjBL learning model can be applied in Literary Criticism studies as an effort to increase independence, cooperation (collaboration), and tutoring.

Keywords: Implementation, Project Based Learning, Literary Criticism, Life Style, Metropop

1. INTRODUCTION

Literary Criticism studies aims to provide students with knowledge, abilities, skills, and critical attitudes in applying various literary theories and carrying out literary criticism activities for the benefit of literature study and appreciation. To achieve this goal, in Literary Criticism lectures students are equipped with the basic concepts of literary criticism, the position of literary criticism in literary studies, the benefits of literary criticism, types of literary criticism, various theories and approaches in literary criticism, and the application of various literary theories in literature. literary criticism activities.

As a part of literary studies, literary criticism provides a very important contribution to the development of literary theory and literary history, as well as a means for readers to understand a literary work. Therefore, the results of literary criticism can be useful for literary science itself, for literary development, and are useful for people in general who want information on literary works. According to Pradopo[1], there are several types of literary critical writing, both scientific and non-scientific. One form of literary criticism writing is literary criticism essays written and published in various print and online media or in literary criticism anthology books.

As a final project in this course, students publish an anthology book of literary criticism which contains a number of literary criticism essays from various perspectives. In the assignment of writing literary criticism essays, students are encouraged to analyze the popular novels metropop areas as objects of study. This is due to the lack of literary critical writings that have made popular novels, especially Metropop, the object of study. In fact, the novel or popular literature in general has become an important part of the development of modern Indonesian literature. Various socio-cultural phenomena of society are expressed in the popular novels metropop. According to Arief [2] popular literature talks about things that are close to people's lives, and thus are easier to accept and have influence in the practice of society.

Mahayana [3] explains that popular literature (novels) as a product of mass culture, obviously naturally has the right to life. itsgrowth have become a part of human cultural journey, because he is presented and brought to life by his supporters. Popular literature is a part of social reality, a social document that describes the life of

some people. Thus, popular novels need attention for literary critics.

The various social phenomena of society are depicted in the popular novels metropop. One of the problems represented in the popular metropolitan novels is the urban lifestyle. Urban society is defined as a modern society that lives in a large metropolitan city. As people who live in a metropolitan city, urban people are shown as people who have a luxurious, hedonistic, consumptive lifestyle, and think pragmatically. In addition, the urban lifestyle can also be seen from the fashion, the language used, the way of communication, lifestyle, smartphones and the use of social media. These phenomena can be identified in the popular novels metropop through literacy activities.

In simple terms, literacy can be defined as the ability to understand and interpret various information through reading and writing activities, including reading and understanding literary texts. In addition, literacy skills must also be balanced with developing competencies, critical thinking skills, creativity, communication, and collaboration.

Through literacy, students are expected to have the ability to inventory, identify, and describe the urban lifestyle expressed in metropolitan popular novels, for example relating to financial literacy, digital literacy, cultural literacy and then writing them in the form of literary criticism essays.

To publish an anthology book of literary criticism essays as a final project in this course, an appropriate and effective learning model is needed. The success of the learning process is also determined by the learning model used. The learning model that is in accordance with the characteristics of this course is the Project Based Learning (PjBL) learning model.

Mergendoller [4] states that the project-based learning model is an innovative learning model, which emphasizes contextual learning through complex activities. Learning is focused on the core concepts and principles of a scientific discipline, involving students in problem-solving activities and other assignment activities. Mergandoller also stated that project-based learning also aims to provide opportunities for students to work independently, and build their own knowledge, and produce tangible products as a result.

Panasan [5] explained that project-based learning is a model that regulates learning around the project. It is based on problems that involve students in designing, solving problems, taking decisions, and other investigative activities by giving students opportunities to learn effectively. Johnson [6] states that project-based learning allows students to explore problems, concepts, or themes without predetermined answers. Project-based learning involves students in designing and creating products that meet authentic needs (Keser, [7]). Meanwhile, according to Blumenfeld [8] the project-based learning model is centered on learning units that are relatively timed, problem-focused, and meaningful by integrating concepts from a number of components of knowledge, or disciplines, or fields of study.

Stoller [9] defines the Project Based-Learning model as: (1) having processes and products; (2) give the student (partial) ownership of the project; (3) extended over a period of time; (4) integrating skills; (5) developing students' understanding of a topic; (6) collaborating with other students; (7) ask students to take responsibility; (8) assign new roles and responsibilities to students and lecturers; (9) provide a tangible final product; and (10) reflect on processes and products.

Project-based learning is very effective in enabling students to express opinions on topics covering areas of interest, to ask questions, estimate, develop theories, use different tools, to use acquired skills in real and meaningful contexts of life and enable students to solve problems. and answer questions in creative ways inside and outside the classroom [10], [11], [12]

In the project-based learning model, it usually requires several stages that focus on product development or performance. Papandreou (in Du, Xiaomei, [11]) argues that each project is the result of a series of activities carried out by students and these activities are arranged in a process of activity. Theoretically and conceptually, project-based learning is also supported by activity theory [14] which states that the basic structure of a theory consists of (a) the objectives to be achieved; (b) subjects that are in context; (c) the community in which the work is carried out medially; (d) tools; (e) work regulations; and (f) division of tasks. That is, each project consists of certain stages. Most of the project work includes steps such as, topic selection, planning, research, and product creation.

Papandreou introduced a model that describes the project work process in six steps, (1) *preperation*; (2) *planning;* (3) *research*; (4) *conclusion*; (5) *presentation* (6) *evaluation*. Kaptan formulated the steps in implementing PjBL,

(1) stating the subject and sub-subjects; (2) create projects; (3) application of the project; (4) planning of the presentation ; (5) presentation; (6) evaluation (Du Xiaomei, [11]).

Stoller [9] describes the following ten steps in project-based learning, (1) agreement for the project; (2) determine the final result; (3) determine the project structure; (4) collect various information about the project; (5) students collect information; (6) lecturers prepare students in compiling and analyzing data; (7) students compile and analyze information; (8) the lecturer prepares students for language demands as a top activity; (9) presents the final product; (10) evaluation.

As a comparative theory, Keser [7] formulates the steps in Project Based Learning, as follows. (1) Determining goals; (2) Determine the problem; (3) resulate report preferences; (4) determine evaluation and qualification matrices; (5) Forming groups; (6) Defining the problem and sub-problem and the data collection process; (7) compile a schedule for project completion activities; (8) Defining control points; (9) Collecting data; (10) Presenting project results

Based on these descriptions, the problem discussed in this study is how to implement the Project Based Learning (PjBL) learning model in the literacy of urban society's life style based on the popular metropop novels.

2. METHODS

This research is a qualitative research. Creswell [13] argues that qualitative research includes: (1) qualitative design assumptions; (2) type of design; (3) the role of

the researcher; (4) data collection procedures; (5) data recording procedures; (6) data analysis procedures; (7) the verification step; and (8) qualitative narrative.

Based on Creswell's theory, in this study the steps of implementing the Project Based Learning model in learning according to the theory of Papandreou, Stoller (2006), and Kesser (2010).

This research was conducted on students of the Indonesian Literature Study Program, Faculty of Language and Arts, Padang Padang State University who took the Literary Criticism course.

3. RESULT AND DISCUSSION

Based on the theory of Papandreou (Du, Xiaomei, [11]), Stoller [9], and Kesser [7], the stages of the Project Based Learning model can be formulated in the following steps.

3.1 Project Preparation and Determination

At this first stage, the lecturer explains to students the substance of the courses and project assignments that must be done. At this stage, the lecturers and students agree on the project assignments to be carried out. At this stage, the lecturer also explains to students the purpose of making and arranging projects. Students are asked to ask questions and discuss together related projects to be worked on. At the end of this stage, there must be an agreement (agreement) between the lecturer and students about the project to be done.

In the Literary Criticism course, it was agreed that the final project of the course was for students to publish an Anthology of Literary Criticism by making the popular novels Metropop as the object of study. The issue that will be studied is related to the urban society life style which is represented in the popular metropop novels.

3.2 Planning and Project Completion Steps

In this stage, the lecturer explains to students the steps in completing project assignments, selecting activities that

3.3 Preparation of Project Schedule

At this stage, lecturers and students compile a schedule for all project completion activities. In literary criticism

can support project assignments, integrating various possible completion of project assignments, planning resources that can support the completion of project assignments, and cooperation between members in groups.

At this stage in the Literary Criticism lecture, the lecturer explains to students the steps in publishing the Anthology Book of Literary Criticism Essays by first dividing the students into several groups. Some steps that must be planned are: (a) students select and determine the object of study. The object of study in question is the popular novel metropop. Students are given the freedom to determine the object of study provided that no student discusses the same object (novel); (b) students read, understand, and interpret the object of study carefully. At this stage the lecturer agrees with the students how much time the student needs to read and understand the object; (c) students determine the theme to be written in the form of literary criticism essays. In this step, there is already a design for students to write and discuss what, according to the reading results and their interpretation of the object of study. The theme determined is the urban life style depicted in the metropop novels; (d) compiling a written outline. At this stage, students make a writing outline with points that will be developed in a literary criticism essay; (e) formulate an attractive essay title; (f) writing essays on literary criticism. At this stage, lecturers and students agree on the completion time of writing essays; (g) submit essay assignments; (h) the lecturer checks and assesses the results of essays that have been written by students; (i) the lecturer returns the essay assignment to the student with some notes that must be corrected (revised); (j) students revise essays; (k) students return the revised essay assignment to the lecturer; (l) students present the results of the essay writing; (m) editing stage by student editors and lecturers; (n) designing and designing anthology book covers, (o) publishing and publication stages.

lectures, the project implementation schedule can be described in the following table.

Table 1 Project Schedule

Num.	Aktivity	Weeks
1.	Select and determine the object of study	Week 1
2.	Read and understand objects	Week 2
3.	Inventory and identify literacy data for urban life style communities, related to financial, digital, cultural	Week 3
4.	writing outline	Week 3
5.	Formulate a title	Week 3
6.	Writing essay	Week 4
7.	Collecting essay	Week 8
8.	Checking and assessing essay results	Week 9
9.	Returning essay assignments to students for revision	Week 10
10.	Revising essays	Week 11
11.	Returns the revised essay assignment	Week 12
12.	Presenting essay	Week 13
13.	Editing	Week 14
14.	Designing covers	Week 15
15.	Publishing	Week 16

3.4 Project Completion

This stage is the stage of implementing the project design that has been compiled. Students carry out activities according to the schedule made in the previous stage. The lecturer who teaches courses monitors every activity carried out by students.

3.5 Preparation of Project Reports and Presentations

At this stage, students compile project reports and prepare for presentation. The results of project reports in the form of essays are collected and reported to the lecturer who teaches the course. At this stage, students also present their essays in front of lecturers and peers in the form of class discussions. In the process of presentation and discussion, students receive suggestions for improvement from discussion participants.

3.6 Publication of Project Results

This stage begins with the managing of the editor team. Lecturers and students manage an editorial team consisting. The editorial team is in charge of and responsible for the process of collecting all essay manuscripts to be put together in an anthology book, language editing, systematic adjustment of writing, book cover design and appearance, giving book titles, designing layouts, until final editing, so that the book is ready to be published.

3.7 Evaluation of Project Process and Results

At this stage, the lecturer and students reflect, evaluate, and provide feedback on the entire series of activities and the results of project assignments that have been carried out.

Based on this explanation, the steps of the Project Based Learning learning model in Literary Criticism lectures can be described in the following table.

Table 2 Steps *Project Based Learning* Models

The Steps	Activity	
	Lecturers	**Student**
Project Preparation and Determination	Explain the substance of the course and explain the purpose of the project assignments to be done.	Asking questions and discussing together related to the project to be worked on
Planning and Project Completion Steps	Explain to students the steps in completing project assignments, selecting activities that can support project assignments, integrating various possibilities for completing project assignments, planning resources that can support the completion of project assignments, and cooperation between members in groups.	Students understand the steps for preparing project assignments well
Preparation of Project Schedule	Arrange a schedule of all project completion activities	Together with the lecturer, prepare and agree on a schedule for project completion
Project Completion	Describe the implementation of the project design that has been prepared.	Describe the implementation of the project design that has been prepared.
Preparation of Project Reports and Presentations	Collect project reports to present	Students compile project reports and prepare materials for presentations.
Publication of Project Results	Together with students to manage a team of editors	The editor team carries out the editor's duties, such as, language editing and editing, systematic adjustment of writing, book cover design and appearance, giving book titles, designing layouts, until final editing, so that the book is ready for publication.
Evaluation of Project Process and Results	Reflecting, evaluating, and giving feedback on the entire series of activities and the results of project assignments that have been implemented	Together with the lecturers, they reflect, evaluate, and provide feedback on the entire series of activities and the results of project assignments that have been carried out

4. CONCLUSION

Based on the analysis and discussion that has been stated, it can be concluded that the Project Based Learning (PjBL) learning model can be implemented in literary criticism lectures in university as an effort to increase independence, cooperation (collaboration), and peer tutoring.

Project Based Learning (PjBL) can be used to create various activities in the learning process. Project Based Learning can increase student activities to explore, interpret, synthesize, and use information in producing various products as a form of learning outcomes.

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