

Implementation of the Project Based Learning (PjBL) Learning Model to Increase Student Learning Activeness in Civics Class XI MAN 1 Deli Serdang Academic Year 2022/2023

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Abstract. This research aims to determine the application of the Project Based Learning (PjBL) learning model to increase student learning activity in the PPKn class XI MAN 1 Deli Serdang academic year 2022/2023. This type of research is Classroom Action Research (PTK) which consists of two cycles with Kemmis and Mc Taggart research designs. The action research flow consists of four stages, namely planning, action, observation, and reflection. The research subjects were 35 students in class XI MAN 1 Deli Serdang with a composition of 20 female students and 15 male students. To obtain this field data, the author used data collection techniques in the form of observation, interviews and documentation. The results of this research show that the application of the Project Based Learning (PjBL) learning model can increase student learning activity in class XI PPKn subjects at MAN 1 Deli Serdang for the 2022/2023 academic year. What can be seen from the results of the teacher observation sheet in cycle I only reached 55% and the results of the student observation sheet reached 51.4%, which was in the less active category. In cycle II, the results of the teacher observation sheet had reached 82.5% and the results of the student observation sheet had reached 82.8%, falling into the very active category and had met the criteria for successful action. Based on the research results, it can be concluded that using the Project Based Learning (PjBL) learning model can increase student learning activity in class XI PPKn subjects at MAN 1 Deli Serdang for the 2022/2023 academic year.

Keywords: Project Based Learning (PjBL), active student learning, PPKn

I. INTRODUCTION

Based on the results of Pre-Research observations in class XI MAN 1 Deli Serdang on February 20 2023, it shows that student learning outcomes are still less than optimal. Due to the lack of student activity during the learning process. After the researcher interviewed the PPKn study teacher, namely Mrs. Elviyani Siregar, S.Pd. The researcher asked about what learning models were used in learning, it turned out that the teacher only used conventional learning models (still centered on lecture methods, question and answer, and less focused discussions, exercise/assignment). This monotonous learning model makes learning one-way, which results in students having difficulty understanding the lessons or material presented by the teacher, students become easily bored because they feel they only listen to the teacher's explanations and only take notes, and makes students not very active in learning. So that students are active instead of active teachers or passive students during the learning process, teachers should use a learning model that places greater emphasis on student activity.

From the facts of this problem, there needs to be changes and updates in the implementation of learning activities, namely through active and meaningful learning models. One learning model that is active and meaningful is the Project Based Learning (PjBL) learning model or known as project-based learning. Project-based learning is a part or method of student-centered learning. This model replaces the use of a learning model that is still teacher-centered or teacher oriented which tends to make students more passive compared to teachers (Rusman, 2015: 195).

Based on the explanation above, the researcher is interested in conducting research with the title "Application of the Project Based Learning (PjBL) Learning Model to Increase Student Learning Activeness in Civics Class XI MAN 1 Deli Serdang Academic Year 2022/2023".

II. METHODS

This type of research is classroom action research. To determine the level of student learning activity, in this study the researcher used qualitative descriptive analysis techniques. Where the findings obtained are explained in sentences. This research was carried out in class XI MAN 1 Deli Serdang in the even semester with the research targets being class XI students and the researchers themselves. The research subjects were 35 class XI students with a composition of 20 female students and 15 male students. Other research subjects were teachers in the PPKn field of study and the researchers themselves.

There are three instruments used by researchers, namely:

1. Observation sheet which will be aimed at class XI students and researchers themselves who will later act as teachers during PPKn learning using the Project Based Learning (PjBL) learning model.

addressed to class

3. Documentation. Documentation can take the form of writing, drawings or someone's monumental works (Sugiyono, 2015:273). The documentation that researchers use is in the form of photos of research activities from start to finish.

This classroom action research procedure consists of two cycles. Where each cycle consists of one meeting. Each cycle consists of four dynamic stages, namely:

1. Planning.

Planning is developing a critical action plan to improve what has happened (Kunandar, 2013, p. 71).

At this stage the researcher will prepare a lesson plan according to the material to be taught and prepare an observation sheet according to the Project Based Learning (PjBL) learning model.

2. Action.

The actions referred to here are actions carried out consciously and under control, which are variations of careful and wise practice (Kunandar, 2013, p. 72).

At this stage the researcher will act as a teacher in the classroom using the Project Based Learning (PjBL) learning model and will observe students' active learning during the lesson.

3. Observation.

Observation or observation is an observation activity (data collection) to photograph how far the effect of the action has reached the target. Participatory observation is carried out by people who are actively involved in the process of implementing actions (Kunandar, 2013: 143).

At this stage there are two activities, namely the researcher will observe and assess students' learning activity during the lesson using student observation sheets and the PPKn study teacher will observe and assess the researcher who acts as a teacher to see and assess the way the researcher uses the Project Based Learning (PjBL) learning model.) well and assess it using the teacher/researcher observation sheet.

4. Reflection.

In principle, what is meant by the term reflection is the act of contemplating or thinking about something or an evaluation effort carried out by collaborators or participants related to a PTK being implemented. Based on this reflection, a further corrective action (Relaining) is determined. Reflection, also known as reflection, is a step in remembering past activities (Paizaluddin & Ernalinda, 2016: 81).

At this stage, it will be carried out at the end of each meeting in each cycle to see whether the actions that have been given have been implemented well and look for deficiencies that occurred during the delivery of the actions. If there are deficiencies, the researcher will correct them and will continue in the next cycle.

III. RESULTS AND DISCUSSION

TABLE I
RESULTS OF STUDENT AND TEACHER OBSERVATION SHEETS

No.	Aspect	Cycle		Indicator Success
		I	II	
1.	Results of Student Observation Sheets	51.4%	82.8%	80%
2.	Results of Teacher Observation Sheet	55%	82.5%	80%

Discussion of research results based on the findings and results of the research above, namely as follows:

1. This research is classroom action research by applying the Project Based Learning learning model with the aim of increasing student learning activity. Based on the research results above, the steps of the Project Based Learning learning model in Civics subjects have been implemented with very good results and can increase student learning activity. With increased learning activities between students and teachers in each cycle.
2. The success achieved by students during learning is that students have the courage to ask and answer questions from teachers and other students, there is good interaction between teachers and students, students look active and enthusiastic during learning, increased enthusiasm for working together in groups to completing the project given by the teacher, students who initially felt embarrassed and afraid to present their products are now brave and confident to present them in front of the class.
3. Apart from that, it is very clear from the observation findings made during the research that students' learning activity is different before and after the implementation of the Project Based Learning learning model. As can be observed, each indicator has increased along with the increase in student learning activity from cycle I and cycle II, obtaining a percentage of 51.4% to 82.8%, which is in the very active category and has met the criteria for the success of the action.

results of classroom action research conducted in class (PJBL) can increase student learning activity in Civics subjects.

IV. CONCLUSIONS

Several conclusions can be drawn from the researchers' findings above, including the implementation of the Project Based Learning (PjBL) learning model which can answer the problems in this research, namely increasing student learning activity in the PPKn class XI MAN 1 Deli Serdang subject. Of course, by implementing the Project Based Learning (PjBL) learning model, students and teachers are more involved in learning activities in every cycle. The following is an explanation obtained from each cycle.

1. From cycle I to cycle II the results of student observations have increased. The percentages obtained from cycle I and cycle II show this. The percentage of student observation sheets in cycle I only reached 51.4%, while the percentage of student observation sheets in cycle II reached 82.8%.
2. The use of the Project Based Learning (PjBL) learning model resulted in an increase in the percentage of teacher/researcher observation sheets from cycle I to cycle II. The percentages obtained in cycle I and cycle II show this. In cycle I the percentage only reached 55% and in cycle II there was an increase of 82.5%.

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