AL-IRSYAD
Journal of Education Science
e-ISSN: 2828-0830 Homepage: https://ejurnal.stkipddipinrang.ac.id/index.php/jse

IMPLEMENTATION OF PJBL WITH INTERACTIVE MEDIA FOR TEACHING INSTRUCTION TEXTS TO GRADE IV BAKALREJO 2 STUDENTS

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Article Submission:	*Article Revised:*	*Article Accepted:*	*Article Published:*
23 June 2025	*25 June 2025*	*26 June 2025*	*27 June 2025*

ABSTRACT

This study examines the learning challenges in Grade IV of Bakalrejo 2 Elementary School, such as low student understanding of instructional texts, minimal involvement in class, and less communicative teaching methods. Although the Project-Based Learning (PjBL) model has been proven to improve learning outcomes, its specific application in instructional text learning has rarely been studied. Most previous studies have only focused on general literacy or understanding of narrative texts, not instructional texts that require spatial reasoning, such as reading floor plans. This study presents a novelty by combining the PjBL model and interactive visual media such as floor plans, to improve students' understanding of instructional texts. This study uses a qualitative descriptive approach and includes classroom observations, LKPD analysis, and student project evaluations. The main focus of the study is: (1) students' ability to understand texts, (2) stages of PjBL implementation, and (3) utilization of interactive media as an aid. The results of the study indicate that the integration of PjBL with visual media can improve students' understanding and involvement in learning. This approach makes a positive contribution to improving the quality of Indonesian language learning at the elementary school level.

Keywords: Direction, Interactive Media, Instructional Text, Project Based Learning

INTRODUCTION

Reading is a complex process, which involves not only recognizing words but also a deep understanding of the meaning of written texts. This activity requires high-level skills such as analyzing, evaluating, and integrating information to form a complete and comprehensive understanding (Harianto, 2020). In the realm of language, reading is included in the four basic language skills that play an important role in written communication, especially in an academic context. Students' success in education is greatly influenced by their ability to understand reading (Tampubolon in Jahrir, 2020; Salsabila, 2023). Unfortunately, the low ability to understand reading at the elementary school level is still a serious problem that indicates an imbalance in the mastery of basic literacy (Noordan & Yunus, 2022). This condition indicates the need for a more effective learning strategy that is in accordance with the characteristics of early childhood learners.

One of the basic competencies taught to fourth grade elementary school students is the ability to read instructional texts, namely types of texts that present steps to carry out an action or instruction, such as how to use or assemble something (Ismanto, 2024). This competency is included in the scanning reading category, which is reading quickly with the aim of finding certain information (Nurmina et al., 2023). However, in practice, students often have difficulty understanding the structure and content of this type of text. This is due to the need for strong visual aids so that students are able to capture the entire content and organization of information in the text (Vijay, 2023). This difficulty reflects the importance of a learning approach that can accommodate students' visual needs more optimally, especially in presenting procedural information that is concrete and sequential.

Based on the results of observations at SD Bakalrejo 2, it was found that most students experienced difficulties in understanding the contents of the instructional text. In addition, the level of student participation in the learning process is relatively low, which is largely due to the use of conventional methods that are still dominant and less varied. Teachers tend to rely on a one-way approach without actively involving students in learning activities (Sari, 2021). This has a direct impact on the effectiveness of learning which is not yet optimal. This situation shows an urgent need to implement an innovative approach that can encourage comprehensive and contextual student involvement, as well as improve the quality of student-centered learning.

In this context, the constructivist approach is considered very relevant, because it emphasizes that the learning process is the result of students' experiences and active involvement in building their own knowledge (Masgumelar, 2021). One learning model

that is in line with this approach is Project Based Learning (PjBL). This model provides space for students to develop understanding through problem solving in the form of collaborative, creative, and experience-based project activities (Latang, 2024). PjBL is believed to be able to encourage critical thinking skills and increase students' learning motivation. By actively involving students in every stage of learning, this model can create a more dynamic and meaningful learning atmosphere. In addition to the learning approach, the use of media also has a strategic role in supporting the effectiveness of material delivery. Interactive media such as Canva have been proven effective in presenting learning materials visually and attractively, which can help students understand concepts more easily (Febriana et al., 2024). The integration of the PjBL model with digital media is considered to have a positive impact on improving students' knowledge and skills (Purwati, 2023). However, observation results show that the use of interactive technology by teachers is still limited. This results in inequality in student learning outcomes, especially in learning instructional texts that require visual and participatory support.

As a solution to this challenge, it is necessary to use additional visual media such as floor plans, which can support students' spatial understanding in a concrete way (Magdalena, 2021). Floor plans combined with Student Worksheets (LKPD) allow students to learn through direct practice, thereby strengthening their understanding of the concepts and contents of instructional texts (Herlina et al., 2021). This practice-based approach is also in line with the principle of active learning that is oriented towards real experiences, which not only improves cognitive understanding but also forms important application skills in everyday life.

This study uses a qualitative descriptive approachf which aims to describe in depth the implementation of the Project Based Learning (PjBL) model combined with interactive media and floor plans in learning to read instructional texts in grade IV of elementary school. Data were collected through classroom observations, interviews with teachers, and analysis of LKPD and student project results. This approach was chosen to comprehensively explore the ongoing learning process, the level of student involvement, and the impact of media use on their understanding of instructional texts. Through this analysis, it is hoped that a comprehensive picture can be obtained regarding the effectiveness of the learning strategies applied, as well as providing practical recommendations for the development of more innovative and responsive learning methods to student needs.

RESEARCH METHOD

This study applies a qualitative descriptive approach with the aim of gaining a deep understanding of the learning phenomena that took place in class IV of Bakalrejo 2 Elementary School. This approach is considered appropriate for exploring the meaning and interpretation that emerges from the subjective experiences of participants in a real-life context. As expressed by Zulkarnain (2021), qualitative methods focus on exploring the meaning of individual experiences in natural situations, which allows researchers to capture dynamics that cannot be explained through numbers or statistics alone. This research process is carried out through flexible narrative descriptions, but still upholds scientific principles, including data validity and direct involvement of researchers in the field to ensure depth of observation. In line with that, Assyakurrohim, Supiana, and Putra (2022) emphasized that a qualitative approach is a scientific method that allows for in-depth exploration of a phenomenon through verbal presentation. This approach does not rely on numbers, but rather describes reality as it is with a focus on social and psychological contexts. This provides ample space for researchers to uncover complex dimensions in the teaching and learning process, including the dynamics of relationships between individuals, values adopted, and environmental factors that influence learning. Therefore, this method not only records events but also interprets the meaning behind the actions and interactions that occur.

Furthermore, Fadli (2021) stated that the qualitative approach is in line with the constructivist paradigm, which believes that meaning is formed through social interaction and individual historical experiences. This paradigm recognizes that knowledge is not purely objective, but is constructed subjectively by actors in certain situations. Within this framework, the qualitative approach can also be combined with a participatory approach that emphasizes the active role of research subjects, and aims to encourage social change and advocacy. Thus, research is not only a means of scientific exploration, but also a tool for empowerment and meaningful social transformation.

The main focus of this study is to systematically describe the learning process of reading instructional texts by implementing the Project Based Learning (PjBL) model, which is supported by the use of interactive media and visual media in the form of maps. The study was conducted in the context of Indonesian language learning in grade IV of Bakalrejo 2 Elementary School. Through this approach, it is expected that students' understanding of instructional texts can be significantly improved.

The instruments used in this study include observation sheets, student worksheets

(LKPD), and project assessment instruments. Observations were conducted to record teacher and student activities during the learning process. LKPD is used as a tool to assess students' level of understanding of the material provided, while project assessment aims to measure students' work in the form of miniature school plans as an implementation of their understanding of the instructional text.

Data collection techniques are carried out in three main ways. First, direct observation of learning activities, with a focus on interactions between teachers and students and student activities when interacting with learning media. Second, LKPD analysis, which is carried out by teachers by assessing students' answers in completing tasks related to understanding instructional texts. Third, project assessment, which includes an assessment of students' work in the form of school plans, which are made in groups and worked on within a certain time according to teacher instructions.

The research was conducted on April 15, 2025, located in class IV of Bakalrejo 2 Elementary School. The subjects of the research consisted of one class teacher and 20 class IV students. The object of the research was focused on Indonesian language learning activities, especially reading instructional text material with the integration of the PjBL model and supporting media.

In the framework of this study, a temporary hypothesis was formulated stating that the implementation of the Project Based Learning learning model assisted by interactive media and floor plan media has been implemented optimally, and has great potential in improving student learning outcomes. This hypothesis is formulated based on initial observations and its validity will be tested through the process of collecting and analyzing empirical data (Fatihudin, 2020).

FINDINGS AND DISCUSSION

In elementary school learning practices, the teaching process generally still focuses on theoretical approaches rather than direct practice. This condition causes most students to have difficulty in compiling instructional texts that are in accordance with the correct structure and language rules. The lack of active student involvement in the knowledge construction process also weakens their understanding of procedure-based or instructional texts.

One effective approach to address these issues is the application of project-based learning. This model emphasizes the active involvement of students in producing a real product, where the process reflects high-level thinking skills such as planning, evaluating,

and solving problems collaboratively (Darmayoga & Suparya, 2021: 41). In the context of basic education, this model not only improves academic skills but also equips students with 21st-century skills, such as collaboration, creativity, and digital literacy (Dacomus, 2023: 1).

Furthermore, Zhang and Ma's (2023) research shows that the implementation of Project Based Learning has a positive impact on students' cognitive, affective, and psychomotor dimensions. In implementing Indonesian language learning, PjBL is able to encourage significant improvements in both understanding of the material and learning outcomes. This process is carried out through six stages, as described by Suyaman (2020), namely: (1) formulating basic questions, (2) designing project implementation, (3) preparing activity schedules, (4) monitoring project progress, (5) testing project results, and (6) reflecting on learning experiences.

In this study, PjBL was proven to increase students' active participation, as seen from the increase in the activity indicator from 65% in the initial cycle to 78% in the next cycle. This increase strengthens previous findings by Musdalifah et al. (2023) and Liando et al. (2023), which stated that the PjBL model is able to encourage increased learning outcomes, especially in Indonesian language learning which emphasizes reading and text comprehension skills.

The success of the implementation of PjBL in this context is also supported by the use of relevant and interesting learning media. One of the media developed by the teacher is interactive media based on the Canva application. This media is designed to combine text and visuals harmoniously, and contains learning instructions that students must practice when creating projects. The uniqueness of this media is not only in the design aspect, but also in its function as a learning aid that triggers student exploration and creativity.

In addition to interactive media, visual media in the form of floor plans are also used to evaluate students' understanding of instructional texts. As explained by Junaidi (2021:172), picture media is a visual representation of real objects, thoughts, or ideas expressed in two-dimensional form. In this study, the floor plan used was 1 x 1 meter in size and printed on MMT media, equipped with LKPD as an evaluative tool. Through this activity, students are asked to read the instructions in the LKPD and practice them directly using floor plan media, so that their understanding can be measured concretely.

The final product produced by students in this project is a miniature of the school plan of Bakalrejo 2 Elementary School. This project is designed based on problems or

situations presented in the form of illustrations on interactive media. Each group is given the freedom to design and build the miniature according to their understanding of the instruction text. Thus, this process requires not only logical thinking skills, but also collaboration and the ability to interpret visual information.

In the early stages of implementation, the teacher conveys basic questions related to the use of instructional texts in everyday life. These questions are visualized through interactive slides, which become discussion triggers between the teacher and students. Furthermore, students receive supporting materials before designing the project, so that they have a strong conceptual foundation in compiling a miniature plan. This process shows that structured learning can increase student engagement while strengthening their understanding of the material.

Figure 1. Learning using interactive media

Source: WhatsApp, (2025)

The second step in implementing learning is the design of the project by the teacher to be carried out by the students. At this stage, the teacher divides students into four working groups to facilitate collaboration and effective division of tasks. Before starting the project, each group is first directed to test their level of understanding of the instructional text material through visual media in the form of a map. In this activity, students are asked to read the instructional text that has been provided on the Student Worksheet (LKPD), then complete questions that require them to simulate the travel route. The simulation is carried out by practicing the directions and instructions in the text on the map media entitled "MMT Travel Route to Bakalrejo 2 Elementary School." Through this stage, students are not only required to understand the contents of the text, but also to integrate this understanding in the form of relevant and contextual practices.

Figure 2. Students practicing using floor plan media & LKPD

Source: WhatsApp, (2025)

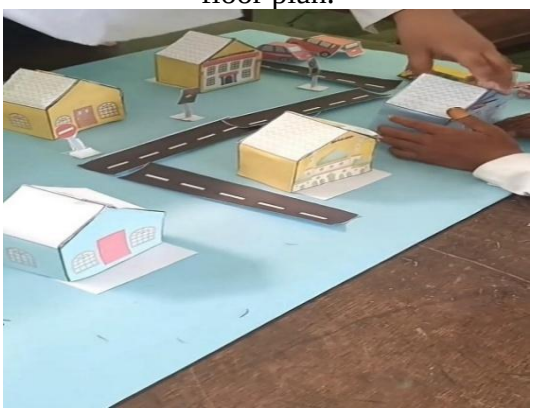
After the initial introduction and simulation stages, the teacher then explained the main project that would be worked on by the students, namely the activity of designing and assembling a miniature of the Bakalrejo 2 Elementary School floor plan. At this moment, an interactive discussion process took place between the teacher and students regarding various forms of miniature cities or environments that they had seen in real life. The purpose of this discussion was to stimulate students' imagination and build connections between the project to be worked on and their daily experiences. Furthermore, the teacher provided a detailed explanation regarding the project implementation procedures, starting from the division of tasks to the technicalities of assembling the miniature. This activity was designed so that students were able to work together in groups, make decisions independently, and develop creativity and spatial thinking skills.

The third next step is the preparation of the project activity schedule, carried out by involving students in a participatory manner. Teachers and students jointly agree on the implementation time and deadline for project completion, in order to foster a sense of responsibility and time management skills. Each group is given a different problem illustration, which is displayed through interactive media. The illustration depicts various scenarios or conditions of the school environment that require creative solutions from students in designing miniature floor plans. With these varied problems, the project results produced are also diverse, so that they can enrich each other when presented in front of the class. In addition to improving cognitive competence, this activity also encourages communication and collaboration skills between students.

Next, enter the fourth stage, namely the project implementation and monitoring process. Students start working on the project according to the schedule that has been set.

They work in groups with a division of tasks that have been agreed upon in advance. In this process, the teacher acts as a facilitator who actively monitors and assists each group. The teacher observes student involvement, provides guidance when needed, and ensures that the project work process runs systematically and in accordance with learning objectives. This monitoring is important to maintain the quality of project implementation, as well as to detect early obstacles that may arise during the process. This stage shows that in the Project Based Learning model, the teacher does not only act as a material deliverer, but also as a mentor who encourages constructive learning development.

Figure 3. Implementation of the creative project to assemble the SDN Bakalrejo 2 floor plan.



Source: WhatsApp, (2025)

The fifth stage in the implementation of project-based learning is the testing of project results by the teacher. In this phase, each group is asked to present the product they have produced, namely a miniature of the Bakalrejo 2 Elementary School floor plan. This presentation activity is not only a place for students to explain the process and results of their work, but also opens up space for other students to provide responses in the form of suggestions, questions, or appreciation for their friends' work. This interaction builds a culture of constructive discussion that supports improving the quality of critical thinking and the ability to express opinions effectively. The teacher then assesses the presented project using a previously designed project assessment instrument, so that the evaluation process can be carried out objectively and in a structured manner.

The final step is evaluation and reflection of learning. The teacher and all students carry out reflective activities by reviewing the material that has been learned and the projects that have been completed. This session aims to reflect on the learning experience, review the learning process that has taken place, and identify things that have been achieved or that still need to be improved. Based on the implementation of all stages in the

Project Based Learning model combined with the use of interactive media and maps, the results show that the active involvement of students has increased significantly, especially in reading activities and understanding instructional texts.

Overall, the implementation of the Project Based Learning model supported by interactive media and floor plan media has been proven to be able to improve student learning outcomes in the material of reading instructional texts. Based on the evaluation data obtained, as many as 18 out of 20 students managed to achieve scores above the Minimum Completion Criteria (KKM), which is 75%. Only two students scored 70%, so they needed to take remedial activities to achieve the set standards. These results strengthen the hypothesis in the study that the implementation of the project learning model designed with a creative and participatory approach can improve students' understanding and ability to read and interpret instructional texts effectively.

CONCLUSION

Based on the results obtained during the implementation of the study, it can be concluded that the implementation of the Project-Based Learning (PjBL) model combined with the use of interactive and visual learning media in the form of a floor plan provides a positive contribution to improving the quality of the process and student learning outcomes. This learning strategy has proven effective in encouraging active involvement of students during learning activities, while strengthening their understanding of the content of the instructional text that is the focus of learning. In addition, the PjBL model designed with a contextual approach allows students to be more deeply involved in meaningful activities, so that the learning outcomes achieved are more optimal. In SD Negeri Bakalrejo 2, especially for fourth grade students, the integration of project activities that are relevant to everyday life and the use of attractive visual media has shown a significant increase in reading ability and understanding of instructional texts in Indonesian language subjects. These findings indicate that the combination of project-oriented learning methods and the use of appropriate media can create a more holistic and effective learning experience.

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