DEVELOPMENT OF TEACHING MATERIALS BASED ON PROJECT BASED LEARNING FOR EDITING COURSE

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ABSTRACT

The aim of this study was to provide project-based learning-based teaching materials for editing courses. This study makes use of the ADDIE paradigm for research and development. Writing learning outcomes, questionnaires, and observation were utilized to collect research data. Expert and peer assessments provided the data for the analysis. The findings demonstrated that successful learning outcomes were achieved by developing project-based learning-based teaching materials for fourth-year Indonesian Language and Literature Education Study Program students in the Editing course. This helps students revise their writing more effectively, which enhances their writing abilities. Thus, the research's implications concern students' comprehension of modifying and creating instructional materials in order to meet learning objectives. This tactic has a big impact on learning.

Keywords: Teaching Materials, Project Based Learning, Editing

1. INTRODUCTION

The process of creating instructional materials involves analysis, creation, and evaluation in the learning process. The creation of instructional materials takes the shape of innovation and improvement to make learning engaging and productive. In order to create teaching materials, needs and circumstances related to the number of students and facilities are analyzed.

The creation of instructional materials is essential to the process of learning. The concept of flexibility is applied in the creation of instructional materials (Shofiyah, 2018). The goal of the flexibility principle is to enable the application of learning to embrace novel experiences. As components that serve as learning materials during the learning process, teaching materials are an essential aspect of the curriculum that is given to students (Pollock et al., 2023; De Koning et al., 2020; Guerrettaz et al.,

2021; Libiawati et al., 2020; Malahayati & Zunaidah, 2021). The syllabus arranges the topic matter. implementation that's simple to understand. Prior to using the content as instructional material, make sure it has been thoroughly produced and prepared (Martha & Andini, 2019).

In order to draw students in, instructional materials must also use terminology that is simple to grasp (Klimova & Pikhart, 2020; Hintz et al., 2020; Dolean et al., 2021; Oktaviani & Chan, 2023). Communicating ideas from each student through written and spoken language is the goal of competence. Writing of a high caliber requires language proficiency (Noble et al., 2020; Oktaviani & Marliana, 2021).

Writing skills are the ability to meaningfully convey ideas through the stringing of words (Schillings et al., 2023). Smith (2005) asserts that writing is a useful activity for conveying

thoughts in a way that makes information comprehensible. Not everybody is an excellent writer.

To write well, one must possess writing abilities (Oktaviani et al., 2022). Writing skills can be enhanced through the process of organizing ideas into words. In order to produce high-quality writing, writing exercises can be refined by sufficient understanding of syntax, punctuation, vocabulary, and other language norms (Subekti, 2022).

2. LITERATURE REVIEW

The Editing course requires writing proficiency. Readers will receive published work in the form of necessary information (Ibda, 2020). To be able to construct ideas through a sequence of meaningful phrases, writing abilities must be exercised daily (Khan & Wulansari, 2021). Writing proficiency is required for editing courses. Fourth-year students enrolled in State University of Jakarta's (UNJ) Indonesian Language and Literature Education Study Program (PBSI) are taught this course. The foundations of writing up to the point of publication are taught in this course.

In this course, editing is definitely required. It attempts to teach students every facet of writing, from brainstorming to drafting to editing, so that their work is fit for public consumption. Additionally, it attempts to prepare students for field internships based on their interests.

At the first meeting, there were speeches. Tests are used to assess how well pupils have mastered the material. In order to meet learning objectives, the process of learning needs to be improved. It is necessary to make improvements in all areas, including vocabulary, grammar, punctuation, and other language

standards. If these things aren't fixed, kids will find it hard to write. In order to encourage and pique students' interest in this subject, this needs to be directed. Students' limited command of the requisite linguistic elements and lack of writing experience are two barriers to mastering editing.

There are several methods for honing editing abilities. Among them is the creation of instructional resources. In order to adapt to the present environment, this teaching material can be developed in the most innovative way possible, utilizing project-based learning.

A learning approach known as "project-based learning" encourages students to use their imaginations, solve problems, and collaborate with others (Shpeizer, 2019; Kumar, 2021; Guo et al., 2021). Project-based learning allows for both individual and group problem-solving.

To meet learning objectives, teachers need to be innovative and creative in their preparation of lesson plans. To identify the issues that arise in the field, needs analysis and scenario analysis are required (Menggo et al., 2019; Chen et al., 2021). It is anticipated that the creation of instructional resources, particularly for this editing course, will enhance students' writing abilities.

The creation of educational resources is adjusted to the availability of facilities and the ever-improving technology (Hašková et al., 2023). Students have easy access to all educational resources. Teaching resources might also have real-world applications.

This research is research and development aimed at solving the current challenges. In the field of education, research and development is the process of creating and validating products. Development research can also be used to create or improve items that can be accounted for and used to solve problems.

The process of locating the materials required to create items as needed is known as research and development (Daros, 2023). The goal of research and development is to create high-quality goods. These goods consist of educational resources, learning videos, and more.

Goals, time, and issue resolution are all part of research and development (Witte et al., 2019; Grohs et al., 2018; Khairani Wijaya et al., 2023). This will result in items that meet the needs. The created product will be evaluated and updated in compliance with the learning goal.

Students can receive knowledge through print and electronic media as part of the learning process. This study makes use of information and communication technology-based project-based learning. The goals of project-based learning are information acquisition, problem solving, and creative thinking (Vauderwange et al., 2019; Davis & Tahrun, 2022).

The goal of research and development of project-based learning teaching materials is to raise student standards, particularly in writing. It is intended that by creating this instructional resource, the learning objectives will be appropriately met and utilised as a guide for future study.

3. METHODOLOGY

This study makes use of the creation of instructional materials for project-based learning in editing courses. Development and research are the methods employed. The process of creating products and evaluating their efficacy is known as research and development (Anggraini, 2022). Jakarta State University served as the research site for this study. In this study, the ADDIE development model is applied. (1) Analysis, needs analysis, and situation analysis are included in this paradigm. (2) Create; create instructional materials as required. (3) Development; produce instructional materials. (4) Use the created instructional resources for implementation; and (5) assess the results. evaluating the educational materials that have been produced. The teaching resources created for the Editing course are the result of this research.

According to (Anggraini, 2022), the stages of research and development in this study are as follows.

1. Preliminary studies, carried out by means of literature studies to obtain the information needed, field tests for data validity, and drafting to create a prototype.

2. The development that was prepared was then tested in the first, second, and so on.

3. Testing.

At this stage, teaching materials based on project-based learning are developed through information and communication technology.

4. RESULTS AND DISCUSSION

Students' prior knowledge is utilised to acquire needs analysis and situation analysis. how well pupils comprehend it and use it in their final written work. The purpose of the requirements analysis was to identify the

instructional resources that students utilized. The infrastructure and amenities that are offered at the college and in the residence halls are taken into account while adjusting the scenario analysis.

The following needs were identified in order to produce project-based learning-based teaching materials for the editing course, based on the needs analysis.

Table 1. Needs Analysis for Lack of Component

No.	Component	Student	Lecturer
1.	Manuscript editing activities have been done before	45%	50%
2.	Utilize the features on the computer to edit	20%	50%
3.	Happy to edit manuscripts from mass media regarding cases of language errors	40%	50%
4.	Using KBBI online to facilitate editing	60%	100%
5.	Experiencing obstacles caused by lack of accuracy and inaccuracy when editing, not mastering linguistic materials, and language rules from the Language Agency that are inconsistent	40%	50%
6.	Providing alternative solutions in overcoming obstacles in editing by asking other students to help check each other's coursework or manuscripts to avoid their own	40%	50%
	lack of accuracy or inaccuracy, using devices if the computer has problems, and reading other reference sources.		
7.	Working on editing in groups is more effective than individually	60%	50%

Through a questionnaire distributed to students who take the Editing course, the data developed in the form of teaching materials in accordance with the needs analysis and condition analysis. Students filled in the questions provided in the form of a questionnaire. In addition, observations were made without interrupting the learning process before conducting the pre-test.

Table 2. Needs Analysis for Necessities of Component

No.	Component	Student	Lecturer
1.	Editing is done for all genres	90%	100%
2.	Computer and manual editing	95%	80%
3.	Editing for language errors through print and electronic media	90%	80%
4.	Use of KBBI both online and offline	100%	100%
5.	Mastering grammar, vocabulary, language structures, etc	90%	95%
6.	Check edited writing by exchanging writing with	90%	100%

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No.		Student	Lecturer
	peers		
7.	Editing can be done individually or in groups	90%	90%

Based on the table above, 90% of students have edited various genres. Editing is done by mastering grammar, vocabulary, language structure, and others. In addition, checking the edited writing can be corrected again by peers. Editing can be done manually or using current technology such as computers which can be done through print and electronic media.

Table 3. Needs Analysis according to Learning Objectives

No.	Component	Student	Lecturer
1.	All genres have been edited for publication	100%	100%
2.	Proficiency in editing, both using computers and manually	95%	80%
3.	Improved editing in correcting language errors through print and electronic media	90%	90%
4.	Use of supporting applications, PUEBI IV, KBBI, and others	100%	100%
5.	Skills in editing required by mastering grammar, vocabulary, language structures, etc.	100%	100%
6.	Checking writing after editing by peers	90%	100%
7.	Editing skills can be done individually or in groups	90%	95%

The learning objectives in the Editing course need to be achieved through mastery in editing, so that the writing can be read by the public containing the required information. Various genres must be favored in terms of editing by utilizing the necessary linguistic mastery. The use of applications and other supporters provides an overview to facilitate editing.

Discussion

After the needs analysis, a pre-test was conducted. At the initial meeting, the pre-test was conducted to determine the ability to edit, before the application of the teaching material development.

The results showed that the lowest score was 41, the highest score was 92, and the average score was 66.50. The score is categorized as less if consulted with the assessment. Thus, IV level students are still lacking in the project-based editing course. The frequency distribution of the pre-test in the editing course is as follows.

Table 4. Frequency Distribution of Pre-test Scores

No.	Interval Class	Frequency	Percentage	Category
1.	41-45	1	5%	Bad
2.	46-50	4	20%	Bad
3.	51-55	0	0%	Bad
4.	56-60	2	10%	Less
5.	61-65	4	20%	Less
6.	66-70	0	0%	Less
7.	71-75	5	25%	Good
8.	76-80	1	5%	Good
9.	81-85	2	10%	Good
10.	86-100	1	5%	Very Good
	Amount	20	100%	

Table 1 illustrates that the teaching materials used are not in accordance with current conditions. Teaching materials need significant improvement in this editing course. The less criteria indicate

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that the development of teaching materials that are in accordance with current technological developments and based on project-based learning is needed.

Based on the presentation of the needs analysis contained in table 1 to table 3, the following conclusions can be drawn.

a) Students have not utilized the features on the computer to edit.
b) Students have not mastered linguistic material and language rules.
c) Students experience problems caused by lack of accuracy and lack of thoroughness of the edited text.

Development of Teaching Materials Based on Project-Based Learning in Editing Courses

Project-based learning was used in the design of the instructional materials based on the needs analysis that was provided, as this approach of learning may address issues that arise during the learning process. Editing requires not only excellent content but also a command of language usage and conventions. Students who practice often and make use of resources like KBBI can enhance their editing abilities. creation of the following instructional materials using a project-based learning approach.

The following step will involve designing the instructional materials after the pre-test. The needs analysis and pre-test are used to create the teaching materials. the stage of developing project-based learning-based teaching materials for the editing course by giving students information on editing in terms of grammatical faults and news manuscripts. The content in the Semester Learning Plan (RPS) needs to be relevant to instances of linguistic faults and appropriate. Students will edit the content appropriately and accurately.

By guiding students in editing, the initial process of creating project-based learning-based teaching materials for the

editing course was successfully completed. There are certain students that want further guidance regarding editing. Most of the time, pupils are proficient editors.

Manuscripts containing grammatical faults are edited as part of the project-based learning-based teaching materials' implementation stage in the editing course. Using modern technology, the Google Classroom program helps with editing. The editing course's project-based learning resulted in the development of materials that comprise learning outcomes from the RPS, learning content, medium utilized, and evaluation. Obstacles and solutions are mapped during the editing process. After development is finished, products will be monitored. A post-test is the next step.

Evaluation of the Development of Teaching Materials Based on Project Based Learning in the Editing Course

An analysis of the revised manuscript's outcomes is done during the evaluation phase. Students' challenges are evaluated in order to make future learning more effective. Lecturers assist students in producing high-quality edits by offering guidance and suggestions.

The work created for the editing course is put through the revision process. The student edit findings are reexamined and evaluated according to the degree of linguistic errors. In order to reduce linguistic errors, this is done to teach students how to write well and correctly.

The editing process went smoothly, and while many students showed enthusiasm and attention, some need additional patience. Students who have not mastered editing are given understanding on a constant basis until they comprehend the editing procedure. The information offered has to do with issues that arise in society.

The study's findings indicate that creating instructional materials around project-based learning is a fascinating way to enhance the editing learning process. Through the instructional materials created for the project-based learning editing course, participating students gain a satisfactory understanding of the editing process. Students' editing skills can be improved and the current challenges can be effectively addressed. The students' eagerness to point out grammatical mistakes shows that the learning objectives have been successfully met in compliance with the current RPS.

The study's editing findings, which were 66.50 on the prior pre-test, rose to 87.30 on the post-test. The editing quality increased by 20.80 points. Following the implementation of project-based learning-based teaching materials, the capacity to edit pupils was enhanced. Students' proficiency with grammar, vocabulary, language structure, and other language-related topics improves during this editing course.

25% of students met the good level of competence, 40% met the sufficient level of competence, and 35% fell into the low category based on the results of the prior pre-test. Students have studied the fundamentals of editing because this subject demands precision in editing. Student modification during the post-test produced better results than it had previously.

In the editing course, the post-test results showed that the lowest score was 73 and the highest score was 95. With favorable conditions, the average score was 87.30. Therefore, it can be said that after the creation of instructional materials based on project-based learning in the editing course is implemented, students' editing abilities fall into the good category. Following is the frequency distribution observed during the post-test.

Table 5. Frequency Distribution of Pos Test Scores

No.	Interval Class	Frequency	Percentage	Category
1.	41-45	0	0%	Bad
2.	46-50	0	0%	Bad
3.	51-55	0	0%	Bad
4.	56-60	0	0%	Less
5.	61-65	0	0%	Less
6.	66-70	0	0%	Less
7.	71-75	0	0%	Good
8.	76-80	3	15%	Good
9.	81-85	12	60%	Good
10.	86-100	5	25%	Very Good
Amount		20	100%	

Therefore, it can be said that the post-test results for students' editing abilities in the creation of instructional materials based on project-based learning are good. Expert lecturers validate the creation of project-based learning-based teaching materials for the editing course in order to identify its benefits and drawbacks.

Students were given a reflection questionnaire at the conclusion of the meeting in order to offer input on the creation of project-based learning-based teaching materials for the editing course that was being used. This is also done to assess whether the project-based learning materials being developed for the Editing course are appropriate.

The following are the findings from the reflection that students completed throughout the creation of the project-based learning-based teaching materials for the editing course. Students prefer to edit digitally as opposed to by hand, and they are more concerned with correcting linguistic blunders in their community than in the media. (3) There are more instances of errors in online mass media than in print media. The four editing-

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assistance applications include PUEBI, KBBI online, and others. (5) One of the challenges faced by pupils is inaccuracy and lack of accuracy when editing. (6) Editing methods include reading a variety of sources, using alternative technologies, such cellphones, in the event that computers malfunction, and cooperating in groups to review each other's corrections. (7) Students use computers more efficiently in groups and when correcting instances of linguistic faults.

5. CONCLUSION

The creation of project-based learning-based teaching materials in the editing course has a favorable effect on writing, according to the findings of the aforementioned research. Students who discuss issues or events in the community can do a good job of editing and fixing grammatical faults.

It implies that editing tasks are completed in groups. Students with lower skill levels receive peer assistance to help with editing. The majority of students were eager to correct the given linguistic mistakes. Instructors allow students editorial freedom to ensure that their creativity is unrestricted.

In groups, the majority of pupils were able to resolve their issues. Time management is also necessary to ensure that they do not submit their assignments later than expected because of network issues. Students' interest in and sincerity about fixing grammatical faults demonstrate their sense of responsibility. It is also crucial for lecturers to explain all of the material before assigning homework.

In the Indonesian Language Editing course, the construction of project-based learning-based teaching materials produced pre-test averages of 66.50 and 87.30, respectively, for the post-test. Effective outcomes were produced via the construction of project-based learning-based teaching materials that can be used to edit learning.

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