Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 5, September 2026
DOI: https://doi.org/10.55909/jpbs.v5i5.1535

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

Enhancing Students' Understanding of Indonesian Spelling through Project-Based Learning Based on Language Error Analysis in Their Surrounding Environment

Evia Firnadia[1*], Luki Aswar[2], Rizki Erdayani[3], Huriyah Padhilah Anasti[4], Adib Alfalah[5]

[1]Prodi Komunikasi dan Penyiaran Islam, IAIN Datuk Laksemana Bengkalis, Riau, Indonesia
[2]Prodi Teknik Informatika, Politeknik Negeri Batam, Kepulauan Riau, Indonesia
[3]Prodi Pendidikan Bahasa Indonesia, UIN Sultan Syarif Kasim Riau, Riau, Indonesia
[4]Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Riau, Universitas Jambi, Jambi, Indonesia
[5]Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Riau
*E-mail: eviafirnadia@kampusmelayu.ac.id

ABSTRACT
This study aims to describe the improvement of students' understanding of Indonesian spelling through Project Based Learning (PjBL) based on language error analysis in the surrounding environment. This research used a qualitative descriptive approach involving 23 second-semester students of the Islamic Communication and Broadcasting Study Program at IAIN Datuk Laksemana Bengkalis. Data were collected through students' reflection reports and analyzed using content analysis techniques. The results showed that project-based learning improved students' understanding of capitalization, word writing, punctuation, and loanwords. Students also became more aware of the proper use of Indonesian in their surroundings. In addition, project-based learning was considered more interesting and contextual because students were directly involved in observation, analysis, and the creation of educational videos.

Keywords: Indonesian spelling, project-based learning, language error analysis

INTRODUCTION

Indonesian plays an important role in academic life in Indonesia. According to Mutmainah (2022), the use of Indonesian as the sole medium of instruction in educational institutions aims to establish uniformity in communication so that the educational process can be carried out effectively and without disruption. This implies that, as members of the academic community, university students are expected to use Indonesian appropriately and correctly, both orally and in writing.

Two main requirements must be fulfilled by Indonesian language users to ensure that their language use is appropriate and correct: (1) understanding the rules of Indonesian and (2) understanding the linguistic situation in which communication takes place (Dibia & Dewantara, 2020). In academic writing, the appropriate application of language rules is necessary to improve the quality of written work. EYD serves as a guideline for Indonesian, particularly in written language, covering the use of capital letters, italics, and loanwords. Therefore, university students are expected to have a good understanding of Indonesian language rules and to apply the provisions of EYD appropriately in their writing. However, in practice, spelling errors remain common, both in students' writing and across various forms of public media. According to

Submitted	Accepted	Published
15/05/2026	16/09/2026	19/09/2026

Citation	Firnadia, E., Aswar, L., Erdayani, R., Anasti, H. P., & Alfalah, A. (2026). Enhancing Students' Understanding of Indonesian Spelling through Project-Based Learning Based on Language Error Analysis in Their Surrounding Environment. Jurnal *Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 5, September 2026, 4261-4270*. DOI: https://doi.org/10.55909/jpbs.v5i5.1535

Publisher
Raja Zulkarnain Education Foundation

Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 5, September 2026
DOI: https://doi.org/10.55909/jpbs.v5i5.1535

Setyawati (2010), errors in the application of the rules of Ejaan Bahasa Indonesia yang Disempurnakan (EYD) include (a) errors in the use of capital letters, (b) errors in the use of italics, (c) word-writing errors, (d) errors in word division, (e) errors in writing numerical symbols, (f) errors in the use of loanwords, and (g) punctuation errors. This phenomenon indicates that spelling instruction has not yet provided students and the wider community with a sufficiently in-depth understanding of Indonesian spelling conventions. To improve students' understanding of EYD conventions, innovative and contextual learning methods are needed. One approach that can be employed is Project-Based Learning (PjBL), a learning model that emphasizes students' active involvement through the completion of authentic projects. Manurung et al. (2022) explain that the implementation of Project-Based Learning can develop students' creative thinking skills through contextual problem-solving processes based on real-life experiences.

EYD errors found in public spaces can be used as contextual learning resources for students. Various forms of spelling errors can be found on shop signs, banners, billboards, and social media. This condition demonstrates that linguistic phenomena in the surrounding environment have considerable potential to be utilized as learning resources. Using the environment as a learning resource enables students to connect theoretical concepts with actual practices in the field.

This connection is consistent with the characteristics of Project-Based Learning, which requires students to learn through direct experience in addressing real-world problems. In this context, students can be assigned a project involving the analysis of videos documenting various EYD errors found in their surrounding environment. Through this activity, students not only identify and classify different types of errors but also analyze their causes and provide corrections in accordance with the appropriate rules of Indonesian. Thus, the implementation of PjBL utilizing EYD errors found in public spaces can create learning experiences that are more meaningful and applicable while promoting a deeper understanding among students.

Based on the foregoing discussion, it can be understood that students' limited understanding of EYD conventions is caused not only by insufficient mastery of theoretical knowledge but also by limited opportunities for contextual and applicable learning experiences. Therefore, an instructional innovation is needed that can integrate theoretical understanding with authentic practices in students' surrounding environments.

The implementation of Project-Based Learning (PjBL) based on the analysis of language errors in the surrounding environment represents one alternative approach to addressing students' limited understanding of Indonesian spelling conventions. Through this approach, students do not merely act as recipients of information but also as researchers who actively observe, identify, and analyze various linguistic phenomena encountered in public spaces. Analyzing EYD errors through an educational video production project provides students with a more contextual and meaningful learning experience because they are directly involved in the learning process.

Furthermore, the educational video production project encourages students to become more creative, critical, and concerned with the appropriate and correct use of Indonesian. Educational videos addressing EYD errors and uploaded to social media platforms such as Instagram serve not only as learning assignments but also as language education media for the wider community. Thus, the learning process contributes not only to improving students' understanding but also to raising public awareness of the importance of using Indonesian in accordance with applicable language conventions. In addition, this approach provides students with opportunities to reflect on the learning process they have undertaken. Such reflection is important for determining the extent to which students understand spelling conventions,

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

while also serving as an evaluative basis for improving the quality of Indonesian language instruction in higher education.

Research on Indonesian spelling errors in public spaces has been conducted by Sucipta (2024) in an article entitled "Kesalahan Penggunaan Ejaan Bahasa Indonesia pada Penulisan Ruang Terbuka di Sekitar Lingkungan Kota Denpasar." The findings indicate that spelling errors remain prevalent in public-space media, including signs, billboards, and banners. The most common errors involve the use of capital letters, prepositions, and punctuation marks.

Furthermore, Shalatin et al. (2024) conducted a study entitled "Kemampuan Mahasiswa dan Siswa dalam Membedakan Bahasa Baku dan Tidak Baku Berdasarkan EYD." The study indicates that students' ability to understand the use of standard Indonesian still needs to be improved. It further emphasizes that understanding EYD conventions has a significant influence on the accuracy of Indonesian language use in written communication.

Meanwhile, a study by Darmuki & Hidayati (2023), entitled "Model Project Based Learning untuk Meningkatkan Keterampilan Berpikir Tingkat Tinggi," demonstrates that the implementation of Project-Based Learning (PjBL) can improve students' engagement, creativity, and higher-order thinking skills in Indonesian language learning. Project-based learning is considered more contextual because students are directly involved in the learning process.

Based on these previous studies, research on spelling errors in public spaces and the implementation of Project-Based Learning has been widely conducted. However, studies that integrate the analysis of spelling errors in the surrounding environment with project-based learning and use students' reflections as the primary data remain limited. Therefore, this study focuses on improving university students' understanding of Indonesian spelling conventions through Project-Based Learning based on the analysis of language errors in their surrounding environment.

Accordingly, this study is entitled "Improving University Students' Understanding of Indonesian Spelling through Project-Based Learning Based on Language Error Analysis in the Surrounding Environment: A Study of Student Reflections." The study aims to describe the improvement in students' understanding of EYD conventions through the implementation of Project-Based Learning based on language error analysis in the surrounding environment, as well as to examine students' reflections on the learning process that has been implemented.
2023).

METHOD

This study employed a qualitative descriptive approach. The participants were 23 second-semester students of the Islamic Communication and Broadcasting (KPI) Study Program at IAIN Datuk Laksemana Bengkalis, who were divided into seven project groups. The students were assigned to identify and analyze Indonesian spelling errors in their surrounding environment and then present their findings in the form of an educational video and a project report.

The research data were obtained from students' reflection reports, which documented their experiences, difficulties, newly acquired understandings, and perceptions of project-based learning. Data were collected through documentation. The data were analyzed using content analysis based on Krippendorff's approach (Agustian et al., 2020; Razak et al., 2020), which involved the stages of reading the data, coding, grouping the data into themes, and drawing conclusions based on emerging patterns in the findings.

One of the instruments used to examine students' learning experiences during the project activities was a reflection sheet included in the students' project reports. The students were asked to respond to several reflective questions

concerning their experiences while analyzing Indonesian spelling errors in their surrounding environment. The reflection data were subsequently analyzed to examine students' experiences and understanding throughout the learning process. The analysis of students' reflections focused on the following aspects: (A) students' experiences in identifying spelling errors, (B) students' difficulties in producing educational videos, (C) students' newly acquired understanding of Indonesian spelling, (D) changes in students' attitudes toward the appropriate and correct use of Indonesian, and (E) students' perceptions of project-based learning.

RESULTS

1. Students' Experiences in Identifying Spelling Errors

Based on the students' reflections, the activity of searching for and identifying EYD errors in their surrounding environment provided an interesting and different learning experience. Before undertaking the project, some students admitted that they did not have a sufficient understanding of the proper application of EYD and therefore rarely paid attention to language errors found on banners, posters, signs, and other public media. However, after studying EYD and conducting direct observations, the students became more aware of various forms of language errors in their surrounding environment.

The students also realized that spelling errors were still frequently encountered in everyday life, particularly in the use of capital letters and the writing of words with affixes. In addition to providing new insights, this observation activity also encouraged students to become more meticulous and more aware of the importance of using Indonesian in accordance with established language conventions. The following are several student reflections concerning their experiences in identifying EYD errors in their surrounding environment.

Table 1
Students' Reflections on Their Experiences in Identifying EYD Errors

No.	Student Reflection Data	Key Findings
1	"Previously, we did not understand how to apply EYD properly and correctly, so we did not pay much attention to the writing on banners along the roadside. However, after learning about EYD, we became more aware of spelling errors in our surroundings."	Students became more aware of language errors in banners along the roadside. However, after learning about EYD, their surrounding we became more aware of spelling errors in our surroundings." environment.
2	"It turns out that there are still many EYD errors in our surrounding environment. The most common errors we found"	Students identified numerous errors involving involved the use of capital letters and the writing of words with capital letters and words affixes." with affixes.
3	"After investigating the errors that occur, we realized that not all posters displayed along the streets comply with EYD conventions."	Students realized that many public media still do not comply with EYD conventions.

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

Based on these reflections, project-based learning enabled students to become more actively engaged in observing the use of Indonesian in their surrounding environment. This activity also increased students' awareness of the importance of using Indonesian appropriately and correctly in public spaces.

2. Students' Difficulties in Producing Educational Videos

Based on the students' reflections, the process of producing educational videos did not always proceed smoothly. The students encountered several challenges, both in terms of technical aspects and group collaboration. One of the most common difficulties was managing time, as each group member had different schedules and commitments.

In addition, the students faced challenges in developing engaging video concepts, editing the videos, selecting suitable filming locations, and dealing with technical issues, such as insufficient storage space on their mobile phones and unclear audio recordings. Nevertheless, the students sought to overcome these challenges through group collaboration, effective time management, and by referring to examples and ideas from social media platforms such as TikTok and Instagram. The following section presents several student reflections on the difficulties they encountered throughout the process of producing the educational videos.

Table 2
Students' Reflections on Difficulties in Producing Educational Videos

No	Student Reflection Data	Key Findings
1	"Each of us had our own commitments, which became the main challenge in completing this assignment	Students experienced difficulties coordinating their schedules and managing time among group members.
2	"We encountered several technical problems, such as insufficient storage space on our mobile phones, unclear audio and articulation, and some difficulties during the video-editing process."	Students encountered technical difficulties during video production and editing.
3	"We had difficulty developing a video concept, choosing a location, and editing the video."	Students experienced difficulties in developing the concept and preparing the educational video.

Based on the students' reflections, the process of producing educational videos presented several challenges. The most common difficulties involved coordinating schedules among group members, editing the videos, developing video concepts, and addressing other technical issues. In addition, the students also considered how to create videos that would be both engaging and beneficial to the audience.

Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 5, September 2026
DOI: https://doi.org/10.55909/jpbs.v5i5.1535

Despite these challenges, the students continued to work together to complete the project through group collaboration and discussions among group members. This suggests that project-based learning not only enhances students' academic understanding but also develops their ability to collaborate and solve problems throughout the learning process.

3. Students' New Understanding of Indonesian Spelling

Based on the students' reflections, the project of analyzing spelling errors provided them with new insights into the rules governing the proper use of written Indonesian. The students developed a better understanding of various spelling conventions, including the use of capital letters, punctuation marks, abbreviations, academic and professional titles, and pronouns.

The students also realized that they had frequently made writing errors because they had not paid sufficient attention to Indonesian language conventions. After completing the project, they became more careful in their writing and gained a greater understanding of the importance of using appropriate spelling conventions to ensure that their writing was clear and to avoid misunderstandings.

Table 3
Students' Reflections on Their New Understanding of Indonesian Spelling Conventions

No.	Student Reflection Data	Key Findings
1	"The new understanding I gained from this assignment was how to use capital letters and punctuation correctly, write academic and professional titles and abbreviations in names and words, and use the pronouns ku-, kau-, mu-, -ku, and -nya correctly."	Students developed an understanding of various basic rules of Indonesian spelling.
2	"We came to understand better that Indonesian spelling conventions are very important to make written texts easy to read and to avoid misunderstandings."	Students understood the importance of Indonesian spelling conventions for ensuring clarity in writing.
3	"It turns out that there are many rules governing Indonesian spelling, particularly the use of capital letters, which is an area where writing errors are frequently found."	Students became aware that many spelling errors can still be found in their surrounding environment.

Based on these reflections, project-based learning helped students develop a more practical understanding of Indonesian spelling conventions through examples of errors identified directly in their surrounding environment. The students not only learned the relevant theoretical principles but also became able to identify how Indonesian spelling conventions are applied in everyday contexts.

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

4. Changes in Students' Attitudes toward the Proper Use of Indonesian

Based on the students' reflections, the project of analyzing spelling errors increased their awareness of the importance of using Indonesian appropriately and correctly. The students became more aware that errors in the use of Indonesian could still be found in their surrounding environment, including errors in capitalization, the use of nonstandard words, and word forms that do not conform to established language conventions.

The students also reported becoming more careful when writing and reading after completing the project. In addition, they began to pay greater attention to word choice and sentence structure to ensure that the messages they conveyed were clearer and more consistent with Indonesian language conventions.

Table 4
Students' Reflections on Changes in Their Attitudes toward the Use of Indonesian

No.	Student Reflection Data	Key Findings
1	"The many errors in the use of Indonesian demonstrate how important it is for us to learn aboutIndonesian spelling conventions."	Students recognized the importance of learningIndonesian spelling conventions.
2	"This assignment made us more aware of theimportance of using Indonesian correctly."	Students became more attentiveand careful in their writing.
3	"We became more aware of some errors in the use of Indonesian spelling conventions that we encounter inour everyday surroundings."	Students became more selective in their use of language.

Based on these reflections, project-based learning not only enhanced students' understanding of Indonesian spelling conventions but also increased their awareness of the importance of using Indonesian appropriately and correctly in everyday life.

5. Students' Perceptions of Project-Based Learning

Based on the students' reflections, project-based learning in the form of video production was considered more engaging and beneficial than conventional written assignments. The students felt that they developed a better understanding of the material because they were directly involved in the process of collecting data, preparing scripts, and presenting the material through educational videos.

In addition to enhancing their understanding of the material, the students gained new experiences and skills, including video-editing skills, the ability to speak in front of a camera, and teamwork. The students perceived video-based learning as easier to understand because it incorporated visual elements, facial expressions, and direct delivery of the material, making the learning experience less monotonous.

Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 5, September 2026
DOI: https://doi.org/10.55909/jpbs.v5i5.1535

Table.5
Students' Reflections on Project-Based Learning

No.	Student Reflection Data	Key Findings
1	"Learning through a video-based project was more effective because we understood the assignment better after directly engaging in data collection and video production."	Students developed a better understanding of the material through hands-on practice.
2	"The video project was more beneficial because we not only learned to write but also learned how to speak."	Students developed communication and public-speaking skills.
3	"The video assignment was more effective because we had to fully understand the material before presenting it to others."	Video-based learning helped students understand and retain the material more effectively

Based on these reflections, project-based learning provided students with a more active and contextualized learning experience. The students not only developed a theoretical understanding of the material but also applied their knowledge by creating educational media that was both creative and communicative.

6. Types of Spelling Errors Identified by Students

Based on the students' field observations, several types of spelling errors were frequently found in public spaces. The data were subsequently categorized as follows:

Table 6
Types of Spelling Errors Identified by Students

No.	Type of Error	Brief Explanation	Frequency
1	Capitalization	Errors occurred due to excessive use of capital letters throughout entirewords, even though capital letters should only be used at the beginning of certain words as prescribed by Indonesian spelling conventions.	13
2	Use of Italics	Errors occurred in the writing of foreign terms that should have beenitalicized in accordance with Indonesian spelling conventions.	2

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

3	Word Spelling	Errors were frequently found in theuse of prepositions and affixes, particularly in the writing of di, which was often used incorrectly.	15
4	Word Division	Errors occurred when affixed words were written separately, even though they should have been written as single words.	3
5	Writing of Numerals	Errors occurred in the use of numerical symbols that did not conform to the rules governing their written form in Indonesian.	2
6	Loanword Spelling	Errors occurred due to the use of nonstandard words or forms that still followed foreign spelling conventions.	9
7	Punctuation	Errors included excessive use ofpunctuation marks, incorrect spacing, and missing punctuation in sentences.	11

Based on the findings presented in the table, numerous errors in the use of Indonesian spelling conventions were identified in the surrounding environment, particularly in public media such as banners, signs, billboards, and warning notices. The most common errors involved word spelling, capitalization, and punctuation. Other errors were also found in the use of loanwords, word division, numerical symbols, and italics.

These findings indicate that public awareness and understanding of Indonesian spelling conventions still need to be improved. The data collected by the students were subsequently used as the basis for developing educational videos as a learning medium to raise public awareness of the appropriate and correct use of Indonesian.

Through Project-Based Learning (PjBL), students not only learned the theoretical principles of Indonesian spelling in the classroom but also engaged directly in observation, analysis of language errors, and the development of educational media. These activities helped students strengthen their understanding, collaborative skills, and awareness of the use of Indonesian in their surrounding environment.

CONCLUSION

Based on the findings, it can be concluded that the implementation of Project-Based Learning (PjBL) through an analysis of language errors in the surrounding environment enhanced students' understanding of Indonesian spelling conventions. Through observation, language-error analysis, and the production of educational videos, students developed a better understanding of capitalization, word spelling, punctuation, loanwords, and other Indonesian spelling conventions in a more contextualized and practical manner.

In addition to enhancing students' understanding, project-based learning also had a positive impact on their attitudes and awareness regarding the appropriate and correct use of Indonesian. The students became more careful in their writing, more attentive to language errors in public spaces, and more

actively engaged in applying their linguistic knowledge in everyday contexts. Learning through video-based projects was also perceived as more engaging and creative and helped students develop a deeper understanding of the material than conventional written assignments.

The findings also indicate that spelling errors remain prevalent in public media, particularly in word spelling, capitalization, and punctuation. Therefore, project-based learning that draws on language phenomena in students' surrounding environment can serve as an effective and meaningful alternative for Indonesian language instruction in higher education.

REFERENCE

Agustian, A. F., & Jenny Njaju Malik, U. Y. (2020). Content Analysis Approach in Critical Discourse Analysis of Newspapers' News. 3(1), 1–6.

Darmuki, A., & Alfin Hidayati, N. (2023). Model Project Based Learning untuk Meningkatkan Keterampilan Berpikir Tingkat Tinggi. Jurnal Educatio FKIP UNMA, 9(1), 15–22. https://doi.org/10.31949/educatio.v9i1.3064

Dibia, I. K., & Dewantara, I. P. M. (2020). Bahasa Indonesia untuk Perguruan Tinggi. Jakarta: Rajawali Pers.

Manurung, A. S., E, E., S, Z., & Yarmi, G. (2022). Penerapan Project Based Learning dalam Upaya Mengembangkan Kemampuan Berpikir Kreatif Mahasiswa. Jurnal Guru Kita PGSD, 7(1), 11. https://doi.org/10.24114/jgk.v7i1.40458

Mutmainah, S. (2022). Bahasa Indonesia untuk Perguruan Tinggi. Literasi Nusantara. Setyawati, N. (2010). Analisis Kesalahan Berbahasa Indonesia. Bandung: Yuma Pustaka.

Razak, A., Syihabuddin, S., Damaianti, V. S., & Mulyati, Y. (2020). The Effectiveness of Islamic Characters by Approaching Constructivism in Reading Understanding Ability. JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling, 4(2),1-12. DOI: https://doi.org/10.17509/jomsign.v4i2.26214

Shalatin, M. A. A. S., Haulah, F. F., Tsabita, N., Nisyaputri, N. J., & Rizal, M. (2024). Kemampuan Mahasiswa dan Siswa dalam Membedakan Bahasa Baku dan Tidak Baku Berdasarkan EYD. Artikulasi: Jurnal Pendidikan Bahasa Dan Sastra Indonesia, 3(1), 41–49. https://doi.org/10.17509/artikulasi.v3i1.66295

Sucipta, I. M. D. (2024). Kesalahan Penggunaan Ejaan Bahasa Indonesia pada Penulisan Ruang Terbuka di Sekitar Lingkungan Kota Denpasar. Hortatori: Jurnal Pendidikan Bahasa dan Sastra Indonesia, 8(2), 286–295. https://doi.org/10.30998/jh.v8i2.3448