

Implementation of the PJBL Model in Increasing the Interest of Class I Students in Elementary Schools

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Abstract

This research is motivated by the low interest of students in conventional learning applied by teachers. The research aims to implement a project-based learning model to increase the interest of Class I students at SD Negeri 008 Palembang which totals 32 students. This research method is a classroom action research carried out through 2 cycles, namely Cycle I and Cycle II. The data collection techniques in this study are (1) Observation of students' interests with indicators of interest, feelings of pleasure, and active participation in learning. (2) PJBL learning data collection techniques. The results of this study show that: (1) the implementation of learning using STEAM-based PJBL in thematic learning, especially Indonesian Language and SBdP, can increase student interest, namely in the first cycle by 67.78% and in the second cycle by 82.03% (2) The increase in student interest can be seen from the results of learning reflection with the percentage of student interest in the first cycle of 37.5% and the second cycle of 87.5%.

Keywords: Elementary School, Project Based Learning, Student Interest

INTRODUCTION

Nowadays, education is increasingly needed as a provision to live life. It is undeniable that education can open new horizons to improve human resources to become better individuals. Various efforts are often made to achieve the goals and expectations desired by Bersama. Not only the government and educational institutions but teachers and students also have an important role as the implementers of learning itself.

The government as a policy maker has tried to improve the education system through various ways, such as updating the curriculum and so on. As of now, Indonesia is intensively implementing the independent learning program which is expected to maximize learning in a new paradigm or learning that is in favor of students.

The existence of a new paradigm of learning that favors students focuses more on developing students' potential and interests. The idea of the Minister of Education and Culture is oriented to the thinking of the Father of Education of Indonesia, namely Mr. Ki Hajar Dewantara who stated that the real concept of Education is when students are comfortable and happy to learn, students can develop according to their respective interests and potential, as well as actualize the learning that has been obtained in daily life.

As conveyed by Ki Hajar Dewantara, "servile education to children" or it can also be called education that favors students. Therefore, the education process must be focused on students, not facilities, the wishes of the institution, even the curriculum and the government. Najeela Shihab (2021:2) said that education that nourishes independence is education that is a bridge in the 21st-century education unit, where children can continue to grow their competencies through quality learning.

The quality of learning, which is the goal of education, is closely related to the teacher's ability to choose and integrate various models in learning. With a variety of models and various strategies used by teachers, learning can be made more meaningful so that students are more active in learning.

But in reality, only some teachers have implemented various models in learning. Most of them still use the conventional learning model, where learning is still centered on the teacher without any interaction with students so teaching and learning activities tend to be boring and students are not interested in the learning.

Students' interests in learning are also very diverse. If teachers continue to be consistent in using learning that is not student-centered, then the interests and potentials of students cannot be channeled properly to make the learning meaningful. If students' interest is low, then the expected learning goals will be difficult to achieve.

To answer the challenge to the interests of students, a new paradigm needs to be developed. Teachers must pay attention to the achievements, learning styles, ability levels, and needs of students as the basis for designing a new paradigm of learning that favors students, one of which is by implementing *the Project Based Learning learning model*.

According to Ana Widyastuti (2022:3), Project Based Learning is a learning model that provides a challenge for students to work on a project within the time that has been agreed upon together, starting from planning, data collection,

processing, monitoring, and testing of the product results that have been made. Through this model, students are expected to carry out exploration, evaluation, observation, and interpretation activities to be able to obtain a new learning experience and develop social attitudes in themselves.

Project Based Learning is believed to be a learning solution to make students more creative and active so that the variety of student's interests can be well actualized. In PJBL, the teacher acts as *a guide on the side* rather than *a sage on the stage*. This means that teachers are not only the only source of learning but learning can be actively intertwined from all directions and take advantage of the environment in students' daily lives. Students identify what they already and do not know based on existing materials and media. They gain first-hand experience on how to tolerate, cooperate, and take care of each other, as well as integrate essential competencies from various disciplines to realize meaningful learning. Based on this, the researcher is interested in conducting a study entitled "**Implementation of the PJBL Model in Increasing Student Interest in Elementary School.**"

METHOD

In this study, the PTK method is used which is an acronym for Classroom Action Research. According to Arikunto (2013, 58), *Classroom Action Research* (CAR) commonly known as PTK is an action research conducted in the hope of improving the quality of learning activities in the classroom.

Abdullah (2017.2) said that there are 3 main phases in this PTK, namely (1) Pre-Research, (2) Research Process, and (3) Post-Research. Thomas in Abdillah (2020, 7) explained that classroom action research is a process of solving problems effectively through the application of scientific methods that involve collaboration and cooperation of all stakeholders to improve conditions and arrangements to improve the quality of learning.

Action research, especially in education, involves steps, namely diagnosis, analysis, identification, a feasibility check, modification, implementation monitoring, and after the implementation is complete, evaluate the outcome of the planned action.

In this study, the researcher plays the role of the researcher and also the researcher. This research was carried out in one of the State Elementary Schools in Palembang City, namely SD Negeri 008 Palembang. This elementary school consists of 6 class groups, but the participants selected in this study are in class I which totals 32 students, 15 girls, and 17 boys.

Before the research is carried out, researchers conduct observations to find obstacles, challenges, and problems that occur in the classroom so that solutions can be sought. The data collection techniques in this study are (1) Observation of students' interests with indicators of interest, feelings of pleasure, and active participation in learning. (2) PJBL learning data collection techniques. In collecting data when implementing the PJBL learning model, detailed observation is used to write down the events that occur during the learning activities. Furthermore, the data is managed using qualitative descriptive methods.

RESULTS AND DISCUSSION

Penerapan Pembelajaran Project Based Learning

The application of PJBL learning in Grade 1 at SD Negeri 008 Palembang is presented in two cycles, namely cycle 1 and cycle 2 which are carried out during classroom learning activities. The implementation of Cycle 1 and Cycle 2 has several differences. Based on the results of evaluation and reflection from cycle 1 of the implementation of PJBL in grade 1 of SD Negeri 008 Palembang this thematic learning has several shortcomings.

According to Trianto's Theory (2010: 96-97) explains that the shortcomings of PJBL are about managing the time needed to make the project. The project that will be made in thematic learning, namely the subject of Indonesian Language and SbdP in grade 1, is to make photo frames from the decorations of living creatures around, namely in the form of dried leaves around the schoolyard. The following describes in more detail the implementation of PJBL learning syntax in cycles I and II.

a. Project Planning

Dalam tahap perencanaan, perlu ditetapkan kompetensi yang akan dicapai dalam kegiatan pembelajaran. Pada kegiatan perencanaan proyek yang akan dilaksanakan dibagi menjadi tiga tahap yaitu :

1. Determining the type of project, in cycle I and cycle II of the project, the project is determined to make a frame of living things that exist around students while implementing learning about help and gratitude in the Indonesian language subject at the time of the project spelling. In the first cycle, the determination of this project was very short so many students still did not understand. So that the results of reflection from cycle I, the determination of the project of cycle II must be more detailed. The teacher determines what living things will be used as decorations in the photo frames made.
2. Preparing project deadlines, in the cycle 1 stage in determining the project deadline is not reached. Therefore, teachers should be able to manage their time and provide a deadline to create the project. The determination

of the time limit for cycle I and cycle II is the same, only for cycle II the teacher pays more attention to the time so that the project can be completed within the predetermined time allocation.

3. Preparing the project schedule, at this stage the preparation of the project schedule is carried out by students through supervision and direction from the teacher. In the first cycle, the preparation of the project schedule was not achieved, while in the second cycle, it was carried out neatly so that the preparation of the schedule became easier.
- b. Project Implementation and Supervision

At the stage of project implementation and supervision, it is divided into three stages, namely as follows:

1. Preparation of materials, at this stage the preparation of materials is carried out by students and teachers. In cycle 1, learning is carried out in the classroom so you have to look for more materials to be used as frame decorations. Many students do not prepare materials from home, so they have to prepare at school. This reduces the time that has been allocated to create the project. In cycle II, teachers anticipate reminding students to prepare other materials from home, learning is carried out outside the classroom, namely the school yard so that students can more easily take advantage of living things, namely dry leaves in the school yard to be used as decorations in making photo frames.
 2. Teacher monitoring, at this stage the teacher supervises the activities carried out by students. In cycle 1 the project work was carried out in groups consisting of 4 children so that the creation of projects in the classroom became irregular. However, in the second cycle teachers began to improve the learning system, students were grouped into 2 people, which were conceptualized as peer tutors. In cycle II, learning is more organized and students are enthusiastic about carrying out projects.
 3. Completion of the project, in the first cycle the teacher did not determine the living things that could be used as photo frame decorations, so the students were a little confused in determining what living things could be used as photo frame decorations, the implementation of the project was not completed due to limited time. In contrast to cycle II, in cycle II teachers have managed their time well. Living creatures that will be used as photo frame decorations are determined Together with students through the guidance of teachers, learning is carried out in the school yard so that students can more easily use the dried leaves in the school field to be used as photo frame decorations. Students are also more enthusiastic about learning and can complete projects on time.
- c. Project Presentation

At the presentation stage, this project is divided into two stages of activities, namely as follows:

1. In the appearance of the project, at this stage, students presented their work in the form of photo frames decorated from living things around the school, namely in the form of dried leaves. In the first cycle, the project was not perfect, even not completed because many students still did not understand the target product to be made. However, in the second cycle, the students' work is much better than the previous one because students already understand what they will make and what products will be produced from this learning activity. Students also look more cheerful and enthusiastic in showing their work in front of their friends.
2. Evaluation of the process and project results, at this stage in cycle I and cycle II, did not have significant differences. In both cycle 1 and cycle 2, teachers always evaluate the shortcomings and what will be improved in future learning from the planning stage to the creation and presentation of project results. Based on the implementation of learning that has been implemented, in the first cycle students are not conducive because of poor classroom management and language management. However, in cycle II, students were more enthusiastic and much more conducive than in cycle I. Assessment of learning activities carried out by researchers increased from cycle I to cycle II.

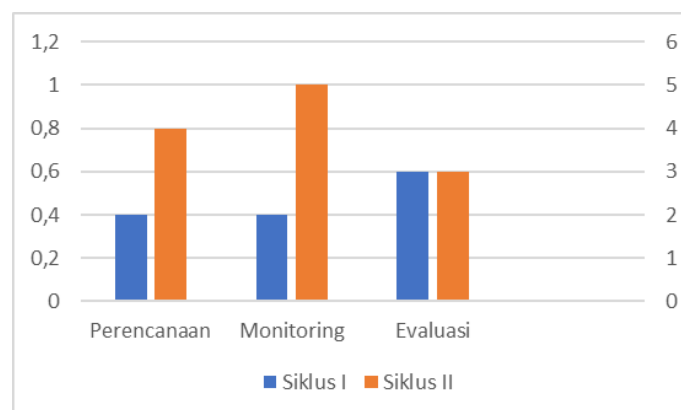


Figure 1. Cycle I and II Implementation Graph

From the process of implementing learning in Cycle I and Cycle II, is related to the implementation of the syntax of PJBL. From Figure 1, it can be seen that there is an increase in the implementation of PJBL between the first and second cycles. The improvement of classroom conduciveness and the implementation of PJBL from cycle 1 and cycle 2 increased. This is based on observer notes that students are much more conducive during the implementation of cycle II. Student activities are also more directed and project creation is much more focused with a better anticipated time estimate than before.

Table 1. Table of Project Results of PJBL Cycle Class I SDN 008 Palembang Cycle I and Cycle 2

Category	Interval	Cycle 1	Cycle 2
Excellent	90-100	0 %	6,25 %
Good	80-89	3,12%	71,87 %
Enough	70-79	31,25 %	15,625 %
Less	60-69	59,37 %	6,25 %
Very Less	<60	6,25 %	0 %
NUMBER OF STUDENTS		32	32
AVERAGE		67,78	82,03
CATEGORY		Less	Good
COMPLETED QUANTITY		10	31
INCOMPLETE AMOUNT		22	1

From various classroom action studies explained by experts, it was conveyed that classroom action research is an effort to solve problems that occurred before to be improved in the next learning activities starting from planning, implementation, monitoring, and reflection. The results of the evaluation of the implementation of cycle I are improvement steps that will be applied in cycle 2. (Elssi Brada et al, 2022:153).

By the project results table in cycle I and cycle II above, it is known that the average deployment of cycle 1 is 67.78 with the category of less. The number of students who did not complete the first cycle was also more than those who completed with a minimum completeness, namely the sufficient category with a minimum score of 70. Students with the very good category in cycle 1 amounted to 0 people, good 1 person, sufficient category 10 people, poor category 19 people, and the very poor category totaled 2 people.

The results of the observer analysis in the first cycle with the average learning implementation were lacking due to the lack of interest of students in learning, learning was too busy in the classroom and two-way communication between students and teachers was not going very well.

Meanwhile, in the second cycle, there was an increase with an average of 82.03. 31 students completed the course and only 1 student did not complete it. From the implementation of the second cycle carried out in the yard of SD Negeri 008 Palembang, the students who obtained very good scores were 2 people, students with good categories totaled 23 people, the sufficient category 5 people, the poor category 2 people, and the very poor category 0 people. The increase in student interest from cycles I and II in Class I students of SDN 008 Palembang can be seen in the following figure:

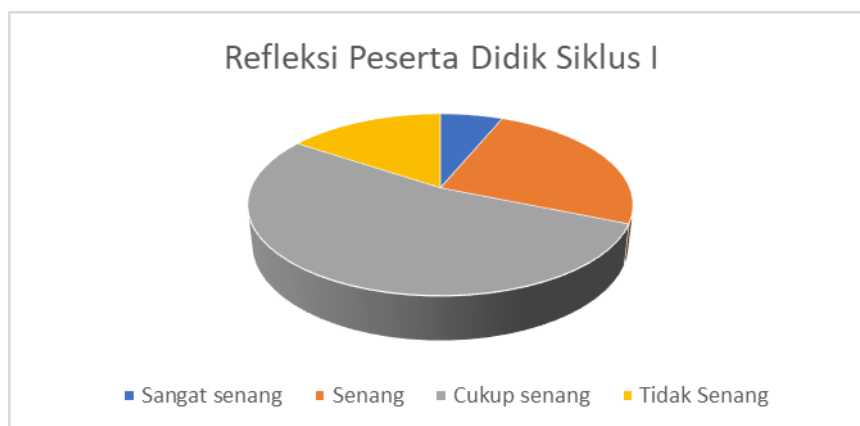


Figure 2. Reflection Diagram of Cycle I Students



Figure 3. Reflection Diagram of Cycle II Students

Based on the diagram of the results of student reflection in cycles I and II, which can be seen through figures 3 and 4 in cycle I, students are more dominant and quite happy in learning because learning is still in the classroom. Meanwhile, in cycle II, the researcher invites children to directly use the nature around students for learning so that students' interest increases. Students' reflection on learning is more dominant in being very happy and happy in learning.

CONCLUSION

In the learning planning of theme 4 subthemes 4 of the 4th teaching, several things need to be prepared, namely: 1) syllabus and lesson plan, 2) learning assessment, 3) reflection of teachers and students, 4) LKPD, 5) the presence of class I teachers and peers as observers of teacher and student activities. Based on the results of the research, the planning of PJBL Implementation in Cycle I was carried out with more careful preparation in Cycle II. The researcher conducted reflection and evaluation so that the learning objectives in cycle II could be realized. The researcher also learned about the shortcomings and advantages that occurred during the implementation of Action research in cycle I to be improved in cycle II. Teachers can plan learning with the right time management because the PJBL learning model requires time and conduciveness in its implementation.

Based on the results in cycle I, there are still shortcomings in the implementation of the PJBL model in teaching and learning activities in the classroom. The problems that occurred were conduciveness and student time management. In addition, students also do not understand the concept of the project to be made. The learning in cycle II has gone quite well because students have understood the learning concept by the syntax in PJBL so that the project products can be made on time.

The learning outcomes during the study using the STEAM-based PJBL learning model have their disadvantages and advantages created from the implementation of the PJBL syntax because SDN 008 Palembang students are not used to using the PJBL model. In the first cycle, the average student was 67.78% because of learning that tended to be in the classroom. Meanwhile, in the second cycle, teachers directly bring students to nature and directly utilize the living things around students in learning, student interest also increases with an average gain of 82.03%. This section contains conclusions that answer all the problems contained in the research. The content of the conclusion is not in the form of points but in the form of paragraphs.

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