

Integration of Lampung Culture through Project-Based Learning in Indonesian Language Learning at Junior High School

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ABSTRACT

This study aims to describe the implementation of Project-Based Learning integrated with Lampung culture in Indonesian language learning at junior high school through a traditional leader interview project on the value of *nemui nyimah*. This study used Classroom Action Research through the pre-cycle stage, Cycle I, and Cycle II. The subjects were Grade VIII students of SMPN 3 Natar, South Lampung. Data were collected through observation, pre-test, post-test, learning documentation, field notes, and project assessment. Quantitative data were analyzed descriptively, while qualitative data were analyzed through data reduction, coding, thematic categorization, and verification. The results showed that learning activities increased from 56.25% in the pre-cycle to 70.31% in Cycle I and 87.50% in Cycle II. The average learning score increased from 64.20 to 73.40 and 82.60, while learning mastery increased from 43.75% to 68.75% and 87.50%. The quality of project products also increased from 72.50 to 85.30. These findings indicate that a traditional leader interview project can make Indonesian language learning more active, contextual, and meaningful when the characteristics of PjBL are implemented purposefully.

Keywords: *Lampung culture, Project-Based Learning, Indonesian language, nemui nyimah, Classroom Action Research*

INTRODUCTION

Indonesian language learning at junior high school plays an important role in developing students' ability to understand information, express ideas, discuss, write, and use language politely. Language functions as a medium for conveying information, ideas, and thoughts orally and in writing (Safitri, L., Dalman., Romadhianti, 2024). In the Merdeka Curriculum, Phase D Indonesian language learning is directed at enabling students to understand various texts, express critical and creative ideas, participate actively in discussions, and write logically and ethically (Kemendikdasmen, 2025). Strengthening language skills is also related to twenty-first-century skills and students' critical thinking ability (Darwin, David. & Saputra, 2024; Hesti et al., 2024).

The problems found during the preliminary observation on April 6, 2026, in Grade VIII of SMPN 3 Natar showed that learning was still teacher-centered, student activity was low, understanding of local culture was limited, and project-based activities were not yet optimal. In fact, language learning needs to be connected with students' social and cultural experiences. One context close to the students is Lampung culture, especially the value of *nemui nyimah*

as a value of friendliness, openness, politeness, and respect for others (Kurniasih, C. A., Muchtaro, M., & Winarno, 2024). This condition strengthens the need for Indonesian language learning that is connected to the local context and school needs (Alhafidz, 2025; Ramdhani, I.S., Muhyidin, A., & Hidayat, 2024).

The value of *nemui nyimah* does not stand alone but exists within the framework of *piil pesengiri* as an ethical guide and identity of Lampung society (Nusantara, B., & Aziz, 2023). This value is also related to *nengah nyappur*, which emphasizes sociability, and *sakai sambayan*, which emphasizes mutual cooperation. Therefore, in this study *nemui nyimah* is positioned as an entry point for understanding Lampung culture more broadly, while still recognizing the diversity of Lampung culture, including coastal, inland, Saibatin, and Pepadun communities (Sinaga, R. M., Istiawati, N. F., & Adha, 2024). Local-wisdom-based education is important for preserving traditions, building character, and making learning closer to students' lives (Wafatolo, 2025).

This study is important because Indonesian language learning is not only directed at text mastery but also at students' ability to obtain information from cultural sources, process interview results, compose texts, and present findings. The novelty of the study lies in the use of traditional leader interviews as the main learning source to integrate the value of *nemui nyimah* into Indonesian language learning at junior high school.

LITERATURE REVIEW

Project-Based Learning (PjBL) cannot be understood merely as group work or product making. PjBL requires driving questions, authentic tasks, sustained inquiry, student voice and choice, collaboration, reflection, revision, and a product to be presented. Through these characteristics, students are positioned as active learners who construct knowledge through inquiry and the production of work (Ikanubun, L.E., & Pau, 2025); (Zhang, L. & Ma, 2023). PjBL is also relevant for strengthening twenty-first-century skills, learning engagement, task management, and the purposeful use of technology or learning resources (Hinostroza, J.E., 2025; Rehman, N., 2024).

In this study, the driving question focuses on how the value of *nemui nyimah* is understood and practiced in the life of Lampung society. The authentic task is an interview with a traditional leader, while sustained inquiry appears in the activities of preparing questions, conducting interviews, recording information, processing interview results into texts, revising products, and presenting the results. However, PjBL is not treated as a model that

automatically succeeds. Its success depends on the quality of implementation, the clarity of the rubric, time allocation, teacher guidance, access to resource persons, and group task distribution.

The use of local cultural content combined with PjBL is relevant for improving writing skills because students learn through sociocultural contexts that are close to their experiences (Sari, V. N. I., Suwandi, S., 2024). Integrating local wisdom into Indonesian language learning can also strengthen character, learning attitudes, and students' understanding of sociocultural values in their environment (Rahim, A. R., Eliza, M., & Asri, 2024). In addition, local-wisdom-based PjBL provides space for students to develop ideas through concrete cultural experiences (Fadhila, A., & Rakhmawati, 2024).

Previous studies show that PjBL in Indonesian language learning encourages active involvement, cooperation, and more meaningful learning experiences (Ikanubun, L.E., & Pau, 2025). However, studies that specifically integrate Lampung culture, particularly the value of *nemui nyimah* through traditional leader interview projects at junior high school, remain limited. This gap provides the basis for the present study. Other studies on local-wisdom-based learning also show that teaching materials, local traditions, and culture-based projects can strengthen the learning context (Alhafidz, 2025; Damayanti, A., Rahayu, Y. S., & Yakub, 2024).

METHODS

This study used Classroom Action Research (CAR) because it aimed to improve the learning process directly in the classroom. The action design was conducted through the pre-cycle stage, Cycle I, and Cycle II. Each cycle consisted of planning, action implementation, observation, and reflection, following the CAR procedure that emphasizes repeated learning improvement (Siregar, I., Salmah, T., Hartati, T., & Nola, 2024). CAR was selected because it provides space for researchers and teachers to design actions, implement learning, observe the process, and conduct continuous reflection in the classroom context (Norlaila, N., & Hermina, 2025). The choice of CAR is in line with the view that classroom action research is used to improve learning quality through reflection, innovation, and repeated classroom actions (Mudzalifah., Zeki, 2025; Nopasari, Dewi., Muarif, 2025; Rahayu, Ade., Saskia, 2025).

The subjects of the study were Grade VIII students of SMPN 3 Natar, South Lampung, who participated in Indonesian language learning through a traditional leader interview project on the value of *nemui nyimah*. A summary of the subject context is presented in Table 1.

Table 1. Summary of Research Subject Data

No	Aspect	Description
1	Subject of	Grade VIII students of SMPN 3 Natar who participated in all stages of CAR.
2	Age range	Estimated at 13-15 years old, the common age range for Grade VIII junior high school students.
3	Gender	Male and female.
4	Initial ability	Pre-cycle average score 64.20; learning mastery 43.75%; learning activity 56.25%.
5	Cultural background and	A heterogeneous South Lampung context, with possible Lampung and non-Lampung family backgrounds.

Data were collected through observation, pre-test, post-test, documentation, field notes, and project assessment. Project assessment covered content suitability with nemui nyimah, accuracy of Indonesian language use, completeness of interview information, product creativity, group cooperation, and presentation ability. The rubric was developed by referring to the characteristics of PjBL (Ikanubun, L.E., & Pau, 2025), the Phase D Indonesian Language Learning Outcomes (Kemendikdasmen, 2025), and the substance of nemui nyimah (Kurniasih, C. A., Muchtaro, M., & Winarno, 2024). Observation sheets and process observation were used to obtain concrete data on learning activities and the implementation of classroom actions (Amini, Rabiatul., 2025; Muslihin, HY., 2022).

Table 2. Student Project Product Assessment Rubric

No	Aspect	Brief Indicator
1	nemui nyimah content	Friendly, open, polite, respectful of others, and able to maintain social relations.
2	Indonesian language use	Clear, effective, coherent, polite, and appropriate according to language rules.
3	Interview information	Complete, relevant, and consistent with the explanation of the traditional leader.

4	Product creativity	Attractive, communicative, and aligned with the Lampung cultural theme.
5	Cooperation	Sharing tasks, discussing, helping one another, and completing the project.
6	Presentation	Clear, confident, polite, coherent, and consistent with the product content.

As CAR, this study has potential bias because the teacher/researcher was directly involved in planning, implementation, observation, and reflection. Bias was controlled through the use of written instruments, the same rubric in each cycle, process documentation, field notes, triangulation of observation, pre-test, post-test, project products, and reflection, as well as the involvement of a partner teacher/observer. In this way, the improvement in results was not interpreted only from the teacher's perception but also from mutually supporting evidence.

Data analysis combined descriptive quantitative analysis and thematic qualitative analysis. Quantitative data were analyzed through percentages, means, and inter-cycle comparisons. Qualitative data were analyzed through data reduction, open coding, code grouping, theme formation, data display, and verification. The coding framework is presented in Table 3. In CAR, data need to be collected, grouped, displayed, and verified so that conclusions about the action correspond to evidence from the learning process and outcomes (Millah, AS., 2023).

Table 3. Qualitative Data Coding Framework

Code	Data Focus	Observation Indicator
K1	Questioning activity	Students ask questions, respond, and seek additional information.
K2	Understanding of <i>nemui nyimah</i>	Students explain the meanings of friendliness, openness, politeness, and respect for others.
K3	Relationship among cultural values	Students connect <i>nemui nyimah</i> with <i>piil pesenggiri</i> , <i>nengah nyappur</i> , and <i>sakai sambayan</i> .
K4	Collaboration	Students share tasks, develop products, and revise them together.
K5	PjBL constraints	Students experience constraints related to time, questioning, data processing, or presentation.

RESULTS

The pre-cycle results showed that student learning activity was 56.25%, the average learning score was 64.20, and learning mastery was 43.75%. This condition indicated that learning still needed to be directed toward activities that were more contextual, collaborative, and close to students' cultural lives.

In Cycle I, the implementation of PjBL through a traditional leader interview project began to encourage student involvement. Students prepared questions, obtained information from the traditional leader, recorded the interview results, and processed them into Indonesian language texts. Learning activity increased to 70.31%, the average learning score increased to 73.40, and learning mastery reached 68.75%. However, reflection showed that some students still had difficulty preparing in-depth questions, organizing information coherently, and presenting products confidently.

In Cycle II, improvements were made by providing more focused sample questions, explaining the rubric, guiding text preparation, conducting reflection, revising products, and practicing presentations. As a result, learning activity increased to 87.50%, the average learning score reached 82.60, and learning mastery reached 87.50%. The quality of project products also increased from 72.50 in Cycle I to 85.30 in Cycle II. The summary of results is presented in Table 4.

Table 4. Development of Student Activities and Learning Outcomes

No	Aspect	Pre-Cycle	Cycle I	Cycle II
1	Student learning activity	56.25%	70.31%	87.50%
2	Average learning score	64.20	73.40	82.60
3	Learning mastery	43.75%	68.75%	87.50%
4	Quality of project products	-	72.50	85.30

Qualitatively, changes were evident in students' courage to ask questions, their ability to process information, group cooperation, and cultural understanding. Initially, nemui nyimah tended to be understood as a custom of welcoming guests. After the interview, discussion, text preparation, and presentation, students began to understand nemui nyimah more broadly as communication ethics, openness in interaction, respect for others, and the ability to maintain social relations.



Figure 1. Student learning activities in class and student project presentation

DISCUSSION

The improvement in learning activity and learning outcomes was not only caused by the use of PjBL but also by the alignment among authentic tasks, cultural sources, teacher guidance, clear rubrics, reflection, and product revision. The interview activity enabled students to learn Indonesian through real experiences: listening to the traditional leader's explanation, speaking through questions, reading and reviewing notes, and writing texts or project products. This is in line with findings that local cultural content helps students develop ideas because the material is close to their sociocultural experiences (Sari, V. N. I., Suwandi, S., 2024). The project also required students' independence in understanding tasks, managing work strategies, and completing products responsibly (Idawati, 2023).

Students' understanding of *nemui nyimah* developed because they obtained information directly from a cultural source. This value was not only understood as an attitude of welcoming guests but also as a social ethic that reflects friendliness, openness, politeness, and respect for social relations (Kurniasih, C. A., Muchtar, M., & Winarno, 2024). In discussions, students began to connect *nemui nyimah* with *piil pesenggiri* as a framework of honor, *nengah nyappur* as sociability, and *sakai sambayan* as the spirit of cooperation.

From the perspective of language skills, the interview project integrated listening, speaking, reading, writing, and presentation activities in one sequence. Project presentations also trained students to deliver information orally, understand communication contexts, and build polite learning interactions. This is in line with (Sari, B.J., Hesti., Frandika, 2023), which states that successful interaction greatly depends on the interlocutors' ability to understand the speaker's intended meaning. In addition, group work and project presentations provided space for

strengthening social-emotional skills, polite communication, and collaboration (Romadhianti, 2024).

Nevertheless, PjBL has limitations. The interview project required more time than ordinary instruction, students needed guidance in preparing questions and processing data, group work could create unequal contribution among members, and product assessment could be subjective if the rubric was unclear. Therefore, the success of PjBL in this study should be understood as the result of implementation controlled through planning, scaffolding, inter-cycle reflection, and revision, not as a model that is always effective without conditions. These challenges are in line with studies emphasizing that PjBL implementation requires teacher readiness, time management, classroom management, and careful assessment planning (Syahdia, R.R., Safitri, 2024).

CONCLUSION

The integration of Lampung culture through Project-Based Learning in Indonesian language learning in Grade VIII of SMPN 3 Natar can improve students' learning activity, learning outcomes, quality of project products, group cooperation, and presentation ability. The improvement is shown by learning activity increasing from 56.25% to 70.31% and 87.50%, the average learning score increasing from 64.20 to 73.40 and 82.60, learning mastery increasing from 43.75% to 68.75% and 87.50%, and the quality of project products increasing from 72.50 to 85.30.

The traditional leader interview project can make learning more contextual because students obtain information from cultural sources, process it into texts, revise products, and present the value of *nemui nyimah*. This study also shows that the success of PjBL depends on the quality of implementation, rubric clarity, teacher guidance, time allocation, and reflection. Future research is expected to involve more classes, compare different Lampung cultural contexts, and use interview transcripts and student reflections more systematically to strengthen qualitative analysis.

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