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APPLICATION OF THE PROJECT BASED LEARNING MODEL BASED ON HONAI LITERACY AND CRITICAL THINKING SKILLS TO THE PAPUAN STUDENT COMMUNITY IN SURABAYA

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Abstract

This research aims to determine the application of the Honai Literacy-based PjBL model and the critical thinking skills of the Papuan student community in Surabaya. This research uses descriptive analysis research type with a sample of 12, in a population of 31 students from different campuses in Surabaya. The research results show that the Honai literacy that was designed, if seen from the average coefficient of Honai learning before and after, is 7.25. This score is the average value of the before and after treatment. To say whether the value of 7.25 is meaningful or not depends on the results of the T test. The T results show a value of around 2.7 with a P-value of 0.021. 90% can be said to be a significant difference, of course 0.021<0.05, so there is a significant difference in Honai literacy-based learning in Surabaya.

Keywords : Project Based Learning, Honai Literacy, Critical Thinking, Papuan Student Community.

INTRODUCTION

Honai Literacy is a public space. In Jurgen Habes's language it is called a "public sphere" where there is an open discussion space. (Widjaja, Wibowo, and Geovasky 2021). reviewing the meaning of Honai itself indeed "traditional house", but symbiotically it is actually a place for liberalized "public space". With certain opportunities, holding discussions, only the discussions tend to be "gossip" and "minimum coffee", but rarely to discuss certain topics with critical thinking and the academic spectrum at the student level.

Literacy, in the broadest sense, describes "special ways of thinking and doing reading and writing" with the aim of understanding or expressing ideas or ideas in written form in a specific context of use, (Wikipedia, 2023). In this view, reading always has a specific purpose; Writing is always writing something for someone for a specific purpose. Beliefs about reading and writing and their value to society and to individuals have always influenced the ways literacy is taught, learned, and practiced throughout the life span. in the social media information context, (Sulthan and Istiyanto 2019).

Looking at the spectrum of discussions, not all Papuan students and female students in the City participated in line matters, due to a lack of literacy and not being used to building an idea that they could arguing in public space. Of course, this requires courage and skills based on relevant reading literacy. Moreover, Honai is the main place of education before formal education. This is the same as Emile Durkehim's idea of a solidity society with the concept of a mechanical society (Hanifah, 2019).

Thus, from looking at project based learning, Honai-based learning emphasizes rhetoric and critical reasoning to solve a problem. More simply, Honai-based learning can create better spectrum conditions, when speakers on certain topics then discuss together from various perspectives. In Jurgen Habermas's language it is called a "public sphere" public discussion with various solid ideas. Therefore, critical thinking skills and reviewing indicators are needed.

The project based learning approach is not only applied in formal schools, but can also be applied outside of school. As was done in Aceh, implementing a project based learning model and performance assessment instruments implementation of training. The results of the written post test showed an increase in insight into methods of creating dance and musical accompaniment from an average score of 36.6 to 82.6 with an increase of 46. Meanwhile, the practical test showed an increase from 80% to 7% for poor criteria, 20% to 46% for good criteria and 0% to 47% for very good criteria. (Gusmail, Nugra, and Andiko 2022). The same study was also carried out by Nenden Rani Rinekasari and her colleagues. application of project-based learning with a training approach through lecture methods, role play, and effective communication practices. and Health education techniques. The 28 participants were posyandu cadres from the Moh. With the results of the study shows that cadre skills in effective communication and educational techniques increased by 31.49%. The recommendation from this program is that there is a need for ongoing training activities to improve cadres' abilities in carrying out their role as health education workers in the community.

Therefore, critical thinking skills are built through strong literacy and this is proven by indicators which are measuring tools to see improvements in critical thinking skills. It also cannot be separated from the fact that assistance must be carried out so that literacy and critical thinking skills can at least be born.

Table 1. Critical Thinking Indicators

No	Critical Thinking Skills	Indicator
1	Critical thinking (*focus*)	Formulate problems in the form of questions, evaluations, identification of falsification logic, and multi-perspective considerations.
2	Increase creativity (*boost creativity*)	Determination to find out (cultivative curiosity), resilience in creativity (embrace constraints), development of abilities (use lateral thining), and connecting with passion (engage in creative hobbies)
3	Provide arguments (*reason)*	Argue as needed Show differences and similarities
4	Provide assumptions (*inferencei*)	Develop a hypothesis
5	Testing hypotheses with situations (s*ituations*)	Developing a problem solving plan Analyzing data
6	Solve the problem (*clarity*)	Menarik kesimpulan (inference)
7	Making a decision (overview)	Choose the possibility that will be implemented

This clearly indicates that many parts of this literature can be used to develop critical thinking skills, because it contains material that requires students to dig deeper into their thinking skills by providing direct learning experiences through scientific work.

METHOD

According to Sugiyono According to Sugiyono (2015:409) "This research starts from the existence of potential and problems". Potential is anything that, if utilized, will have added value (Agustini and Ngarti, 2020). This research uses descriptive analysis research type with a sample of 12, in a population of 31 students from different campuses in Surabaya. With the Paired Samples Correlations test via SPPS.

"This research starts from the existence of potential and problems." Potential is everything something that, if utilized, will have added value. Problem The data analysis technique used in this research is descriptive statistical analysis. This analysis aims to provide an overview of the percentage of each indicator. To make the process more efficient, the indicators are analyzed and derived again into several criteria as follows and students' critical thinking skills during the learning process are carried out by giving scores based on the provisions.

Table 2. Assessment Criteria

Category	Score Each Statement Positive	Score Each Statement Negatively
Strongly agree	4	1
Agree	3	2
Disagree	2	3
Don't agree	1	4

Source: (Yusuf, 2018).

Calculate the assessment percentage for each statement according to the assessment criteria using equation :

$$\text{Persentase} = \frac{Y}{X}100\%$$

Where:
Y = observer assessment score
X = maximum score from the calculation of the assessment percentage and then interpreted using.

Table 2. Assessment criteria

Percentage (%)	Criteria
0-20	Very less
21-50	Less
51-75	Good
76-100	Very Good

Source: (Yusuf, 2018).

RESULT AND DISCUSSION

The instruments in this research were simple Honai assessment sheets and LKPD designed by students as well as observation sheets on students' critical thinking skills which were assessed during the PjBL learning process using simple designed teaching aids. Data obtained from simple teaching aids assessment instruments and LKPD as

well as observations of students' critical thinking skills were carried out using assessment coding analysis techniques and quantitative descriptive analysis.

Data collection, typical men and women and juniors and seniors from different universities on the Papuan student community in the city of Surabaya. This community is primordial or regional. In this community there are certain times when there are discussions called Honai literacy, which present various students from different majors.

Table. 3. Pretest and Posttest Results

Nomor	Name	Pretest	Protest
1	Mina	70.00	80.00
2	Idah	70.00	75.00
3	Nisa	75.00	80.00
4	Selisa	80.00	70.00
5	Prince	60.00	75.00
6	Lia	85.00	80.00
7	Prinus	80.00	85.00
8	Erman	70.00	90.00
9	Hanas	70.00	75.00
10	Dismen	60.00	70.00
11	Erinus	70.00	80.00
12	Elinus	75.00	80.00

The pretest results show that male seniors dominate, only a few female students participate, and certain juniors are still closed. Those who are categorized as seniors in the fifth semester and above and more dominantly those who have completed undergraduate education and are continuing their education at the following level. For the protest, think critically (focus) with indicators to formulate the problem in the form of questions, evaluations, identification of falsification logic, and multi-perspective considerations. Increasing creativity (boost creativity) with indicators, determination to find out (cultivative curiosity), resilience in success (embrace constraints), developing abilities (use lateral thinning), and connecting with passions (engage in creative hobbies).

Table 4. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before being given treatment	72.0833	12	7.52521	2.17234
	After being given treatment	78.3333	12	5.77350	1.66667

Interpretation of paired samples statistics shows that before treatment it was 72.8.

Meanwhile, after being given treatment it gave a score of 78.3. Likewise the standard deviation score shows, before

given treatment 7.52. and after being given treatment 5.77. as well as the magnitude of the error in the previously estimated population data given treatment 2.17 and after being given treatment 1.66.

Table 5. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Before being given treatment &After being given treatment	12	.296	.349

The paired samples correlations show that the magnitude of the correlation is 0.296. Meanwhile, the significance shows 0.349. The magnitude of the P-Value coefficient (0.379) is > than 0.05. From these scores, it shows that refusing or accepting does not show an insignificant correlation.

Table 6. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Intervalof the Difference Lower	Upper			
Pair 1	Before being given treatment & After being given treatment	6.25000	8.01277	2.31309	-11.34107	-1.15893	-2.702	11	.021

If you look at the average learning coefficient for Honai before and after, it is 7.25. This score is the average value of the before and after treatment. To say this value of 7.25. Whether it has meaning or not depends on the results of the T test. The T results show a value of around 2.7 with a P-value of 0.021. It can be said that the significant difference is of course 0.021<0.05, so there is a significant difference in Honai literacy-based learning.

Critical thinking

Critical thinking skills can be seen at least by three representative processes, namely critical thinking, analysis and evaluation. The concept of "public space", public sphere (English) or Off entlichkeit (German) was first introduced by Jürgen Habermas in his book entitled Sistemwandel der Off entlichkeit which was published in German in 1962 and then translated into English with the title The

Structural Transformation of Public Sphere: An Inquiry into a Category of Bourgeois Society in 1989. (Widjaja, Wibowo, and Geovasky, 2021).

This thought is in line with Paulo Freirre's concept of education, which is that education can be applied with the awareness that society has, including magical awareness, naïve awareness and critical awareness (Mortimore,1999). Freire (2003) also believes that the general education he wants to provide to the public does not only include the classroom, even though he understands the importance of classroom activities for reproduction and transformation. He emphasized that new educational techniques would create entirely new schools or societies. Paulo Freire's thoughts criticize uncritical education, namely education that is directed at taming and adapting people to oppressive conditions. The system of oppression legitimized by education according to Freire is very visible clear in the classroom, where teachers see students as blank white papers that must be filled with knowledge (Sudirman 2019).

From several perspectives above, education is not only in formal schools which is currently understood by most people. As Freirre said, education in schools tends to be "torturous" because some of the facilitators tend to use a teachers center approach and forget about the students center. So, education outside formal institutions is the best alternative for learning to think critically, as is done by the Papuan student community in the city of Surabaya.

CONCLUSION

Education can be done anywhere, whether formal, non-formal, even informal, because talking about education is not about age, but an inseparable part of the life process, so it is not appropriate to say that education is only for young people or only formal education. Judging from the results of the Honai literacy-based learning project study and improving critical thinking skills, it shows a different learning atmosphere with a nuance of "freedom" without having to be pressured. If you look at the average learning coefficient for Honai before and after, it is 7.25. This score is the average value of the before and after treatment. To say whether this value of 7.25 has meaning or not depending on the results of the T test. The T results show around 2.7 with a P-value of 0.021. 90% It can be said that the significant difference is certainly 0.021<0.05, so there is a significant difference in Honai literacy-based learning in Surabaya.

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