

Research Article

Application of the PjBL Model Using Big Book Media to Improve Student Learning Outcomes in Indonesian Language Subjects on the Theme of Fable Texts in Grade 2 at SDN Sumberkare 2

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Abstract: The instruction of the Indonesian language for primary school kids necessitates teaching approaches and media that align with the developmental features of the students. Initial observations in grade II of SDN Sumberkare 2 revealed that student learning outcomes in fable text materials are inadequate, student engagement and participation in learning are suboptimal, and the learning method remains predominantly teacher-centered. This study seeks to elucidate the implementation of the Project Based Learning (PjBL) paradigm utilizing Big Book media and to assess the enhancement of student learning results in fable text resources. The study used the Classroom Action Research (PTK) methodology, executed in two cycles comprising the stages of planning, action implementation, observation, and reflection. The research participants comprised 15 second-grade pupils from SDN Sumberkare 2. Data collecting methods are executed via observation, testing, and documenting, whilst data analysis employs both quantitative and qualitative methodologies. The study's results indicate that the implementation of the PjBL paradigm with Big Book media enhances student learning outcomes in Indonesian fable text content. The mean score of students rose from 64.8 in the initial cycle to 76.33 in the subsequent cycle, while the learning completeness improved from 33.33% to 100%. Furthermore, students' engagement and involvement in the learning process were enhanced through reading, discussion, puppet creation, and role-playing. The implementation of the PjBL paradigm with Big Book media has demonstrated efficacy in enhancing the academic performance of second-grade students at SDN Sumberkare 2.

Keywords: Big Book; Fable Text; Indonesian Language; Learning Outcomes; Project Based Learning.

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1. Introduction

The instruction of the Indonesian language in primary schools plays a crucial role in developing students' foundational literacy skills, particularly in the lower grades. In second grade of primary school, the educational process must consider the features of pupils' cognitive growth, which remains at the concrete operational stage. At this juncture, students find it more comprehensible to grasp information conveyed visually and contextually rather than through solely verbal explanations. "Consequently, the acquisition of Indonesian must be facilitated by engaging and tangible learning resources to provide optimal comprehension of the information by students (Syafira & Damayanti, 2021).

A significant resource for learning the Indonesian language in grade II is tale texts. Fables are narratives featuring anthropomorphized animals that exhibit human-like behaviors and convey moral lessons applicable for educational purposes. This content is very appropriate for instruction in primary grades due to its straightforward narrative and relevance to children's experiences. By studying fable literature, students gain comprehension of the narrative while also identifying the characters, storylines, and moral ideals embedded within the story (Pohan & Sapri, 2024).

In early education, pupils frequently encounter challenges in comprehending reading materials, as instruction predominantly relies on conventional textbooks lacking sufficient visual media accompaniment. Elementary school children, particularly those in the lower grades, require visual aids such as drawings and illustrations to comprehend the narrative content more effectively. This situation indicates that the utilization of suitable learning material is a crucial factor in enhancing students' reading comprehension.

Big Book media is a resource that can facilitate reading instruction for lower-grade pupils. The Big Book is a substantial volume featuring text and drawings of a legible size, suitable for collective reading in a classroom setting. This medium enables all pupils to simultaneously view text and graphics, facilitating teachers in guiding students to progressively comprehend the narrative's content. Studies indicate that the utilization of Big Books can enhance reading engagement, student participation, and comprehension of textual material among elementary school pupils (Syafira & Damayanti, 2021; Pohan & Sapri, 2024). The utilization of Big Book media in the study of fable texts aids students in comprehending narrative components, including characters, storylines, and moral themes, through engaging graphics. Consequently, learning becomes more participatory and aligns with the attributes of lower-grade kids who require visual media to comprehend educational content. Comprehending tale texts is a crucial component of reading proficiency that pupils must acquire from a young age. By analyzing fable texts, students acquire the ability to identify explicit and implicit information, formulate inferences, and connect the reading material to their everyday experiences.

This capability underpins the acquisition of additional language abilities, including speaking and writing (Nurdiana & Liansari, 2024). Besides cognitive elements, fable stories serve an educational purpose in shaping pupils' character. Moral lessons illustrated through animal characters can assist pupils in comprehending qualities such as honesty, cooperation, responsibility, and empathy for others. Consequently, the proper study of fable texts will have a dual benefit: enhancing reading abilities and cultivating favorable character traits in kids (Syafira & Damayanti, 2021).

Based on the results of initial observations conducted in grade II of SDN Sumberkare 2 revealed various issues in the instruction of Indonesian, particularly concerning fable texts. The primary issue is the inadequate academic performance of students. The majority of students have failed to meet the basic completion criteria established by the school, particularly regarding their comprehension of reading material. The second issue is the insufficient engagement and involvement of students in the learning process. Throughout the educational process, merely a small fraction of students actively pose inquiries, respond to queries, or articulate ideas. The majority of students exhibit passivity, merely absorbing the teacher's explanations without engaging actively. This state indicates that learning has failed to promote optimal student participation (Karinda et al., 2024). The third issue is to learning strategies that remain predominantly influenced by teachers' explanations. In the instruction of Bahasa Indonesia, educators have typically endeavored to deliver content aligned with the curriculum; however, time limitations, disparities in student capabilities, and pressures for material completion result in a predominance of direct explanations and textbook utilization in the learning process. This condition enables pupils to engage in critical thinking, conversation, and opinion expression, albeit not optimally. Consequently, certain students struggle to develop an autonomous comprehension of learning materials, particularly in fable literature (Tanjung et al., 2025).

These issues underscore the necessity of implementing a more diverse and flexible learning model tailored to classroom situations, ensuring that the educational process is not just reliant on the instructor's exposition. A learning paradigm that facilitates active engagement, collaboration, and expression of viewpoints among students must be used to enhance their comprehension of the learning material. By engaging in straightforward cognitive processes

and discussion activities, students can be conditioned to connect the acquired knowledge to their daily experiences, commensurate with their developmental stage, thereby facilitating comprehension and rendering learning more significant for younger students (Kusasih et al., 2024). Active learning facilitates student engagement in the educational process via discussions, inquiries, and collaborative activities. Consequently, students do not merely absorb information passively; they actively engage as subjects in the construction of their own knowledge.

Project Based Learning (PjBl) is a suitable educational model for these requirements. The PjBl model is an educational framework that prioritizes student engagement in the learning process via structured and contextual project-based activities. Through Project-Based Learning (PjBl), students are motivated to engage actively by creating basic learning products pertinent to the subject matter (Dyah et al., 2025).

Numerous studies indicate that the use of Project-Based Learning in elementary schools enhances student engagement, participation, and academic performance. PjBl offers students the chance to comprehend the topic via experiential learning possibilities manifested as learning projects. In the acquisition of Bahasa Indonesia, Project-Based Learning (PjBl) has demonstrated efficacy by facilitating students' comprehension of reading materials through engagement in reading, discussion, and the creation of products that encapsulate their understanding of the topic (Rahmawati et al., 2024; Sapti et al., 2025). Alongside the learning paradigm, the utilization of suitable educational material is crucial in primary education. Big Book media is an educational medium consisting of oversized volumes featuring engaging writing and illustrations. This media facilitates students' comprehension of reading material by ensuring that text and images are readily visible to all pupils in the classroom (Syafira & Damayanti, 2021).

Prior research indicates that the utilization of Big Books can enhance reading engagement, text comprehension, and academic performance among elementary school pupils, particularly in lower grades. Big Book media assists students who continue to struggle with reading comprehension and content understanding (Pohan & Sapri, 2024); Nurdiana & Liansari, 2024). The integration of the Project-Based Learning model with Big Book media is seen as an effective way to address the challenges of Indonesian language acquisition in grade II at SDN Sumberkare 2. The PjBl paradigm offers a project-based learning framework that promotes students' active engagement in the educational process, while Big Book media functions as a tangible resource that aids students in comprehensively and visually grasping tale texts (Dyah et al., 2025; Sitalawati et al., 2022).

Through these combinations, students not only read fable texts, but also produce simple learning products related to the content of the story, such as reconstructing storylines, identifying characters, or creating a classroom version of the Big Book. This project-based activity helps students build an understanding of fable texts gradually and meaningfully, and in accordance with the developmental characteristics of low-grade students (Rahmawati et al., 2024; Asastri et al., 2025). This research is relevant in the context of Classroom Action Research (PTK) because it aims to improve and improve the quality of learning directly through real actions in the classroom. PTK provides an opportunity for teachers to reflect on the learning practices that have been implemented and make continuous learning improvements in accordance with the needs and characteristics of students (Hidayati et al., 2024).

Through the application of the Project Based Learning model through Big Book media, it is hoped that there will be an increase in the learning outcomes of Indonesian language students in grade II of SDN Sumberkare 2, especially in the fable text material. In addition to improving learning outcomes, the implementation of project-based learning is also expected to be able to increase student activeness, participation, and motivation to learn because students are directly involved in the learning process and produce simple learning products that reflect their understanding of the material learned (Dyah et al., 2025; Rahmawati et al., 2024).

2. Literature review

Model Project Based Learning (PjBl)

The *Project Based Learning* (PjBl) model is a learning model that places projects as the core of learning activities, so that students are actively involved in planning, implementing, and

completing a learning project related to learning objectives. PJBL emphasizes student involvement through real activities that produce learning products as a form of understanding of the material learned (Dyah et al., 2025).

The results of the study show that the application of the *Project Based Learning* in learning Indonesian in elementary school is able to improve learning outcomes and student activity. Through PJBL, students are directly involved in project-based learning activities, so that students' understanding of reading materials increases and learning becomes more meaningful (Rahmawati et al., 2024; Sapti et al., 2025).

In line with that, PJBL is considered relevant to be applied to learning Indonesian in elementary schools because it not only improves students' cognitive abilities, but also trains critical thinking and problem-solving skills simply according to the age of students (Kusasih et al., 2024).

In the context of elementary school, especially in the lower grades, PJBL is adjusted to the level of cognitive development of students. The problem presented is not it is complex, but it is designed in the form of simple questions or situations that students can understand. The main characteristics of PJBL in elementary school include being student-centered, emphasizing cooperation, and encouraging active student involvement in the learning process (Kusasih et al., 2024; Tanjung et al., 2025).

The Project Based Learning *model* has several advantages when applied in elementary school learning. These advantages include encouraging students to be actively involved in the learning process through project-based activities, helping students understand learning materials through hands-on learning experiences, and training students' cooperation, responsibility, and communication skills in completing learning projects (Dyah et al., 2025; Rahmawati et al., 2024).

Nonetheless, the model *Project Based Learning* It also has some drawbacks, especially when applied to low-grade students. These weaknesses include requiring a relatively longer learning time, students still need intensive guidance from teachers in planning and implementing projects, and teachers need to prepare project planning and learning media carefully so that learning activities can run effectively (Sapti et al., 2025).

Media Big Book

Big Book *media* is a learning medium in the form of a large book that contains text and pictures with a clear size so that it can be used in reading activities together. This medium is perfect for low-grade students who still need visual assistance in understanding reading texts. The use of *Big Books* helps students recognize words, understand the content of stories, and increase interest and motivation to learn to read (Syafira & Damayanti, 2021).

Research conducted by Nasution (2024) shows that the use of *Big Book media* in elementary school grade II Indonesian language learning is able to improve student learning outcomes and the percentage of learning completeness. *Big Book media* helps students understand the content of the story text more easily because it is supported by attractive illustrations and simple language.

In addition, the development of a *Big Book* based on *Project Based Learning* has also proven to be effective in improving students' reading comprehension skills. Flawery and Desyandri (2025) stated that the use of *Big Books* combined with PJBL is able to create more contextual

and interactive learning, so that students can more easily understand the content of reading and actively engage in learning.

The main characteristics of *Big Book media* include the large size of the book, the use of attractive color illustrations, simple language, and the content of the story that is tailored to the student's level of development. With these characteristics, *Big Books* are able to attract students' attention and help them understand the content of the text more easily (Syafira & Damayanti, 2021; Pohan & Sapri, 2024).

Model Project Based Learning with the Media Big Book

Model integration *Project Based Learning* (PjBl) with the media *Big Book* It is an effort to combine project-based learning with concrete visual media that is suitable for low-grade students. PjBl provides a learning framework that encourages students to be actively involved through the planning and implementation of learning projects, while *Big Book* function as a visual means that help students understand the content of fable texts more clearly and thoroughly (Dyah et al., 2025; Sitalawati et al., 2022).

In learning Indonesian fable text material, this integration is carried out by presenting problems related to the content of fable stories displayed through *the Big Book*. Thus, students are not only read the text, but are also directed to understand, discuss, and respond to problems based on the stories they read. The integration of PjBl and *Big Book* allows the learning process to take place more structured, interesting, and in accordance with the characteristics of grade II students (Syafira & Damayanti, 2021; Kusasih et al., 2024).

The combination of *the Project Based Learning* model with *Big Book media* is considered relevant to be applied in the learning of Indonesian language in grade II elementary schools because it is able to encourage active student involvement and help the understanding of the material through project-based activities. Learning becomes more meaningful, fun, and in accordance with the needs and characteristics of low-grade students, so that it has a positive impact on improving Indonesian language learning outcomes (Dyah et al., 2025; Rahmawati et al., 2024).

Through this combination, learning fable texts focuses not only on reading activities, but also on understanding the content of the story and solving problems related to the text. Learning becomes more meaningful, fun, and in accordance with the needs and characteristics of low-grade students. Therefore, the application of the PjBl model through *Big Book media* is seen as the right approach to improve the learning outcomes of Indonesian language for grade II students (Karinda et al., 2024; Kusasih et al., 2024).

Learning Outcomes

Learning outcomes are the abilities obtained by students after participating in the learning process which is characterized by changes in aspects of knowledge, attitudes, and skills. In the context of learning in elementary school, learning outcomes are generally used as indicators to assess students' level of understanding of the material that has been learned and the effectiveness of the learning process that takes place.

In learning Indonesian, learning outcomes reflect the extent to which students are able to understand the content of the reading, answer questions, and re-express information obtained from the text read. Therefore, learning outcomes are one of the main measures of the success of learning Indonesian in elementary school (Karinda et al., 2024).

3. Research Methods

Research Approach

This study employs Classroom Action Research (PTK) as its methodological methodology. Classroom Action Research is an inquiry designed to enhance the quality of learning through systematic and iterative interventions within the classroom environment. Classroom Action Research is an investigation carried out within the classroom to enhance the quality of the educational process and learning outcomes through specific interventions. PTK was selected due to its alignment with the issues identified in grade II, including the low learning outcomes and student engagement in the study of Indonesian fairytale text material. Through PTK, educators can implement incremental and ongoing enhancements to learning based on actual classroom settings.

This study aims to enhance the process and results of learning Indonesian by utilizing the Project Based Learning (PJBL) model, supplemented by Big Book media. The data on student learning outcomes serves as a foundation for assessing the efficacy of learning interventions in each cycle, whereas observational results are utilized to evaluate the learning process, providing material for enhancements in subsequent cycles.

The PTK model employed in this study is a cyclical framework comprising four primary stages: planning, action implementation, observation, and reflection. The planning phase is conducted to develop educational resources and research instruments. The action implementation phase involves using the Project-Based Learning approach utilizing Big Book media in education. The observation phase is conducted to monitor student activities and the execution of learning processes. The reflection stage assesses the results of the activity and identifies enhancements for the subsequent cycle.

This research is designed to be conducted in two cycles, with the possibility of continuation into the subsequent cycle if the success indicators have not been met. Utilizing the PTK approach and model aims to systematically rectify the challenges of learning Indonesian in grade II and enhance student learning outcomes.

Presence and Role of Researchers in the Field

In this classroom action research, the researcher is directly and actively involved in the entire series of research activities. The presence of researchers in the field is participatory and collaborative, because researchers not only observe, but also design and implement learning actions and reflect for learning improvements in each cycle. The role of the researcher in this study is described as follows:

Researcher as Action Designer

Researchers play a role in designing learning actions that will be implemented in each research cycle. These roles include:

- a. Identify problems in learning Indonesian language fable text material in grade II.
- b. Prepare a Learning Implementation Plan (RPP) by applying *the Project Based Learning* model through *Big Book media*.
- c. Prepare Big Book *learning media* that is in accordance with the characteristics of low-grade students.
- d. Prepare research instruments, such as observation sheets of student and teacher activities, as well as learning outcome test questions.

The design of the action is carried out based on the results of initial observations and relevant theoretical studies so that the actions carried out are on target and in accordance with the purpose of the research.

Researcher as Learning Implementer

The researcher carried out the learning process in accordance with the lesson plan that had been prepared by applying *the steps of the Project Based Learning (PjBl)* model through *Big Book* media. Manage simple project-based learning activities that engage students in reading, guided discussions, and the preparation of learning products.

Researcher as Observer and Reflector

In addition to being the implementer of learning, the researcher also plays the role of observer and reflector. In this role, the researcher:

- a. Observe student activities during the learning process.
- b. Record the implementation of learning and students' responses to the application of learning models and media.
- c. Analyze the results of observations and student learning outcomes in each cycle.

The results of these observations are used as reflection material to assess the success of the actions that have been taken and as a basis for planning learning improvements in the next cycle.

Collaboration with Classroom Teachers as Observers

This research was carried out collaboratively with grade II teachers who acted as observers. Classroom teachers assist researchers in:

- a. Observe student activities and the implementation of learning during the action process.
- b. Provide input and suggestions at the reflection stage of each cycle.
- c. Helps maintain objectivity in observing the learning process.

Collaboration between researchers and classroom teachers aims to ensure that the actions taken are in accordance with real conditions in the classroom and the results of the research can be academically accountable.

Research Scene

The research scene is the place and context for the implementation of classroom action research. The purpose of determining the research scene is to provide an overview of the research environment and the conditions where the learning actions are carried out.

Research Location

This research was carried out at SDN Sumberkare 2. This school was chosen as the research location because based on the results of initial observations, problems were found in learning Indonesian fable text material in grade II, especially related to low learning outcomes and student activity. Therefore, this school is considered relevant as a place to conduct classroom action research.

Research Time

This research was carried out in the even semester of the current school year. The research time is adjusted to the Indonesian language learning schedule in grade II and the school's academic calendar. The implementation of research is carried out in stages through several cycles of PTK, where each cycle includes the stages of planning, implementation of actions, observation, and reflection.

General Conditions of Schools and Classrooms

SDN Sumberkare 2 is a public elementary school that carries out learning in accordance with the applicable curriculum. In general, the condition of school facilities and infrastructure is adequate to support learning activities, including classrooms and learning support facilities.

The condition of grade II of SDN Sumberkare 2 shows that students have diverse abilities and still need learning that is concrete, visual, and involves direct activities. In learning Bahasa Indonesia, especially fable text material, students still need guidance and appropriate learning media in order to understand the material well. This condition is the basis for the implementation of classroom action research by applying *the Project Based Learning* model through *Big Book media*.

Research Subjects

The research subject is a party directly involved in the implementation of classroom action research and is the target of the application of learning actions. The determination of the research subject was carried out by considering the suitability between the learning problems found and the research objectives.

Research Subjects

The subjects in this study are all grade II students of SDN Sumberkare 2. The selection of grade II students as the subject of the study is based on the problems of learning Indonesian in fable text material, especially related to the low learning outcomes and activeness of students in the learning process.

This classroom action research involves all students in one class without any special grouping, because the purpose of PTK is to improve the overall learning process and outcomes in the class being studied.

Number of Students

The number of grade II students of SDN Sumberkare 2 who were the subjects of the study were all students in one study group. All students are actively involved in every stage of research, starting from the implementation of actions to the evaluation of learning outcomes in each cycle.

General Characteristics of Students

In general, grade II students of SDN Sumberkare 2 have the following characteristics:

- a. It is at the stage of concrete operational cognitive development, so it requires visual and contextual learning.
- b. Have the ability to read and understand diverse texts.
- c. More interested in learning that involves visual media and hands-on activities.
- d. It still requires guidance and direction from teachers in simple discussion and problem-solving activities.

These characteristics show that grade II students need a learning model that is able to actively engage them and is supported by appropriate learning media. Therefore, the application of *the Project Based Learning* (PJBL) model through *the Big Book media* is considered appropriate to be applied to the subject of this study.

Theoretical Foundations of Classroom Action Research and *Project Based Learning Models*

This research is supported by several learning theories that are relevant to the application of *the Project Based Learning* (PJBL) model through *Big Book media* in classroom action

research. These theories are the conceptual basis for designing and implementing learning actions.

Table 1. Theoretical Foundations of Application *Project Based Learning*.

Yes	Figures / Members	Learning Theory	Theory Explanation	Application in Research
1	David P. Ausubel	Theory of Meaningful Learning	Meaningful learning occurs when new information is associated with the cognitive structure that students already have	<i>The Project Based Learning</i> (PJBL) model through <i>Big Book media</i> helps students relate the content of fable texts with real learning experiences through project activities
2	Lev S. Vygotsky	Constructivism Social	The learning process occurs through social interaction and guidance	In PJBL, students work together in small groups to complete a fable text learning project
3	Jerome S. Bruner	Learning Invention	Students learn effectively when they discover their own concepts	PJBL encourages students to discover the moral message of fable texts through project activities with the guidance of teachers
4	John Dewey	Experiential Learning	Meaningful learning happens through hands-on experience	Projects in PJBL provide a real learning experience through the processing of fable texts
5	Kemmis & McTaggart	Classroom Action Research	PTK is reflective and cyclical	PTK is used to improve learning through the implementation of PJBL and <i>Big Book media</i>

Based on the table of theoretical foundations above, it can be understood that the application of the *Project Based Learning* (PJBL) through the media *Big Book* has a strong theoretical basis and is relevant to the characteristics of learning Indonesian in elementary school elementary grades. Each learning theory put forward by experts provides a conceptual foundation in explaining how the project-based learning process can take place meaningfully and effectively.

The theory of meaningful learning put forward by Ausubel emphasizes that learning will be more effective if new information is associated with the cognitive structure that students already have. In the context of this study, the application of the *Project Based Learning* (PJBL) through the media *Big Book* help grade II students relate the content of the fable text to the learning experience gained through learning project activities. Thus, learning is not only oriented to memorization, but to a deeper understanding of the content of the text. (Ausubel, 1968).

Furthermore, Vygotsky's theory of social constructivism emphasizes that the learning process is a social activity that involves interaction between individuals. Through group

discussions and cooperation in solving problems contained in fable texts, students can exchange ideas and build mutual understanding. Application *Project Based Learning* (PJBL) in this study provides space for students to interact actively through group work in completing the fable text learning project, so that students' cognitive development can take place optimally through the guidance of teachers and peers (Vygotsky, 1978).

Theory of learning discovery (*discovery learning*) stated by Bruner also supports the application of PJBL in learning Bahasa Indonesia. Bruner states that students will learn more effectively if they are directly involved in the process of discovering the concepts and meanings of learning. In this study, students are not directly given answers about the moral message of the fable text, but are directed to find out for themselves through the process of reading, discussing, and answering the problems presented. This discovery process is expected to increase student involvement and strengthen their understanding of learning materials (Bruner, 1961).

In addition, John Dewey's thinking about experiential learning emphasizes that learning will be more meaningful if students are faced with real problems that are relevant to their lives. The fable text used in learning contains simple problems about the attitude and behavior of the characters, so that it can be used as a reflection material for students in daily life. Thus, learning Indonesian language is not only oriented to the cognitive aspect, but also to the formation of students' attitudes and character (Dewey, 1938).

From a methodological perspective, the theory of Class Action Research (PTK) put forward by Kemmis and McTaggart is the foundation for the implementation of this research. PTK emphasizes the existence of an action cycle that includes planning, implementation, observation, and reflection to improve the learning process in a sustainable manner. The application of the PTK cycle allows researchers to evaluate the effectiveness of the implementation of PJBL through the media *Big Book* and make improvements based on the results of reflection in each cycle (Kemmis & McTaggart, 2014).

Based on this description, it can be concluded that the application of the *Project Based Learning* (PJBL) through the media *Big Book* In action research these classes have strong theoretical support and complement each other. Theory of meaningful learning, social constructivism, discovery learning, experiential learning, and PTK theory are the conceptual basis that supports efforts to improve the learning outcomes of Indonesian fable text material in grade II elementary school students.

Classroom Action Research Design

This study uses Classroom Action Research (PTK) as the research design. PTK was chosen because it aims to improve the learning process and results directly through real actions in the classroom. Classroom action research places teachers as researchers who reflectively examine their own learning practices to improve the quality of learning in a sustainable manner.

According to Kemmis and McTaggart, Classroom Action Research is a form of reflective research conducted collaboratively by educational practitioners to improve the rationality and fairness of educational practices, understanding of the practice, and the situation in which the practice takes place. PTK is carried out through a series of cyclical and repetitive actions until the expected learning improvements are obtained (Kemmis & McTaggart, 2014).

In line with this opinion, Arikunto stated that PTK is research conducted by teachers in their own classrooms with the aim of improving the learning process and improving student

learning outcomes through certain actions that are planned, implemented, observed, and reflected systematically (Arikunto, 2019).

Based on the opinions of these experts, classroom action research is very relevant to be used in this study because the problems studied are sourced from real learning practices in grade II of SDN Sumberkare 2, especially in the learning of Indonesian fable text material.

Classroom Action Research Models and Flows

The PTK model used in this study refers to the spiral model from Kemmis and McTaggart, which consists of four main stages, namely *planning*, *acting*, *observing*, and *reflecting*. The four stages are carried out repeatedly in several cycles until the indicators of research success are achieved.

This model was chosen because it provides a systematic and flexible framework for researchers to make learning improvements based on the results of reflection from previous cycles. PTK Cycle Flow Chart of Kemmis and McTaggart Model

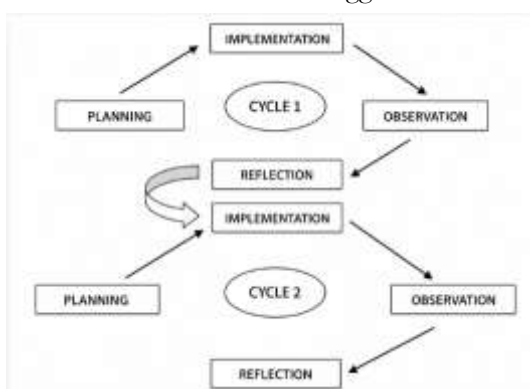


Figure 1. PTK Model Cycle Flow Chart Kemmis & McTaggart (2014).

Explanation of PTK Stages

a. Planning Stage

In the planning stage, the researcher compiles all the learning tools to be used, including the Learning Implementation Plan (RPP) by applying *the Project Based Learning* model through *Big Book media*, preparing learning media, and compiling research instruments in the form of observation sheets and learning outcome tests. This plan is prepared based on the results of identifying learning problems found in the classroom.

b. Stage of Implementation of Actions

The stage of implementing the action is the stage of implementing the learning plan that has been prepared. At this stage, the researcher carried out the learning of Indonesian fable text material by applying the steps of *the Project Based Learning* model combined with the use of *Big Book media*. The implementation of actions is carried out in accordance with the plan that has been prepared at the planning stage.

c. Tahap Observasi (Observing)

Observations are carried out to observe the course of the learning process during the action. Observations are focused on student activities, student involvement in learning, and the implementation of learning by teachers. Observation data was used to determine the impact of the implementation of actions on the learning process.

d. Reflection Stage

The reflection stage is the evaluation stage of the implementation of the actions that have been taken. At this stage, the researcher and the collaborating teacher analyze the results of observations and student learning outcomes to find out the advantages and disadvantages of the actions that have been implemented. The results of reflection are used as a basis for learning improvement in the next cycle.

Research Instruments

Pretest Test Instrument Grid

The test instrument in this study was used to measure student learning outcomes in the Indonesian subject of fable text material. The test used consists of a pretest and posttest in the form of multiple-choice questions. The pretest is given before the implementation of the action to find out the student's initial ability, while the posttest is given after the learning action in each cycle.

The test instrument was prepared based on the indicators of Indonesian language learning in class II and focused on the cognitive domain. The grid of test instruments is presented in the following table.

Table 2. Kisi-Kisi Soal Pretest

Number	Measured Competency	Question Indicator	Level Kognitif	Question Form	Number Question
1	Understanding the concept of fable texts	Identifying the meaning of a fable text	C1 (Remembering)	PG	1
2	Understanding the concept of fable texts	Mentioning the characteristics of the fable text	C1 (Remembering)	PG	2
3	Understanding the content of the story	Defining characters in a fable text	C2 (Understand)	PG	3
4	Understanding the content of the story	Explain the character of the characters in the story	C2 (Understand)	PG	4
5	Understanding the structure of the story	Defining the storyline in the text of a fable	C3 (Apply)	PG	5
6	Understanding the content of the story	Setting a place in a fable text	C3 (Apply)	PG	6
7	Understanding the content of the story	Analyze the relationships between events in a story	C4 (Analyze)	PG	7

Number	Measured Competency	Question Indicator	Level Kognitif	Question Form	Number Question
8	Understanding the content of the story	Identifying moral messages in fable texts	C4 (Analyze)	PG	8
9	Assess the content of the story	Assessing the attitude of the characters in the fable text	C5 (Evaluate)	PG	9
10	Assess the content of the story	Determine the right actions of the characters based on the story	C5 (Evaluate)	PG	10
11	Developing story ideas	Reinterpreting the content of the story in your own language	C3 (Apply)	Description	11
12	Understanding story elements	Mention the characters and their characters in the text of the fable	C2 (Understand)	Description	12
13	Analyze stories	Explaining the causal relationship in the story	C4 (Analyze)	Description	13
14	Rate the message of the story	Explaining the moral message contained in the text of the fable	C5 (Evaluate)	Description	14
15	Developing stories	Create an alternate ending to a fable text	C6 (Create)	Description	15

Pretest Test Instruments

Subjects : Bahasa Indonesia

Material : Fable Text

Question Form : Multiple Choice

Instructions : Choose the most correct answer!

Pretest Questions

1. A fable text is a story whose characters are

A. human

B. plants

- C. animals that behave like humans
 - D. Dead Things. supernatural beings
2. One of the characteristics of the fable text is
- A. human being
 - B. The character is an animal
 - C. does not have a moral message
 - D. The story is real. The story is in the form of news
3. Who are the main characters in the fairy tale?
- A. characters who rarely appear
 - B. the most talked about character
 - C. Additional
 - D. insignificant figures
 - E. Characters who only appear at the end of the story
4. The character of the characters in the story can be known through....
- A. Image
 - B. Story title
 - C. actions of characters in the story
 - D. The Color of the Book.
 - E. Number of pages
5. The sequence of events in the story is called....
- A. background
 - B. plot
 - C. theme
 - D. Mandate.
 - E. Title
6. The place where an event occurs in the story is called....
- A. alur
 - B. figure
 - C. background
 - D. Theme.
 - E. Mandate
7. Pay attention to the following events! Kancil tricks crocodiles into crossing the river. The event shows that kancil has the trait
- A. honest
 - B. smart
 - C. Lazy
 - D. Fearful
 - E. arrogant

8. The message that the author wants to convey through the story is called
- A. background
 - B. figure
 - C. groove
 - D. Mandate.
 - E. Title
9. If in the story there are characters who like to help, then this attitude includes....
- A. bad attitude
 - B. good attitude
 - C. Bad attitude.
 - D. arrogance.
 - E. Careless attitude
10. The best action to take if you see a friend in difficulty is ...
- A. let it go
 - B. mock it
 - C. help him
 - D. stay away from it
 - E. scolding him

Pretest Answer Key

- 1. C
- 2. B
- 3. B
- 4. C
- 5. B
- 6. C
- 7. B
- 8. D
- 9. B
- 10. C

Description Test Instruments

The description test instrument is used to measure students' abilities in more depth, especially in the ability to understand (C2) and apply (C3) the content of the fable text. Description questions are given to find out the students' ability to explain the content of the story, express moral messages, and apply the values obtained from fable texts in daily life.

The description questions are arranged according to the characteristics of grade II elementary school students using simple and easy-to-understand language.

Indonesian Description Questions

Material: Fable Text

Hint: Answer the following questions correctly!

- a. Re-explain the content of the fable story you have read in your own language.

- b. Name the characters in the story and describe the nature of each character.
- c. Explain the cause-and-effect relationship that occurs in the story.
- d. What do you think is the moral message that can be taken from the story? Explain.
- e. Create a different ending to the story using your own ideas and language.

Guidelines for Scoring Description Questions

Scoring guidelines are used to provide an objective assessment of students' answers to description questions. Each description question has a maximum score of 4, so the maximum total score for the description question is 20.

Table 3. Guidelines for Writing Questions.

Score	Assessment Criteria
4	The answers are very precise, complete, and in accordance with the questions
3	Exact but incomplete answers
2	Imprecise and incomplete answers
1	Incorrect answer
0	Not answering

Description Score Conversion

- a. Maximum score of description questions: 20
- b. The final value of the description is calculated by the formula:

$$\text{Description Value} = \text{Score obtained} / 20 \times 100$$

The description score is then combined with multiple choice scores to obtain the final score of student learning outcomes.

Data Analysis, Evaluation, and Reflection

Data analysis, evaluation, and reflection are important stages in classroom action research because they are used to assess the success of the actions that have been implemented and as a basis for learning improvement in the next cycle. Data analysis in this study was carried out on quantitative data and qualitative data obtained during the implementation of actions in each cycle.

Data Analysis

The data analysis in this study was carried out as part of a reflective process in each cycle of Class Action Research. The data analysis aims to determine the success rate of the implementation of learning actions through *the Project Based Learning* (PJBL) model supported by *Big Book* media in Indonesian learning of fable text material.

Data analysis is carried out by examining student learning outcomes obtained through tests as well as the results of observation of student activities and the implementation of learning by teachers during the action process. The data is analyzed in an integrated manner to determine the improvement of the process and the improvement of learning outcomes in each cycle. The steps of data analysis in this class action research include:

- a. Calculating the value of student learning outcomes in each learning cycle.
- b. Determine the grade point average.
- c. Determine the percentage of student learning completeness based on the Minimum Completeness Criteria (KKM) set by the school.

- d. Examining the results of observation of student activities and the implementation of learning during the implementation of *the Project Based Learning* model through *Big Book media*.
- e. Compare learning outcomes and student activities between cycles to find out if there is an improvement after learning improvements.

The results of the data analysis are used as a basis for assessing the success of learning actions and as a consideration in making learning improvements in the next cycle.

Evaluation

Evaluation is carried out at the end of each research cycle to assess the success of the learning actions that have been implemented. The evaluation is focused on the achievement of the research success indicators that have been set. The aspects evaluated in this study include:

- a. Improvement of student learning outcomes based on test scores.
- b. The level of student learning completeness individually and classically.
- c. Student activity and participation during the learning process.
- d. The suitability of the implementation of learning with the plan that has been prepared.

The results of the evaluation are used to determine whether the learning actions implemented are effective or still need to be improved in the next cycle.”

Reflection

Reflection is an activity to review all learning processes and outcomes that have been carried out in each Class Action Research cycle. Reflection is carried out by researchers and collaborator teachers by considering the results of data analysis and evaluation that have been carried out. Reflection activities include:

- a. Identify the advantages and disadvantages of learning implementation in each cycle.
- b. Determine the factors that support and hinder the success of learning actions.
- c. Develop a learning improvement plan that will be implemented in the next cycle.

The results of reflection are used as a basis for planning future actions so that the learning process can run more effectively and student learning outcomes can be improved optimally.

Research Procedure

The research procedure in this class action research is carried out through several cycles. Each cycle consists of four stages, namely planning, implementation of actions, observation, and reflection. This research is planned to be carried out in two cycles and can be continued to the next cycle if the indicators of research success have not been achieved.

Learning completeness is the main indicator to determine the success of actions in this class action research. Student learning completeness is determined based on the Minimum Completeness Criteria (KKM) that apply to Indonesian language subjects in grade II of SDN Sumberkare 2.

In this study, a student is declared to have completed individual learning if he obtains the learning outcomes score \geq KKM that has been set by the school. Meanwhile, classical learning completeness is achieved if at least 75% of the number of students in the class achieves a KKM score of \geq .

The determination of classical learning completeness of 75% refers to the principle of complete learning that is commonly used in classroom action research, where learning success

is not only seen from the increase in average scores, but also from the equitable distribution of student learning outcomes in one class.

Cycle Termination Criteria

This class action research will be stopped if it meets the following criteria:

- a. At least 75% of students have achieved the $KKM \geq$ score in the Indonesian subject of fable text material.
- b. The average score of student learning outcomes showed an increase compared to the previous cycle.
- c. Student activities and participation in learning have increased based on the results of observation.

If these criteria have not been achieved in a cycle, then the research is continued to the next cycle by making action improvements based on the results of reflection.

The inclusion of learning completeness based on KKM in classroom action research is very important because it shows that the success of actions is not only subjective, but also based on the assessment standards that apply in schools. Thus, the improvement of student learning outcomes obtained through the application of *the Project Based Learning (PJBL)* model through *the Big Book* media can be accounted for academically and practically.

Cycle I

- a. Planning

In the planning stage of Cycle I, researchers carried out the following activities:

- 1) Identify problems in learning Indonesian language fable text material in grade II.
- 2) Prepare a Learning Implementation Plan (RPP) by applying *the Project Based Learning (PJBL)* model through *Big Book media*.
- 3) Prepare *Big Book learning media* that is in accordance with the fable text material.
- 4) Prepare research instruments, including observation sheets of student and teacher activities as well as learning outcome test questions.
- 5) Determine the indicators of research success that will be achieved in Cycle I.

- b. Execution of Actions

The implementation of actions in Cycle I is carried out in accordance with the plan that has been prepared. At this stage, the researcher carried out the learning of Indonesian language of fable text material by applying *the steps of the Project Based Learning (PJBL)* model through *the Big Book* media, namely:

- 1) Determine learning projects related to fable texts.
- 2) Directing students to read and understand the text of fables using *Big Book media*.
- 3) Guiding students in guided discussions and working in groups to craft simple learning projects.
- 4) Provide opportunities for students to present the results of learning projects.

- c. Observation

At the observation stage, the researcher and the collaborating teacher made observations on:

- 1) Student activities during the learning process, such as activeness, participation, and involvement in project activities.
- 2) The implementation of learning by teachers is in accordance with the steps of *the Project Based Learning (PJBL) model through Big Book media*.

Observation is carried out using observation sheets that have been prepared to get an overview of the learning process during the action.

d. Reflection

Reflection is carried out at the end of Cycle I by examining the results of observations and the results of student learning tests. At this stage, the researcher and collaborator teachers:

- 1) Evaluate the achievement of research success indicators.
- 2) Identify the advantages and disadvantages of implementing learning in Cycle I.
- 3) Prepare a learning improvement plan that will be implemented in Cycle II.

Cycle II

Cycle II was carried out as a follow-up to the results of reflection in Cycle I

a. Planning

In the planning stage of Cycle II, the researcher carried out the following activities:

- 1) Prepare improvement of the lesson plan based on the results of the reflection of Cycle I.
- 2) Improve the application of *the Project Based Learning (PJBL) model and the use of Big Book media*.
- 3) Re-prepare observation instruments and learning outcome tests.

b. Execution of Actions

The implementation of actions in Cycle II is carried out by paying attention to the planned improvements. Learning continues to use *the Project Based Learning (PJBL) model through Big Book media* with an emphasis on increasing student activity, cooperation in groups, and students' understanding of the content of fable texts.

c. Observation: in Cycle II was carried out to find out:

- 1) Increased student activity and participation in learning.
- 2) The implementation of learning that has been improved.
- 3) Changes in student learning behavior compared to Cycle I.

d. Reflection: at the end of Cycle II is carried out to:

- 1) Assess the achievement of research success indicators.
- 2) Determine the success of the implementation of learning actions.
- 3) Draw the final conclusion of the study.

Cycle Termination Criteria

This class action research is stopped when:

- a. Student learning outcomes have reached the set success indicators.
- b. Most of the students have achieved the completeness of learning according to the KKM.
- c. Student activity and participation in learning showed a significant increase.

If the success indicators have not been achieved in Cycle II, then the research can be continued to the next cycle with more optimal action improvements.

4. Results and Discussion

Application of the Project Based Learning Model through Big Book Media in Indonesian Language Learning Fable Text Material

The application of the Project Based Learning (PJBL) model through Big Book media in this study was carried out as an effort to improve the Indonesian language learning process which was previously still centered on teachers. Based on the results of initial observations, students tend to be passive and less involved in learning activities, so the learning outcomes in the fable text material are still low. Therefore, learning is designed to be more active, concrete, and fun through the application of PJBL combined with the use of Big Book media. Learning is carried out in stages through two cycles with stages of planning, implementation of actions, observation, and reflection. The change in the learning process is evident from the increase in student involvement in each research cycle.

Table 4. Student Learning Outcomes of Cycle I Based on KKM 70.

Number	Student Name	Cycle I Value	KKM Value	Remarks
1	Aira Ayu Dea	70	70	Complete
2	Siska Adelia P.	65	70	Incomplete
3	Riski Maulana R.	60	70	Incomplete
4	Zahrotut Tohiro	80	70	Complete
5	Intan Maulidiya	68	70	Incomplete
6	Farel Prayoga	65	70	Incomplete
7	Muh. Romadhoni	50	70	Incomplete
8	Nur Aida	55	70	Incomplete
9	Febriyanto	60	70	Incomplete
10	Rangga Ramdhani	70	70	Complete
11	Muhammad Farid	65	70	Incomplete
12	Indra	60	70	Incomplete
13	Lukmanul Hakim	70	70	Complete
14	Nur Syamsiyah	55	70	Incomplete
15	Muh. Abdullah	79	70	Complete

Based on the learning outcome table, in cycle I, students began to be introduced to project-based learning through reading fable stories using Big Book media. The teacher guides students to understand the content of the story, recognize the characters, and discuss the moral messages contained in the fable text. After that, students were directed to work on a simple project in the form of making a doll of rabbits and turtles. At this stage, some students still need guidance because they are not used to working actively and in groups. However, the implementation of PJBL in Cycle I has begun to show a change in the learning atmosphere to be more lively than previous learning.

Big Book media has an important role in helping students understand the content of fable texts. Through the large size of the writing and pictures, all students can see the content of the story clearly when the teacher reads the story in front of the class. The use of Big Books makes reading activities together more interactive and attracts students' attention. In addition to helping students understand the storyline, this media also makes it easier for students to recognize the characters, setting, and moral messages contained in the story. Thus, Big Books

not only become a reading aid, but also become a learning resource center in the entire project-based learning series.

The stick-making project provides a more concrete and meaningful learning experience for students. Students not only read or listen to stories, but also create representations of characters in the form of simple works. Through coloring, cutting, and pasting activities, students become closer to the content of the story learned. The results of the project were then used again in Cycle II in role-playing or storytelling activities in front of the class. This activity makes students better understand the content of the story because they must be able to re-convey the plot and moral message through group performances.

Table 5. Data on Student Learning Outcomes for Cycle II and Their Improvement.

No	Student Name	Cycle I Value	Cycle II Grades	KKM Value	Improvement
1	Aira Ayu Dea	70	83	70	+13
2	Siska Adelia P.	65	76	70	+11
3	Riski Maulana R.	60	72	70	+12
4	Zahrotut Tohiro	80	90	70	+10
5	Intan Maulidiya	68	77	70	+9
6	Farel Prayoga	65	80	70	+15
7	Muh. Romadhoni	50	70	70	+20
8	Nur Aida	55	70	70	+15
9	Febriyanto	60	71	70	+11
10	Rangga Ramdhani	70	80	70	+10
11	Muhammad Fa- rid	65	70	70	+5
12	Indra	60	70	70	+10
13	Lukmanul Ha- kim	70	80	70	+10
14	Nur Syamsiyah	55	70	70	+15
15	Muh. Abdullah	79	86	70	+7

Based on the table of learning outcomes, in cycle II, the application of the PjBl model through Big Book media ran more optimally than in Cycle I. Students seemed more ready to participate in learning, more active in discussing, and more confident in expressing opinions and appearing in front of the class. Role-playing activities using stick puppets make the learning atmosphere more enjoyable and increase students' courage in speaking. In addition, cooperation between students also develops better because they are starting to be able to share tasks and organize group performances independently. Improvement of actions carried out based on the results of reflection in Cycle I has been proven to be able to improve the quality of the learning process in Cycle II.

Table 6. Recapitulation of Student Learning Outcomes.

Aspects	Cycle I	Cycle II
Number of students	15	15
Total value	972	1145
Average score	64,8	76,33
Students complete	5	15
Students are not complete	10	0
Completion percentage	33,33%	100%

Based on the recapitulation table of student learning outcomes, the results of the study show that the application of the Project Based Learning model through Big Book media is able to create more active, creative, and meaningful Indonesian language learning for grade II elementary school students. Learning is no longer just teacher-centered, but gives students the opportunity to be directly involved in the learning process through reading, discussing, creating projects, and role-playing. Student activity and participation increase gradually in each learning cycle. The results of this study are also in line with the theory of meaningful learning, social constructivism, and experiential learning which emphasizes the importance of students' active involvement in the learning process. Thus, the application of PJBL through Big Book media has proven to be suitable for use in learning Indonesian fable text material in elementary school elementary grades.

Improving Student Learning Outcomes through the Implementation of the Project Based Learning Model through Big Book Media

This study demonstrates that the use of the Project Based Learning (PJBL) model of Big Book media enhances the learning process and effectively increases student outcomes in fable text materials. The evaluation results from each cycle indicated an increase in both the average score and the completeness of student learning from Cycle I to Cycle II. In Cycle I, the mean score of students was 64.8, with a learning completion rate of 33.33%. Following enhancements in the actions during Cycle II, the average score rose to 76.33, with learning completeness achieving 100%. The results indicate that the implemented learning strategies positively affect students' comprehension of fable texts.

Enhanced student learning outcomes result from actively crafted learning experiences grounded in practical engagement. Students receive explanations from the teacher and participate in several learning activities, including collaborative reading using the Big Book, discussions, stick-making, and role-playing. This sequence of activities facilitates a deeper and more progressive comprehension of the story's substance for pupils. Students who actively participate in the learning process are more likely to comprehend the information than those who merely listen to the teacher's explanation. Consequently, enhancing learning outcomes is intrinsically linked to the quality of a more engaging and significant learning process.

The utilization of Big Book media with stick puppets significantly enhances student learning outcomes. The Big Book aids children in comprehending the narrative through visual assistance, featuring prominent and appealing text and illustrations. Upon comprehending the narrative via the Big Book, students reinforce their learning through a stuffed stick creation activity and role-playing exercises. The two media synergistically enhance pupils' comprehension of fables' texts. Instruction that integrates visual media and experiential activities aligns more closely with the traits of elementary school children.

Enhancing student learning outcomes is closely associated with heightened student engagement and participation in the educational process. During Cycle I, certain pupils appear to be passive and require much guidance from the instructor. In Cycle II, students exhibited more engagement in discussions, shown greater boldness in articulating their viewpoints, and displayed enhanced confidence while presenting in front of the class. This engagement enhances students' involvement in the learning process, hence improving their comprehension of the content. This indicates that students engaged in active learning generally achieve superior learning outcomes.

The results indicated that each student individually observed an improvement in grades. The enhancement in student grades ranges from 5 to 20 points, contingent upon each student's beginning aptitude. Students who initially received low scores shown significant improvement in Cycle II. This demonstrates that the implementation of the PJBL paradigm using Big Book media effectively addresses the educational needs of all pupils collectively. Active, project-based learning offers possibilities for all students to learn in accordance with their individual talents and experiences.

This study demonstrated that the implementation of the Project Based Learning model with Big Book media effectively enhanced the learning results of Indonesian fable text material among second-grade elementary school pupils. This success is attributable to the utilization of engaging educational media, the active participation of students in project activities, and the enhancement of actions in each cycle through reflective learning. This learning enhances academic performance while also fostering students' courage, collaboration, and self-assurance. The PJBL model with Big Book media serves as an excellent alternative learning technique to enhance the quality of Indonesian language education in elementary schools, particularly for lower-grade pupils.

5. Conclusions and Suggestions

Conclusion

The application of the Project Based Learning (PJBL) model through Big Book media is able to improve the quality of the learning process, student activities, and learning outcomes of Indonesian fable text material in grade II students of SDN Sumberkare 2. The application of learning is carried out through interactive reading activities using Big Books, group discussions, making stick dolls, to role-playing or storytelling that is tailored to the characteristics of elementary school elementary students. The learning process becomes more active, concrete, interesting, and meaningful so that students are more enthusiastic, more courageous to participate, and better able to work together in groups. Student learning outcomes also increased as seen from the average grade of the class which increased from 64.8 in Cycle I to 76.33 in Cycle II, while learning completeness increased from 33.33% to 100%. All students experienced an increase in scores from Cycle I to Cycle II, which shows that learning actions have an overall positive impact. In addition, the process of reflection and action improvement in each cycle has been proven to be able to increase learning effectiveness. Thus, the Project Based Learning model through Big Book media has proven to be effective as an alternative to learning Indonesian fable text material to improve the learning outcomes of elementary school students in the lower grades. Based on the results of data analysis and discussions that have been carried

out regarding the influence of work environment and work motivation on the performance of outsourcing employees at PT. Kinarya Selaras Piranti, the following conclusions can be drawn:

Suggestions

Based on the results of the research that has been conducted, there are several suggestions that can be submitted as considerations to improve the quality of learning, especially in Indonesian subjects in elementary schools.

For Teachers

Teachers are advised to use learning models that are more innovative, active, and in accordance with the characteristics of low-grade students. One alternative that can be used is the model *Project Based Learning* (PjBl) through the media *Big Book*, as these models and media have been proven to increase student engagement while improving their learning outcomes.

Teachers are also expected to be more creative in designing simple but meaningful learning projects. The project does not have to be complicated, but it should be appropriate for the learning material and the student's abilities. Thus, students can learn through hands-on experience, not just through the teacher's explanation. In addition, teachers need to provide sufficient guidance to students during the learning process, especially in group discussion activities, project making, and presentation of work results. Good mentoring will help students be more confident and easier to understand the material being taught.

For Students

Students are expected to be more active in participating in learning activities, both in reading, discussing, working together in groups, and when delivering the results of their work in front of the class. Student activity has a great influence on learning success, because the more actively students are involved in learning, the easier it is for them to understand the material being studied.

Students are also expected to increase the courage to ask questions, answer questions, and express opinions during the learning process. In addition, students need to get used to working with friends in groups, helping each other, and being responsible for assigned tasks.

For the School

Schools are expected to provide support for the use of innovative learning models and media in teaching and learning activities. This support can be in the form of providing learning facilities and infrastructure, encouraging teachers to develop creative learning media, and providing opportunities for teachers to conduct classroom action research as an effort to improve learning.

The school is also expected to make the results of this research one of the considerations in improving the quality of learning Bahasa Indonesia, especially in the lower grades. With support from schools, teachers will be more motivated to implement active, fun, and student-centered learning.

For the Next Researcher

For future researchers, the results of this study are expected to be a reference in conducting similar research. The next researcher can develop this research on other Indonesian learning materials, at different grade levels, or with the use of more varied learning media. In addition, researchers can also research other aspects besides cognitive learning outcomes, such as improving students' speaking skills, cooperation, creativity, or confidence. Thus, research on

the application of the model *Project Based Learning* Through the media *Big Book* can continue to be developed and provide wider benefits to the world of education.

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