

GUIDED PROJECT BASED LEARNING (PJBL) ASSITED WITH DAMAR KURUNG VISUAO LEARNING MEDIA UNTO INCREASE ACTIVE LEARNING

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Abstract

The application of learning that favors students is still constrained by the dominance of the teacher in using the lecture method and the lack of use of learning media. This has an effect on the learning activity of students which decreases. One of the ways to increase students' active learning is to apply a guided Project Based Learning (PjBL) model. This research is a Classroom Action Research using a one-group pretest posttest design. The technique used to collect data is observation with the observation sheet instrument and student learning outcomes. The research was conducted at SMA Negeri 1 Cerme. The sample of this research was students of class X-12, totaling 35 people. The results of this study indicate that the learning activeness of students has increased learning from pre-cycle to cycle I, from cycle I to cycle II.

Keywords: Project Based Learning (PjBL), Damar Kurung, Visual learning media, Learning Activeness

INTRODUCTION

The implementation of the Independent Curriculum ensures the implementation of learning in favor of students. The curriculum structure forms the basis for designing intracurricular learning and projects to strengthen the Pancasila Student Profile. Meanwhile, extracurricular activities and school culture can be developed by educational units according to the needs and characteristics of students. In order to be able to design learning activities that are in favor of students, learning is carried out in a differentiated manner.

However, in its application it is still constrained by the dominance of the teacher in using the lecture method and the lack of use of learning media. This has an impact on the activeness of students in learning activities. The lecture method is the application of teacher-centered learning, so that the participation of students in learning activities is limited. Student learning inactivity is characterized by a) students are not focused during learning activities, b) students are not confident when presenting in front of the class, c) students do not understand the subject matter, d) students are not able to answer teacher questions, and e) students cheat during tests.

One of the ways to increase students' active learning is to apply a guided Project Based Learning (PjBL) model. Project Based Learning is a learning approach that gives freedom to students to plan learning activities, carry out projects collaboratively, so as to produce work products that can be presented to others. The PjBL model has advantages, including: 1) Train students to broaden their thinking about problems in life that must be accepted; 2) Provide direct training to students by honing and familiarizing them with critical thinking and skills in everyday life; 3) Adjustment to modern principles whose implementation must be carried out by honing students' skills, both through practice, theory and application (Djamarah & Zain in Anggraini and Wulandari, 2021). Meanwhile Hosnan (in Santoso, 2017) suggests that the advantages of PjBL are, 1) Gaining new knowledge and skills in learning. 2) Improve students' ability to solve problems. 3) Make students more active in solving complex problems with real product results in the form of goods or services. 4) Develop and improve students' skills in managing resources/materials/tools to complete assignments. 5) Increase student collaboration through group work. While PjBL's shortcomings include 1) Requires a

lot of time to solve problems, 2) Requires a lot of money, 3) Many instructors feel comfortable with traditional classes, where the instructor plays the main role in class, 4) Lots of equipment that must be provided, 5) Students who have weaknesses in experiments and gathering information will experience difficulties, 6) There is a possibility that students are less active in group work, and 7) When the topics given to each group are different, it is feared that students cannot understand the topic as a whole (Santoso, 2017).

Dewi, et al (2021) in her research revealed that the STEAM-PjBL Approach RPP and LKPD learning tools have very good qualifications and are feasible to apply in the learning process and the products developed can be used by teachers in the learning process. The implications of this research can help students learn and can increase student activity in learning in accordance with the demands of the 2013 curriculum. Wulandari, et al (2021) in his research results showed that there was a significant influence between the laptop-assisted project-based learning model on the learning activity of fifth grade elementary school students evidenced by a significance value of 0.000 which is less than $\alpha = 0.05$. The calculated t value is $29.192 > t$ table 2.0345. Gain gain for learning activeness variable is 35.5% included in medium category. Meanwhile, Jusita (2019) reveals the effectiveness of PBL to improve activities and learning outcomes on material with characteristics at the analyzing level.

Based on these considerations, this classroom action research uses the guided Project Based Learning (PjBL) model to be able to increase the learning activity of Class X-12 students of Cerme 1 Public High School with the aid of visual learning media damar brackets on learning objectives Understanding the concept of Business Entities in the context of the economy in Indonesia (BUMN, BUMS, BUMD, Cooperatives, and Business Entity Management).

METHODS

The research conducted was Classroom Action Research, the research procedure included: (1) the pre-action stage, and (2) the action implementation stage which consisted of two cycles. Each cycle is carried out by planning (plan), implementation (action),

observation (observation), and reflection on the results of the action (reflection).

The type of research used in this research is quantitative research using experimental methods. The design used in this research is a one-group pretest posttest design. This one-group pretest posttest design includes one group which is observed at the pretest stage which is then followed by treatment and posttest (Creswell, 2017). The technique used to collect data is observation with the observation sheet instrument and student learning outcomes. The study was conducted on 35 participants educate class X-12 SMA Negeri 1 Cerme.

RESULTS AND DISCUSSION

Resin brackets is Wrong One inheritance culture to be icon Gresik Regency . Resin popular brackets _ by artist named Masmundari , is rectangular wooden lanterns with the top shaped like a triangle or the letter M each his side describe illustration of Gresik people's life . Like Definition of Keris, How to Make it, Its Functions and Effects Examples are night market activities, Eid al-Fitr celebrations, market conditions, to the culture of Gresik residents.

Use resin brackets can used as a learning medium eye lesson economy material management . Painting on every side resin brackets made For illustrate function interactive management And combined with writings information activity . With picture And writing will add understanding participant educate .

Project-based learning models is a learning approach that gives freedom to students to plan learning activities, carry out projects collaboratively, so as to produce work products that can be presented to others . On study action class here , participant educate make product form resin brackets that are on every his side describe function interactive management . Deangan make pdosuk This participant educate can learn function interactive management , poured it in form picture And writing description , then present up front class . With method learning thereby participant educate buffer reading , remembering , and repeat learning so that studied material _ will the more attached And easy For remember it . This strengthened with opinion Sari and Lestari (2018), by utilizing visual learning media, teachers can stimulate participants' interest in learning educate .

Research activity conducted on 35 participants educate class X-12 SMA Negeri 1 Cerme which is an experimental class. The experimental class is a class where all students are given treatment during the learning process using a project-based learning model.

Student activeness was measured using an instrument in the form of an observation sheet containing statements about the behavior observed by students during the treatment. The instrument consists of 14 statements, the scale used in the instrument is the Likert *Frequency-5 point scale*, then it is used for *the pretest* and *posttest* of students' learning activeness in learning economics on management material. Indicator liveliness Study are in table 1.

Table 1. Indicators of Learning Activeness

No	Variable	Indicator	Statement
1	Learning Activeness	Participation of students in the implementation of learning tasks	Students listen and pay attention to the teacher's explanation and participate in learning activities enthusiastically Students carry out useful activities when the teacher teaches Students actively cooperate in group discussions Students ask the teacher when they encounter difficulties Students ask students who understand more when they encounter
		Student involvement in problem solving Questioning skills	Students dare to answer questions from student teachers Students complete the assignments given on time Students are involved in making conclusions and reflecting on the activities carried out Students are orderly and obey the rules in learning activities Students are confident and not afraid to express opinions/answers Students are enthusiastic in learning activities
			problems Information search Students try to find answers to problems by utilizing learning resources Learners use learning resources (books, media, and other learning resources) Implementation of the discussion Students dare to express opinions Self evaluation and reflection Development of an affective attitude in the ability to solve problems and apply what has been learned

The *pretest* is carried out through observation and student learning outcomes during learning prior to treatment, namely before implementing *project-based learning* assisted by damar brackets. The *posttest* is carried out through observation and student learning outcomes after the treatment, namely when learning with *project-based learning* assisted by damar brackets with the implementation of actions consisting of two cycles. Assessment of the value of *pretest* and *posttest* learning activeness is presented in Figure 1.

Keaktifan Belajar	Sampel	Mean		Nilai Min.		Nilai Maks.		
		Obser	HB	Obser	HB	Obser	HB	
Eksperi men	Pretest	35	35,2571	69,4285	30	20	43	85
	Posttest Siklus 1	35	46,0285	83	41	30	56	100
	Posttest Siklus 2	35	58,1428	93,1428	53	75	67	100

Figure 1 results evaluation liveliness Study

With the maximum value of observation is 70 points, the maximum value of learning outcomes (HB) is 100 points, the minimum completeness value is 75 points.

The results of observations using the pre-cycle observation instrument got an average result of 35.25714 out of 70 points, with a minimum score or lowest score of 30 and a maximum score or highest score of 43. Learning outcomes in pre-cycle got an average result of 69.42857143 out of 100 points, with the minimum score or lowest score being 20 and the maximum score or highest score being 85. The results of observations using the observation instrument cycle 1 got an average result of 46.02857 out of 70 points, with a minimum score or lowest score of 41 and a maximum score or value the highest is 56. The learning outcomes in cycle 1 get an average result of 83 out of 100 points, with the minimum score or lowest score being 30 and the maximum score or highest score is 100. Observations using the observation instrument cycle 2 get an average result of 58, 14286 out of 70 points, with the minimum score or lowest score being 53 and the maximum score or highest score being 75. Learning outcomes in cycle 2 got an average result of 93.14285714 out of 100 points, with the minimum score or lowest score being 75 and the maximum score or the highest value is 100.

Instruments consisting of 14 shows through observation using instruments, at the pre-

cycle stage students show that students' learning activeness is still very low. Student participation in the implementation of learning tasks, student involvement in problem solving, questioning skills, and student information seeking is still low. In discussion activities students also have not been able to express opinions, have not dared to answer questions from teachers and other students, and have not been able to be active in solving problems and applying what they have learned. As well as students have not been able to reflect and evaluate their learning activities.

In cycle 1, learning is carried out using guided Project Based Learning (PjBL) assisted by visual-based learning media, namely Damar Kurts. In cycle 1, students began to show an increase in learning activity. Student participation in the implementation of learning tasks, student involvement in problem solving, questioning skills, and student information seeking began to show an increase. In discussion activities students also begin to be able to express opinions, begin to dare to answer questions from teachers and other students, and have been able to be active in solving problems and applying what they have learned. As well as students begin to be able to reflect and evaluate their learning activities.

In cycle 2 learning is carried out using guided Project Based Learning (PjBL) assisted by visual-based learning media, namely damar brackets, and the teacher provides motivation and verbal reinforcement to students. In cycle 2, students showed a significant increase in learning activity. Student participation in carrying out learning tasks, student involvement in problem solving, questioning skills, and student information search shows an increase compared to cycle 1. In discussion activities students have also been able to express opinions, dare to answer questions from teachers and students others, and have been able to be active in solving problems and applying what has been learned. As well as students have been able to reflect and evaluate their learning activities.

While the learning outcomes of pre-cycle/pretest, cycle 1 and cycle 2 in the pre-cycle stage of students who have scores above the KKM are 9 students but do not reach the maximum score, 10 students have

KKM scores, and 16 students do not reach the KKM. In cycle 1, there were 30 students maximum, 2 students have KKM scores, and only 3 students do not reach KKM. In cycle 2, there were 34 students who scored above the KKM and many students achieved maximum scores, 2 students had KKM scores, and no students did not achieve maximum scores.

CONCLUSION

The results of this study indicate that the learning activeness of students has increased learning from pre-cycle to cycle I, from cycle I to cycle II. Based on p it was concluded that classroom action research used the guided Project Based Learning (PjBL) model to be able to increase the learning activeness of students in Class X-12 Cerme 1 SMA Negeri 1 Cerme assisted by damar brackets visual learning media on learning objectives Understanding the concept of Business Entities in the context of the economy in Indonesia (BUMN , BUMS, BUMD, Cooperatives, and Business Entity Management) are effective in increasing the active learning of students so that they can improve student learning outcomes .

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