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## STUDENTS' INTEREST IN INDONESIALANGUAGE LEARNING PROJECT: 10th GRADE, SMK NEGERI 2 TUREN

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### ABSTRACT

This research focuses on mapping the interests in Indonesian language learning projects among 10th-grade students at SMK Negeri 2 Turen. The purpose of this study is to determine the interest of SMK Negeri 2 Turen students in Indonesian language learning projects. This research was conducted using a quantitative descriptive method, with data collection techniques using questionnaires via JotForm media, and the measurement scale referring to the Likert scale. The results of this study show that student interest in infographic projects amounted to 226 votes, with a percentage of 93.8%. Then, 149 votes were for student interest in text projects, with a percentage of 34.5%. The video project garnered 42 votes with a percentage of 14.8%. The remaining 15 votes indicated no interest in the three projects, with a percentage of 3.5%.

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## INTRODUCTION

Education is essential for the community to master knowledge. It serves as a pathway for society to achieve a more advanced nation. Through education, communities can develop and sustain their lives (Sari, 2022; Wulantari et al., 2023). Learning models in educational institutions will continuously evolve in line with changing times and field requirements. Over time, approaches within the teaching and learning scope have developed, paralleling the dynamic technological changes in society (Rusmiyanto et al., 2023). One common learning model implemented in schools is the project-based learning model emphasizes a learning style centered

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on students' practical experiences, realized through real projects (Sari, Satrijono, & Sihono, 2015). Through project work, students learn to take responsibility in completing tasks that require teamwork and collaboration (Na'imah, Supartono, & Wardani, 2015). Consequently, by working on these projects, students can develop skills and enhance their knowledge of the learning material.

The project-based learning strategy has three main stages: planning, implementation, and evaluation (Widana & Septiari, 2021). The planning stage requires extra attention in the learning process, as it influences the learning implementation process. Thus, careful and systematic strategy design is necessary during the planning stage to ensure that the learning proceeds well. In the implementation stage, teachers must prepare the learning resources needed to explain the project tasks that students will work on in groups. During the evaluation stage, students present their project results, participate in a Q&A forum, and teachers comprehensively evaluate the process to observe students' learning progress and address weaknesses in the learning process. One compulsory subject for all Indonesian citizens is the Indonesian language. This subject is a main component of the school curriculum in Indonesia. It aims not only to enhance students' language skills but also to foster a sense of nationalism and cultural awareness among the nation's youth. The Indonesian language subject teaches four basic skills: listening, reading, writing, and speaking (Dian Puspita Ningrum, 2012).

Listening skills involve understanding spoken language receptively (Putri & Elvina, 2019). Listening activities are defined as processes in which humans absorb information through their sense of hearing (Munthe, 2023). Reading skills are defined as receptive skills in written language. According to Yasmin (2019), reading skills enable individuals to understand the meaning of written ideas and the language sounds in a text to gain clarity on information. Writing skills involve producing something in text form. Writing requires the process of developing and expressing ideas in an orderly written format. This activity necessitates thought in selecting appropriate words, creating effective sentences, and structuring paragraphs so that readers can understand them. Speaking skills involve communicating something using proper and correct language according to ethics and religious values, in line with the nation's philosophy (Nurlaelah & Sakkir, 2020).

All four language skills can be taught through the project-based learning model. John Dewey introduced the concept of "learning by doing," which means acquiring knowledge by performing specific actions or behaviors aligned with one's goals, and this

can be applied through project-based learning (Widodo et al., 2021). This approach addresses issues related to varying student interests in learning Indonesian, especially at vocational high schools (SMKs), which focus more on student skills. One educational institution in Malang Regency, SMK Negeri 2 Turen, offers various vocational programs and trains students to hone their skills and master competencies according to their field of interest. Besides learning vocational competencies, SMK Negeri 2 Turen also mandates Indonesian language learning. Therefore, understanding student interest in Indonesian language learning projects is crucial, as it can be influenced by the learning approach and the relevance of the material to the students' interests and needs. The interests of SMK Negeri 2 Turen students vary, necessitating interest mapping to facilitate teachers in determining appropriate tasks/projects that align with the interests of 10th-grade students in Indonesian language subjects. Interest mapping for Indonesian language learning projects is conducted through JotForm media. This research is important to identify the level of interest in Indonesian language learning projects that align with the chosen vocational competency, facilitating effective teaching and learning processes and yielding optimal learning outcomes.

The results of mapping students' interests in Indonesian language learning projects can serve as a reference for educators to determine and agree on projects that students can work on according to their interests. This research is expected to provide solutions for students and educators to avoid information confusion that might prevent students from completing project tasks. Additionally, research on student interest in Indonesian language learning projects at SMK Negeri 2 Turen is anticipated to contribute positively to school curriculum development and teaching strategies and provide insights for educators in similar institutions.

## **METHOD**

This research uses a quantitative descriptive method. The data collection technique involves questionnaires via JotForm media, with a measurement scale based on the Likert scale. The subjects of this study are 10th-grade students at SMKN 2 Turen, who have studied the materials on observation report texts, anecdote texts, exposition texts, negotiation texts, biography texts, and poetry texts in the Indonesian language subject. The sample used in this study consists of 77 students from four different skill competencies. The scores obtained from the distribution of questionnaires will be analyzed in the form of percentages.

| Category    | Number | Presentage |
|-------------|--------|------------|
| Text        | 149    | 34,5%      |
| Video       | 42     | 14,8%      |
| Infographic | 226    | 93,8%      |
| Others      | 15     | 3,5%       |

**Table 1. Student Interest in Indonesian Language Learning Projects**

Based on Table 1, the text category in Indonesian language learning materials is the students' written work to practice their writing skills. The video category in Indonesian language learning materials is the students' digital media work to practice speaking and improve effective communication. The infographic category in Indonesian language learning materials involves presenting information in the form of data visualization and engaging images to make it easier for readers to understand. The other category in Indonesian language learning materials includes projects that students prefer aside from the three aforementioned options.

## RESULT AND DISCUSSIONS

The results of this study are derived from questionnaire responses as a means of measuring students' interest in Indonesian language learning projects. This measurement employs the Likert scale calculation, which aims to measure variables such as interest, attitude, and opinion (Panglipur, I. 2021). There are four categories of interest: text, video, infographic, and other interests. These four categories are explained as follows:

| Number and Percentage of Student Interest |     |          |            |             |           |        | Number | Percen |
|---|-----|----------|------------|-------------|-----------|--------|--------|--------|
| Category                                  | LHO | Anecdote | Exposition | Negotiation | Biography | Poetry |        |        |
| Text                                      | 27  | 25       | 27         | 20          | 17        | 33     | 149    | 34,5%  |
| Video                                     | 3   | 10       | 1          | 22          | 3         | 3      | 42     | 14,8%  |
| Infograp<br>hic                           | 38  | 36       | 37         | 26          | 54        | 35     | 226    | 93,8%  |
| Others                                    | 2   | 5        | 4          | 1           | 1         | 2      | 15     | 3,5%   |

Based on the table, it can be observed that students' interest in infographic projects amounts to 226 votes, accounting for 93.8%. Then, 149 votes were recorded for students' interest in text projects, representing 34.5%. Video projects garnered 42 votes, indicating an interest of 14.8%. The remaining 15 votes showed

no interest in any of the three projects, representing 3.5%. Thus, students' interest in Indonesian language learning projects is highest in the form of infographics.

Infographic projects are easier and more practical for students to present information effectively, making them highly favored in Indonesian language learning projects. Additionally, there is considerable interest in text-based projects among students, as writing allows them to practice critical thinking and writing skills. Video projects are less favored by students due to the difficulty of video production or dealing with digital media. Moreover, the low interest in video projects may be attributed to the lack of communication and speaking skills development methods. As for other project types, students are interested in creating comic strips or graphic comics for anecdote text materials, while simple essays for exposition text materials. They choose other options because they want to incorporate creativity into Indonesian language learning projects, although the majority of the sample still selects from the three provided projects.

## CONCLUSIONS

Based on the above data, it can be concluded that the interest of SMK Negeri 2 Turen students leans more towards infographic project creation, with 226 votes and a percentage of 93.8%. This is because students find it easier and more practical to work on, and they also feel more adept at presenting information through infographics. In addition to infographic projects, 10th-grade students at SMK Negeri 2 Turen are also interested in text creation projects, as evidenced by 149 votes and a percentage of 34.5%. This is due to the fact that by creating text, students feel they can express all their ideas and thoughts through writing. Meanwhile, video projects are a minority choice, with 42 votes and a percentage of 14.8%. This is because students find the video recording and editing process difficult, resulting in less interest in video projects. There are 15 remaining votes, accounting for 3.5%, indicating that some students are not interested in any of the three projects. Thus, it can be concluded that the interest of 10th-grade students at SMK Negeri 2 Turen in Indonesian language learning projects lies in creating infographic projects, as they are considered more practical and effective in conveying information, while video projects are less favored due to technical difficulties and required skills.

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