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Project-Based Learning Model to Improve Learning Outcomes in Economics

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ABSTRACT

The aim of this research is to improve the learning outcomes of class XI IPS 1 SMA Science Plus Biatul Qur'an Boarding School Sambirejo by applying the Project Based Learning (PjBL) model. The type of research used is Classroom Action Research (CAR) with a research design using the Kemmis and Taggart models for 2 cycles. Each cycle consists of four activities: (1) planning, (2) implementing actions, (3) observation and evaluation, and (4) reflection. The participants in this study were 25 male students in class XI IPS 1. From the research that has been done, the results of the study show that the economics learning outcomes of students have increased. This is evident from 8 or 68% of students achieving the minimum completeness criteria (KKM) in the pre-cycle. Whereas in Cycle I, 16 or 64% of students achieved a completeness score, which then increased to 18 or 68% in Cycle II. So it can be concluded that the application of the Project Based Learning (PjBL) learning model can improve student learning outcomes in class XI IPS 1.

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KEYWORDS:

Project-based learning, learning model, learning outcome, student

1. INTRODUCTION

The progress of the nation in the present and in the future is greatly influenced by the education sector, with the help of education every individual will be able to develop for the better. Therefore, education in Indonesia needs to be considered in order to create quality human resources. As stated in Law no. 12 of 2012 article 1:

> "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state."

Education also has a function that must be considered, as stated in Law No. 20 of 2003 article 3 has outlined that:

> "National education functions to develop the capabilities and forms of dignified national character and civilization, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens democratic and responsible."

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A theory states that humans can be educated and need to be educated. Humans have abilities that must be nurtured. So far, the world of education is expected to be a place to facilitate.

One indicator that affects the quality of education in Indonesia is learning outcomes. The learning outcomes of Indonesian students are still relatively low. Learning difficulties lie in the gap that occurs between understanding concepts and applying existing concepts which lead to assumptions that are difficult to learn and develop (Muliaman & Hutagaol, 2017).

In producing human resources with the expected quality, educational institutions, especially teachers as field directors, are required to change the way in which education is carried out by organizing education in a different way by focusing more on students (student center), students are conditioned to be able to actively seek information and solve problems in the learning process (Khoiri et al., 2013).

The problem that often occurs in the learning process is the use of learning models which are not optimal. The use of learning models that are not in accordance with the abilities of students makes the learning atmosphere monotonous and sometimes even boring. This limits the ability of students to discover and try new things. (Suranti et al., 2017).

As for one learning model that is considered to be able to overcome the problems above is the project based learning model, hereinafter referred to as project-based

learning. Isriani and Puspitasari said that this learning model has great potential to provide a more interesting and meaningful learning experience for students (Isriani & Puspitasari, 2012). Research results in America show that project-based learning has shown satisfactory results (Richmond & Striley, 1996; Miswanto, 2011).

Based on the results of interviews and observations at Science Plus Baitul Qur'an Boarding School Sambirejo High School, it is known that this learning model has not been implemented. The learning process still uses the lecture method which is monotonous and dominant book *text* causing students to be less enthusiastic in learning. Only a few students who were able to respond to the material that had been delivered by the teacher at that time were given understanding in asking questions or expressing their opinions. Learning media facilities are also not optimal, given the limited number of LCD projectors. This, among other things, causes student learning outcomes in Economics subjects to be still not optimal. It can be seen from the pre-cycle completeness that only 8 or 68% of students achieve the minimum completeness criteria (KKM).

This research was conducted to improve learning outcomes in the subject of Economics in class XI IPS 1 SMA Science Plus Baitul Qur'an Boarding School Sambirejo. Therefore, researchers conducted research with the title "Project Based Learning Model to Improve Learning Outcomes in Economics Subjects."

II. RESEARCH METHOD

The type of the research is classroom action research (CAR) implemented in 3 (three) activity cycles. Each cycle consists of 4 (four) stages: (1) action planning, (2) action implementation, (3) observation and evaluation, and (4) reflection. The results of this reflection are used as a basis for planning and subsequent actions to form a cycle (Arikunto, 2005).

The subjects of this study were students of class XI IPS 1, which consisted of 25 male students. The object of this research is the application of models to improve learning outcomes in economics subjects. Data on student learning outcomes on the application of Project-Based Learning learning model, were being analyzed by the average student learning outcomes classically and the percentage of completeness of student learning outcomes, then convert them into learning completeness criteria as shown in Table 1.

Table 1. Criteria for Student Study Conditions

Value Range	Category
93-100	Very Good (A)
84-92	Good (B)
75-83	Enough (C)
0-74	Need to be Maximized (D)

Based on the success criteria of CAR as shown in Table 2 (Setiawan, 2022).

Table 2. Classroom Action Research Success Criteria

Percentage	Predicate	Weight	Letter Value
75%-100%	A	4	Very good
50&-75%	B	3	Good
25%-50%	C	2	Enough
0%-25%	D	1	Less

III. RESULTS AND DISCUSSION

A. Pre-Cycle Research Results

This initial condition is based on the problems found from the initial approach at SMA Science Plus Baitul Qur'an Boarding School Sambirejo in class XI IPS 1 students whose learning outcomes were low in Economics. Then given the initial test. The results of this initial test data would be used as a benchmark that became a reference in determining the focus of action in Economics learning as a follow-up to the research being conducted. The average data of student learning outcomes in a classical manner 64.72 and the percentage of completeness of learning outcomes is 32%. This result was still underrated of the target indicator.

B. Cycle I Research Results

Cycle I action research was conducted in two meetings, one meeting to carry out learning by applying project-based learning and the second one to carry out an evaluation to find out student learning outcomes during the implementation of cycle I. The data on learning outcomes obtained in cycle I, namely the average classical learning outcomes of 75.68 and the percentage data of learning outcomes completeness can be seen in Table 3.

Table 3. Percentage of Provisions for Student Economics Learning Outcomes in Cycle I

	Complete	Not Completed
Many Students	16	9
Percentage	64	36

Source: Research Data, 2023

In general, the implementation of cycle I in the learning process by applying the learning model has not been carried out properly. Even so, there were several things that were achieved or felt good during the implementation of cycle I including: (1) There was an increase in student enthusiasm in participating in learning, (2) there was visible interaction between students and teachers, (3) there was an increase in student learning outcomes where Initially, during

the initial test, it only obtained an average classical score of 64.72 and a complete learning achievement percentage of 32% to a classical average of 75.68 and a complete learning achievement percentage of 64% in cycle I.

The obstacles encountered in implementing the actions in cycle I can be described as follows: (1) Students were not familiar with the model applied by the teacher, so students are confused about learning. (2) Students were in a hurry working on projects, because there was little time. The results of the reflection of the weaknesses found in the implementation of cycle I actions were then used as guidelines for improving learning actions in cycle II so that better results were obtained.

C. Cycle II Research Results

Cycle II action research was conducted for three meetings, namely two meetings to carry out learning by applying project based learning and once carrying out an evaluation to find out student learning outcomes during the implementation of cycle II. The emphasis on the implementation of cycle II was (1) re-socializing the learning that was being implemented by the teacher so that students understand more about how they work and their tasks in learning, (2) Giving longer time to students to do their projects, so that the results would be more maximal.

Learning outcomes data obtained in cycle II, the average classical learning outcomes of 85.24 and the percentage of complete learning outcomes of 76% of this data illustrates that there was an increase in student learning outcomes. Data from cycle II results can be seen in Table 4.

Table 4. Percentage of Provisions for Student Economics Learning Outcomes in Cycle II

Parameters	Complete	Not Completed
Many Students	19	6
Percentage	76	24

Source: Research Data, 2023

D. Discussion of Inter-Cycle Results

Analysis of the data obtained from the initial conditions to the end of cycle II can be presented in Table 5.

Table 5. Research Results

Parameters	Pre-Cycle	Cycle I	Cycle II
Average Learning Outcomes	64,72	75,68	85,24
Mastery learning	32%	64%	75%

Source: Research Data, 2023

It was proven that the application of project-based learning could improve the learning outcomes of the Economics subject for class XI IPS 1 SMA Science Plus Baitul Qur'an Boarding School Sambirejo. Based on the results of the research that has been done, it shows that this research was stopped in cycle II because the research results were able to achieve the set success criteria. Based on the findings in learning, the research results in the first cycle did not meet the predetermined criteria, so it was necessary to make improvements in the next cycle. In the first cycle, the average learning result was 64.72 while the classical learning mastery reached 32%. Learning outcomes in cycle I did not meet the KKM of 75 and did not meet the expected indicators of ≥75, and the classical completeness standard of 75% had not been met. This was because there were obstacles encountered in cycle I, (1) Students were not used to participating in the learning set by the teacher, so students seemed confused. (2) Students are in a hurry working on projects, because of the limited time.

To overcome this, a more mature design was carried out by re-socializing the learning that was being implemented by the teacher so that students would be able to play an active role in the learning process which students get to be more meaningful. The planning is carried out in cycle II. After the learning process lasted until cycle II, student learning outcomes in Economics subjects were able to achieve success indicators that were determined to be successful in their entirety. The data obtained in cycle II, the average learning result reached 85.24, had exceeded the KKM and also exceeded the indicators set, namely ≥75. In classical completeness it reaches 75% already fulfilling the specified indicator which is 75%. After the second cycle was applied to get very satisfactory results, in this cycle all indicators were fulfilled. Based on the data obtained in cycle II, the average student learning outcomes reached 85.24 and the percentage of completeness of student learning outcomes reached 75%. Based on these results, the researcher concluded that this study was successful, given the increase in student achievement in each cycle following predetermined indicators. In short, project-based learning improved student learning outcomes in economics subjects.

IV. CONCLUSION

Application of project-based learning can improve the learning outcomes of the Economics subject for class XI IPS 1 SMA Science Plus Baitul Qur'an Boarding School Sambirejo for the 2022/2023 academic year. This can be seen from the increase in student learning outcomes from cycle I to cycle II. In cycle I, the average learning outcomes for Economics subjects were 75.68 and their classical completeness reached 64%, including in the good category. In cycle II, the average student learning outcomes in the Economics subject increased to 85.24 and 75% classical completeness in the very good category.

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VI. DISCLOSURE

The author reports no conflicts of interest in this work.

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