



Project Based Learning Model on Social Studies Learning Motivation

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Abstract

Lack of student learning motivation because they often talk to their classmates. In addition, the learning process used by the teacher is less varied due to the limitations of the learning media owned by the school. In addition to learning media that are less varied, the method used in the learning process tends to use the lecture method because with this method it is considered that students will more easily accept the material presented. Such conditions certainly make the learning process only mastered by the teacher. This study aims to determine whether there is an effect of project-based learning model on social studies learning motivation of students of Class V MI Wahyu Mandiri, Pallangga District, Gowa Regency, where Class V MI Wahyu Mandiri is the experimental class and Class V MI Al Muhajirin is the control class. This research is a quantitative research model with a quasi-experimental type of research. The population in this study were 15 students of class V MI Wahyu Mandiri as the experimental class and 15 students of class V MI Al Muhajirin as the control class. This type of data collection uses a motivational questionnaire to measure learning motivation. The data analysis technique used is the Manova test, which was previously tested for normality and homogeneity. The results of this study indicate that the implementation of the Project Based Learning learning model in social studies subjects can increase student activity and motivation. This is evidenced by the average in the experimental class 81.07 with a very high category and 78.53 in the control class with a high category. This result can be seen from the motivational questionnaire manova test which obtained the value of sig. $0.00 < 0.05$ (smaller than 0.05) with a 95% confidence level, then H_0 is rejected and H_a is accepted, meaning that there is an effect of the Project Based Learning learning model on the learning motivation of fifth grade students at MI Wahyu Mandiri. So, it can be concluded that the Project Based Learning learning model has an influence on the social studies learning motivation of the fifth grade students of MI Wahyu Mandiri.

Keywords: Practicality, Module, IPS, Character

Abstract

Kurangnya motivasi belajar siswa karena seringkali berbicara dengan teman sebangkunya. Selain itu, dalam proses pembelajaran yang digunakan guru, kurang bervariasi dikarenakan keterbatasan media pembelajaran yang dimiliki oleh sekolah. Di samping media pembelajaran yang kurang bervariasi, metode yang digunakan dalam proses pembelajaran cenderung menggunakan metode ceramah karena dengan metode ini dianggap siswa akan lebih mudah menerima materi yang disampaikan. Kondisi demikian tentu membuat proses pembelajaran hanya dikuasai guru. Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh model pembelajaran berbasis proyek terhadap motivasi belajar IPS siswa Kelas V MI Wahyu Mandiri Kecamatan Pallangga Kabupaten Gowa, yang dimana pada Kelas V MI Wahyu Mandiri sebagai kelas eksperimen dan Kelas V MI Al Muhajirin kelas kontrol. Penelitian ini merupakan sebuah model penelitian kuantitatif dengan jenis penelitian quasi eksperimen. Populasi dalam penelitian ini adalah siswa Kelas V MI Wahyu Mandiri sebanyak 15 orang sebagai kelas eksperimen dan dan siswa kelas V MI Al Muhajirin sebanyak 15 orang sebagai kelas kontrol. Jenis pengumpulan data menggunakan angket motivasi untuk mengukur motivasi belajar. Teknik analisis data yang digunakan adalah Uji Manova, yang sebelumnya diuji normalitas dan homogenitas. Hasil penelitian ini menunjukkan bahwa pelaksanaan model pembelajaran Project Based Learning pada mata pelajaran IPS dapat meningkatkan keaktifan dan motivasi belajar siswa. Hal ini dibuktikan dengan rata-rata pada kelas eksperimen 81,07 dengan kategori sangat tinggi dan kelas kontrol 78,53 dengan kategori tinggi. Hasil ini dapat dilihat dari uji manova angket motivasi yang diperoleh nilai sig. $0,00 < 0,05$ (lebih kecil dari 0,05) dengan level kepercayaan 95% maka H_0 ditolak dan H_a diterima, artinya terdapat pengaruh model pembelajaran Project Based Learning terhadap motivasi belajar siswa kelas V MI Wahyu Mandiri. Jadi, dapat disimpulkan bahwa model pembelajaran Project Based Learning memiliki pengaruh terhadap motivasi belajar IPS siswa kelas V MI Wahyu Mandiri.

Kata Kunci: Project Based Learning and Learning Motivation

INTRODUCTION

Education is very important for humans. Through education, humans gain knowledge and skills for their survival (Yuristia, 2018). Humans as social beings need education in order to respond to the challenges of the times and increasingly rapid technological advances to be able to equip themselves with various kinds of basic skills, formal educational institutions are needed, one of which is Madrasah Ibtidaiyah (MI).

Education is one of the efforts to improve the quality of education in Indonesia, marked by improvements carried out by the government in every aspect of education. Aspects of education that experience continuous development to improve the quality of education in Indonesia are the development and improvement of the curriculum and evaluation system, improvement of educational facilities, development and procurement of teaching materials, as well as providing training for teachers and other education personnel. However, it is not enough to improve the quality of student learning motivation (Muhammad Fadhi, 2017).

To increase the motivation to learn social studies in elementary school, an attractive learning model and media are needed so that students are more active and there is interaction with the teacher. Learning in the classroom is the most important thing in transferring knowledge to students, the learning process takes place by interacting and influencing each other between teachers and students in learning activities. According to Fogarty (1997) *Project Based Learning* is learning that includes projects and provides an interesting and productive experience for students. Suggests that the use of appropriate media in learning will increase students' learning motivation and create fun in learning activities. In this case, the use of learning media in the learning process can increase students' learning motivation.

In connection with the problems that have been described previously, improvements are needed to overcome learning through appropriate learning models or strategies. The appropriate learning models or strategies to be applied in our country include: *project based learning*. Through this learning model, children

gain knowledge that will be found alone. The PjBL learning model is a learning model that produces a project in finding and integrating new knowledge based on experiences that students encounter in learning activities.

The PjBL learning model provides students with experiences to learn and practice interpersonal skills, in addition to interpersonal skills as well as life skills for the future, besides that PJBL directs students to think critically about experiences and can relate these experiences to learning standards. In accordance with what has been proven by several researchers including according to Maya Nurfitriyanti (2016) that this modern PJBL can increase students' interest and motivation in learning. As a result, students who initially did not like math became like it, and were more flexible in asking questions.

In this method, the student learning environment is designed so that students can carry out investigations of the problems of a subject topic (Rudi Subiyantoro, 2021).

The indicators of learning motivation that come from within students are as follows: 1) being diligent in facing assignments, meaning that students can work continuously for a long time (never stop before finishing). As students start working on assignments on time, look for other sources, don't give up easily and check the completeness of assignments. 2) tenacious in facing difficulties, students do not give up quickly in the face of difficulties. In this case, students are responsible for success in learning and carrying out learning activities. 3) shows an interest in various problems consisting of daring to face problems, looking for solutions to the problems being faced and not easily discouraged in dealing with problems. 4) prefers to work independently, meaning that he does not have to do what is his duty. 5) They get bored quickly with routine tasks or things that are mechanical, just repeating themselves so they are less creative. 6) can defend his opinion (if he is sure of something). 7) It is not easy to let go of what he believes in, meaning he believes in what he is doing or is firm in his stance.

Based on the explanation above, it is necessary to conduct research using the *Project Based Learning learning model* in Class V on

thematic lessons of theme 5, sub-theme 1. The aim is to determine the effect of *Project Based Learning* on students' motivation to learn social studies at MI Wahyu Mandiri.

RESEARCH METHODS

This type of research uses quantitative research. Irfan Abraham and Yetti supriyati (2022) The experiment in question is carrying out activities to confirm something in several ways. Therefore, experimental research is a study to look for causal relationships between variables. The research model used is a quasi-experimental, using two groups of research subjects that are almost the same (homogeneous). The reason for using the quasi-experimental model in this study is that the researcher cannot fully control the two groups studied because not all external variables can be controlled, so that the changes that occur are not entirely controlled by the treatment (Zaenal Arifin, 2020). The research design is *true experimental design* in the form of *pretest-posttest*. In this *design*, there are two groups selected randomly, namely the experimental group and the control group. Both groups were given a *pre-test* to determine the initial state, is there a difference between the experimental group and the control group (T. Dicky Hastdarjo, 2019).

After the *pre-test* was carried out, the treatment was given for a certain period of time. The experimental group was given treatment in the form of a *Project Based Learning model*, while the control group was given conventional learning. This means that

the control group was not given the same treatment, namely the *Project Based Learning (PjBL)* model as was the case with the experimental group. After being given the treatment, there was a re-observation (*posttest*).

The research design is described as follows tables 1:

Table 1

Research Design *Nonequivalent Control Group Design*

| Group | Pretest | Treatment | Posttest |
|------------|---------|-----------|----------|
| Experiment | Y1 | X | Y2 |
| Control | Y1 | | Y2 |

(Source: Sugiyono, 2010)

Information :

Y 1= *Pretest t*, the result of students' early learning motivation

Y 2= *Post test t*, the value of student learning motivation after using the *Project Based Learning learning model* based on animation media

X = *Treatment*, Application of project-based learning model of *Project Based Learning*

The research location was carried out at MI Wahyu Mandiri and MI Al Muhajirin. The population in this study were students of class V MI Wahyu Mandiri in odd semesters, for the academic year 2021/2022 which had a population of 15 people, and class V Al Muhajirin 15 people, which is presented in the following table 2:

Table 2

Research Population

| No | School name | Gender | | Amount |
|-------------|------------------|--------|-------|--------|
| | | Man | Woman | |
| 1. | MI Wahyu Mandiri | 8 | 7 | 15 |
| 2. | MI Al Muhajirin | 9 | 6 | 15 |
| Total 17 13 | | | | 30 |

(Source: Emission Data)

The sampling used to determine the control class and the experimental class is *random*

sampling. The sample in this study was class V MI Wahyu Mandiri, which amounted to 15

people, used as an experimental class that was given treatment and class V Al Muhajirin, which amounted to 15 people, was used as a control class.

Data collection techniques in the form of questionnaires or questionnaires are carried out by giving questions or written statements to respondents to answer so that respondents just choose the answer. The list of statements is matters relating to the learning process using the *Project Based Learning learning model* which consists of 20 statement items that are positive and negative. Positive statements in the Strongly Agree (SS) category were given a score of 5, Agree (S) were given a score of 4, Disagree (KS) were given a score of 3, Disagree (TS) were given a score of 2, Strongly Disagree (STS) were given a score of 1.

The questionnaire method was compiled using a *Likert scale model questionnaire*. Likert scale with five alternative answers, namely (see **Table. 3**) :

Table. 3

Respondents' Assessment Score in the form of a Questionnaire

| Response | Score |
|-------------------|-------|
| Strongly agree | 5 |
| Agree | 4 |
| Doubtful | 3 |
| Don't agree | 2 |
| Strongly disagree | 1 |

Source: Sugiyono, 2017

For the categorization of student learning motivation can be seen in the table 4:

Table 4

Categorization of Learning Motivation

| Student scores | Category |
|----------------|------------|
| 81-100 | Very high |
| 61-80 | Tall |
| 41-60 | Currently |
| 21-40 | Enough |
| 0-20 | Not enough |

Source: Arikunto, 2001

Analyzing student motivation data used the formula:

$$NA = \frac{\text{Skor yang diperoleh}}{\text{Skor Maksimal}} \times 100$$

Information:

NA = Final Score

RESULTS AND DISCUSSION

1. Results

Learning motivation questionnaires were given to students in the experimental class after the learning process was carried out using the *Project learning model Based Learning* . Data on students' learning motivation were obtained from the results of the questionnaire as a measure of how much students' motivation level was in participating in learning in Class V using the *Project learning model. Based Learning* .

The frequency distribution of student learning motivation questionnaires in the experimental class can be seen in the following table 5:

Table 5

Frequency Distribution of Learning Motivation Questionnaire

| Interval Class | Category | Frequency | Percentage |
|----------------|-----------|-----------|------------|
| 81-100 | Very high | 8 | 53.33% |
| 61-80 | Tall | 7 | 46.66% |
| 41-60 | Currently | 0 | 0% |
| 21-40 | Low | 0 | 0% |
| 1-20 | Very low | 0 | 0% |

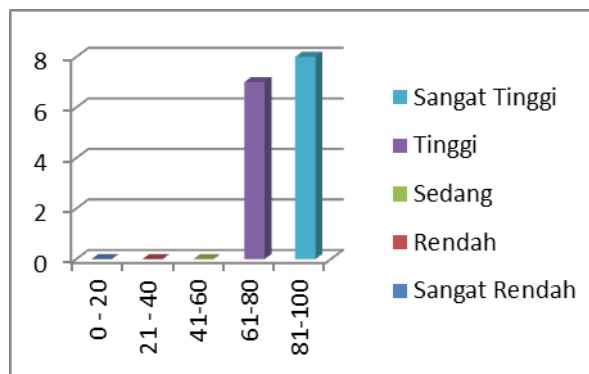


Image 1. Graph of the Frequency Distribution of Students' Learning Motivation Questionnaire in the Experimental Class

Based on the tables and graphs of student learning motivation in social studies learning using the *Project Based learning model* above, the data obtained that there are 8 students in the experimental class who obtained a very high category score (53.33%) where the student said strongly agree, with participating in Social Studies learning students feel excited, students feel serious in doing assignments, students are

very happy and active in social studies learning, and the rest there are 7 students who get high category scores (46.66%) where the students say they agree with students always read the material and repeat the social studies learning at home, students are very diligent in doing assignments, students feel tenacious in facing difficulties.

Which is presented in the following table 6:

Table 6

Results of Descriptive Analysis of Students' Social Studies Learning Motivation in Experimental Class

| <i>Dependent Variable</i> | Class | <i>Mean</i> | <i>Std. Error</i> | <i>95% Confidence Interval</i> | |
|---------------------------|------------|-------------|-------------------|--------------------------------|--------------------|
| | | | | <i>Lower Bound</i> | <i>Upper Bound</i> |
| Motivation to learn | Experiment | 81.06 | .701 | 79,630 | 82,504 |

Table 6 shows the student's experimental motivation value (*mean*) 81.06, standard error .701, the lowest value (*Lower Bound*) 79.63, and the highest value (*Upper Bound*) 82.504.

1. Inferential Statistics

a. Normality test

The normality test can be seen in the table 7 :

Table 7

Normality test

| <i>One-Sample Kolmogorov-Smirnov Test</i> | | | |
|---|-----------------------|--------------------------------|--------------------------------|
| | | <i>Unstandardized Residual</i> | <i>Unstandardized Residual</i> |
| N | | 30 | 30 |
| <i>Normal Parameters^{a,b}</i> | <i>Mean</i> | .0000000 | .0000000 |
| | <i>Std. Deviation</i> | 2.66953868 | 7.26287996 |
| <i>Most Extreme Differences</i> | <i>Absolute</i> | .089 | .231 |
| | <i>Positive</i> | .089 | 156 |
| | <i>Negative</i> | -.066 | -.231 |
| <i>Test Statistics</i> | | .089 | .231 |
| <i>asymp. Sig. (2-tailed)</i> | | .200 ^{c,d} | .000 ^c |

Table 7 above shows the results of the data normality test where the significance value (Asymp. Syg.) is 0.2. This value is > 0.05 so it can be concluded that the data from the variables of Learning Motivation, Learning Outcomes, both the control class and the experimental class are normally distributed.

b. Homogeneity Test

The homogeneity test can be seen in the table 8:

Table 8
Homogeneity Test

| <i>Box's Test of Equality of Covariance Matrices^a</i> | |
|--|------------|
| Box's M | 2.484 |
| F | .764 |
| df1 | 3 |
| df2 | 141120,000 |
| Sig. | .514 |

The table above (Test of Homogeneity) shows that the data is homogeneous because the significance value (Sig.) is $0.021 < 0.05$.

c. Hypothesis testing

The hypothesis testing can be seen in the table 9:

Table 9
Hypothesis testing

| | <i>Effect</i> | <i>Value</i> | <i>F</i> | <i>Hypothesis df</i> | <i>df error</i> | <i>Sig.</i> |
|------------------|---------------------------|--------------|------------------------|----------------------|-----------------|-------------|
| <i>Intercept</i> | <i>Pillai's Trace</i> | .999 | 12625,630 ^b | 2,000 | 27,000 | .000 |
| | <i>Wilks' Lambda</i> | .001 | 12625,630 ^b | 2,000 | 27,000 | .000 |
| | <i>Hotelling's Trace</i> | 935.232 | 12625,630 ^b | 2,000 | 27,000 | .000 |
| | <i>Roy's Largest Root</i> | 935.232 | 12625,630 ^b | 2,000 | 27,000 | .000 |
| <i>Class</i> | <i>Pillai's Trace</i> | .396 | 8,865 ^b | 2,000 | 27,000 | .001 |
| | <i>Wilks' Lambda</i> | .604 | 8,865 ^b | 2,000 | 27,000 | .001 |
| | <i>Hotelling's Trace</i> | .657 | 8,865 ^b | 2,000 | 27,000 | .001 |
| | <i>Roy's Largest Root</i> | .657 | 8,865 ^b | 2,000 | 27,000 | .001 |

From the table above, it can be seen that the results of the Hypothesis Test show a significance value (Sig.) of the four values, namely 0.00 and $0.01 < 0.05$ (smaller than 0.05) with a 95% confidence level. So it can be concluded that PjBL in the experimental class has an influence on the social studies learning motivation of Class V MI Wahyu Mandiri students.

2. Discussion

This study uses a *project based learning model* on social studies learning motivation in Class V MI Wahyu Mandiri as an experimental class and in class V MI AL Muhajirin as a control class. The discussion of the research results is carried out based on data analysis and data findings in the field.

learning is driven by motivation. Motivation is an encouragement in the form of self-

support, consciously or not, to carry out an activity to achieve a certain goal (Rike Andriani 7 Rasto, 2019). From the results of the analysis of student motivation on the material of Indonesia's geographical location where the questionnaire sheet was filled out by students after the learning process took place in the form of a list of questions relating to the learning process

using the *Project Based Learning Model* , amounting to *The 20* question items are positive and negative showing the results that the *Project Based Learning learning model has an effect* on learning motivation in Class V students of MI Wahyu Mandiri. The data obtained showed an increase in students' learning motivation by using the *Project Based Learning learning model*.

This is also in line with Arjuniwati (2019) with this research and is strengthened because in the learning process using the *project based learning learning model* students feel diligent, tenacious and happier, students feel happy to work continuously and do not give up quickly in the face of difficulties and challenges. feel responsible for this project.

The use of project-based learning models can provide opportunities for students to learn autonomously, construct their own learning to make works or real products in the form of map image products, thereby indirectly training students' creative thinking skills which in the end will be formed in better students, for example. curiosity, responsibility, independent learning, and self-motivation.

This research has a relationship with Linda's research (2011) explaining that the project-based learning model is not only limited to formulating problems but also involving students in alternative problem formulations which can later help the project work process. Expected questions are questions that invite students to participate in the thinking process. This stage gives students the opportunity to think abstractly, which is to foster students' creative thinking. This valuable experience will be an effort to develop mentally through the thought process. This can be observed from the perspective and behavior of students who seem to pay attention and are interested in the problems posed. Based on this, at this stage

students can have the opportunity to develop creative thinking skills and organize their own learning.

The use of the *Project Based Learning model* in learning in order to create an active and fun learning (Febrita, I dan Hami. H, 2022). This learning is considered capable of stimulating students to improve the quality of their learning motivation in all aspects (affective, cognitive and psychomotor).

From the project activities above, it can be seen that there are no students who are not active, lazy, or do not pay attention to the lesson, they are all very enthusiastic in learning. So from the above, it indicates that students' motivation in learning social studies using the *Project Based Learning learning model* has increased.

CONCLUSION

Based on the research results obtained when testing the hypothesis, the significance value (Sig.) is 0.00 and 0.01 <0.05 (smaller than 0.05) with a 95% confidence level. So it can be concluded that the application of the *Project Based Learning learning model* has a significant (positive) influence on the social studies learning motivation on map-making materials. The implementation of this learning model makes students more enthusiastic and active in learning because this learning model is more student-centered which makes students more active in group learning activities so as not to make students bored quickly when the learning process takes place.

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