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The Influence of the Project Based Learning (PJBL) Learning Model on Student Learning Outcomes in History Subjects

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Abstrak

Tujuan penelitian ini untuk mengetahui pengaruh model pembelajaran *Project Based Learning* terhadap hasil belajar siswa pada mata pelajaran sejarah. Penelitian ini menggunakan metode kuantitatif, sampel dipilih dengan menggunakan *random sampling*. Teknik analisis data menggunakan uji normalitas, uji homogenitas, uji-t, uji-u. Hal ini dapat dibuktikan melalui perolehan nilai rata-rata post-test antara siswa kelas eksperimen dan siswa kelas kontrol 0,000 dan nilai taraf signifikan =0,05 dengan demikian 0,000 < 0,05, sehingga H_o di tolak dan H_a di terima. Berdasarkan perhitungan tersebut dapat disimpulkan bahwa pembelajaran kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Dampak dari penelitian ini setelah melakukan pembelajaran berbasis proyek siswa dapat meningkatkan hasil belajar karena dari proses pembelajaran tersebut siswa terlibat langsung dalam proses pembelajaran, sedangkan sebelum dilakukan penelitian ini siswa masih menggunkan metode pembelajaran konvensional sehingga hasil belajar siswa rendah. Kesimpulan dari penelitian ini adalah ada pengaruh model pembelajaran *Project Based Learning* terhadap hasil belajar siswa pada mata pelajaran sejarah.

Kata kunci: model pembelajaran, project based learning, hasil belajar.

Abstract

The aim of this research is to determine the effect of the Project Based Learning learning model on student learning outcomes in history subjects. This research uses quantitative methods. The sample was selected using random sampling. Data analysis techniques use normality test, homogeneity test, t-test, u-test. This can be proven by obtaining an average post-test score between experimental class students and control class students 0.000 and the significance level value = 0.05, so 0.000 < 0.05 so that H_o is rejected and H_a is accepted. Based on these calculations, it can be concluded that the experimental class learning was higher than the control class. The impact of this research is that after carrying out project-based learning students can improve learning outcomes because from the learning process students are directly involved in the learning process whereas before this research was carried out students were still using conventional learning methods so student learning outcomes were low. The conclusion of this research is that there is an influence of the Project Based Learning learning model on student learning outcomes in history subjects..

***Keywords**: learning model, project based learning, learning outcomes.*

INTRODUCTION

Education is a very important need for humans, considering its important role in forming individuals of quality and character. Through the educational process, a person can develop broad insight, enabling them to achieve their desired goals. The progress of a nation cannot be separated from the quality and development of education in its society. Therefore, serious attention to education is needed to ensure effective, efficient and enjoyable learning. Only with a targeted educational approach, society

can maximize the potential of its human resources. Thus, creating a conducive learning environment is the key to ensuring that education can meet the demands of the times and make a positive contribution to the progress of a nation (Niswara, et, al, 2019).

Essential historical knowledge for students includes historical events from prehistoric times to the present, both in the context of Indonesian and world history. According to L.B.Namier, as quoted by Soedjatmoko in the Kalpataru journal (Idris, 2022), the historical approach aims to understand historical places, analyze trends, and find out how various developments occurred. The pinnacle of achievement in the study of history is considered to be historical awareness, which involves an intuitive understanding of the process by which various events occur (with the emphasis that the manner in which various events occur is a unique subject of knowledge) (Chairunisa, 2018).

Learning that can make it easier for students to be creative both individually and in groups can be achieved through project-based learning methods. In the process standards, it is stated that to improve students' ability to create work that is appropriate to the context, both individually and in groups, teachers can apply innovative learning models, such as Project Based Learning (Alghani, et, al, 2020).

Currently, there are various challenges in the learning process at school, especially in the classroom. Students often only act as listeners when the teacher delivers material and as spectators when the teacher explains learning concepts. This causes students to feel bored because they just sit quietly, listening and watching the teacher in front of the class, without having time to think and be creative effectively. Therefore, students tend to choose to do other activities that are considered more enjoyable than spending time listening to and watching the teacher teaching in class.

According to Subakti in Rahayu (2020), currently this condition does not meet the expected professional competency standards for history teachers. History teachers have a deep understanding of the material contained in the curriculum, understand the concepts and methods of historical science, and have knowledge that is relevant to history learning material. Apart from that, history teachers are expected to be able to apply these scientific concepts. This is important so that history learning in schools can significantly improve the quality of Indonesia's human resources. The importance of implementing effective and constructivist methods of learning history by teachers is also emphasized. History learning is not only limited to using lecture or conventional methods in

delivering material, but also involves interesting learning models. By implementing interesting learning, it is hoped that students can be more active in the learning process, and this is expected to improve student learning outcomes.

According to Nurhidayah (2021) the appropriate learning model to face the 21st century is the Project Based Learning (PjBL) learning model to identify PjBL from its characteristics, aspects of effectiveness and implementation of learning models that can improve student learning outcomes. learning trains students in solving problems (critical thinking). This review reveals that PjBL has an influence on student learning, especially in science learning.

According to Diana's research (2021), Project Based Learning can be used for learning to increase student effectiveness. Thus, this research is motivated by the gap between the conventional way of delivering learning material by teachers and student learning outcomes in History subjects which are still relatively low. This problem was raised based on the theoretical assumption that the success or failure of learning is determined by the level of student learning outcomes.

The solution that can be applied in the history learning process in accordance with the problems described above is to use a project-based learning model or Project Based Learning (PjBL) (Handoko, Anggoro, Intan, & Marzuki, 2022). The Project Based Learning (PjBL) learning model is a learning approach that focuses on differentiation, allowing students to learn independently in solving the challenges they face, so that they can create a project or real work as a result (Niswara, et, al, 2019).

Researchers will apply a project-based learning approach with a social media campaign that explores the theme "The Arrival of Japan in Indonesia". In this context, students are given the freedom to develop their own creative projects with the aim of producing in-depth and informative work in the context of history learning. One example of a project idea could involve creating a map of Japan's entry into Indonesia via TikTok videos. Students can design a short video depicting the movement path of Japanese troops coming to Indonesia. The video can be structured creatively and informatively to attract the attention of social media viewers. Apart from that, you can also make posters, banners, pamphlets and brochures which include important information about the period of Japanese arrival in Indonesia. After that, these materials can be disseminated via social media accounts, such as Facebook, Instagram, Twitter, or other platforms, so that more people can access and understand the content (Effendi, Sugiarti, & Gunarto, 2019).

Through the combination of social media and creativity in this project, it is

hoped that students will not only understand in depth about the arrival of the Japanese in Indonesia, but can also share their knowledge with a wider audience through social media platforms. This approach not only makes learning more interesting but also allows students to develop critical thinking skills, creativity, and digital skills in the process.

The Merdeka Curriculum is a flexible curriculum for character, competency and creativity implemented by the government starting in the 2022/2023 school year for primary and secondary education levels. The curriculum is implemented in stages through various school mobilization programs, involving certain schools that are ready to implement it independently. It is planned that this curriculum will be applied to all educational units in the jurisdiction of the Unitary State of the Republic of Indonesia (Mulyasa, 2023).

By implementing the Merdeka Curriculum in a project-based learning method (Project Based Learning), the aim is to develop soft skills and character, including faith, piety and noble morals, a spirit of mutual cooperation, acceptance of global diversity, independent ability, critical thinking ability, and creativity. Focusing on essential materials is expected to provide enough time for in-depth learning on basic competencies, such as Literacy and Enumeration (Mulyasa, 2023).

The aim of this research is to determine the effect of the Project Based Learning learning model on student learning outcomes in history subjects By considering the information presented previously, the researcher intends to investigate further to overcome the challenges faced. By using a Project-Based Learning approach, learning is not only a process of receiving information, but also a deep and relevant experience for students. a teaching method that emphasizes working on real projects to help students understand and apply learning concepts in more depth. Therefore, this research will focus on the theme of the Influence of the Project Based Learning (PjBL) Learning Model on Student Learning Outcomes in History Subjects.

METHOD

This research uses a quantitative research approach. Quasi-experimental research method is a research method used to test one variable against another variable. Experimental methods are also used to test hypotheses about the effect of Project Based Learning (PjBL) on certain variables.

According to Sugiyono (2019), research methods are defined as a scientific approach used to collect data with specific purposes and uses. This research specifically chose a quantitative experimental method with the aim of

identifying the influence of the Project-based learning model (X1) on student learning outcomes (Y).

According to Sugiyono (2019), data collection techniques are a very important research stage. Therefore, the aim of the research itself is to obtain the required information. In the context of research data collection, various techniques can be used: a) Knowledge Test, tests are considered an effective measurement tool to assess the extent of the quantity and quality of student learning. A test is considered a standard procedure used to obtain samples of behavior from a particular domain. Apart from that, tests are considered to be good instruments that overall measure learning outcomes realistically, reflecting expected behavioral characteristics (Suwarto, 2022). b) Interview, interviews are a method that can be used to collect research data. Interviews involve asking questions verbally and directly to each member of the sample. In simple terms, an interview can be interpreted as an event or process of interaction between the interviewer and the source of information through direct communication. In other words, an interview can be considered a face-to-face conversation between the interviewer and the source of information (Makbul, 2021). c) Observation, observation is an activity carried out by humans in everyday life by using the five senses of the eye as the main tool, as well as other five senses such as ears, smell, mouth and skin. Therefore, observation includes the human ability to use all five senses and produce information through the main function of the five senses, namely the eyes to obtain data or information (Makbul, 2021).

According to Sugiyono (2019), data analysis techniques describe the methods used to test or prove the proposed hypothesis, and must be able to answer the problem formulation. The data analysis technique that is often used in quantitative research is statistical methods. Data analysis can be done with descriptive statistics and inferential statistics. In carrying out this research, the SPSS for Windows version 25 program was used.

RESULTS AND DISCUSSION

Table 1. Pretest and Postest Results of Experimental Class & Cock Class

Information	Experimental Classes (XI.10)		Cock Class (XI.5)	
	Pretest	Postest	Pretest	Postest
Mean	58.60	83.57	57.31	73.08
Max	95	100	82	100
Min	0	65	20	30
Number of students who did not pass the KKM	24	9	26	16
Number of students who passed the KKM	10	26	10	19

Based on the initial test results, students in the experimental class were Class XI.10 with the highest score being 100 and the lowest score being 0 with an average of 58.60. There were 24 students who did not pass the KKM for Experimental class XI.10 and 10 students who passed the KKM.

After applying the Project Based Learning learning model in the experimental class and the lecture method in the control class, the researcher conducted a final test. The research results from this final test in the experimental class had an average of 83.57 with the highest score being 100 and the lowest score being 65, while the control class had an average score of 73.08 with the highest score being 100 and the lowest score being 30. So it can be concluded that the results of learning history after using the Project Based Learning learning model in the experimental class have reached the KKM.

Table 2. Results of the normality test calculation with SPSS Tests of Normality

		Kolmogorov-Smirnova		
		Statistic	df	Mr
Learning Outcomes	Pre-test experiments	.102	35	.200
	Post-test experiments	.127	35	.168
	Pretest Control	.141	36	.066
	Posttest Control	.152	36	.034

So there is a difference between the pretest-posttest of the experimental and control classes, where the difference in the pretest scores for the control and experimental classes is 1.29 and the difference in the posttest scores for the control and experimental classes is 10.49, so there is a difference between the pretest and final posttest. So there is an influence on the Project Based Learning learning model.

Table 3. Results of Homogeneity Test calculations with SPSS

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Mr.
Pre Test	Based on Mean	2.037	9	16	.103
	Based on Median	1.638	9	16	.187
	Based on Median and with adjusted df	1.638	9	7.835	.252
	Based on trimmed mean	1.970	9	16	.113
Post Test	Based on Mean	7.746	9	16	.000
	Based on Median	1.389	9	16	.271
	Based on Median and with adjusted df	1.389	9	2.641	.451

	Based on trimmed mean	6.972	9	16	.000

Based on the table above, a significant value of 0.103 > 0.05 is obtained. In accordance with the prerequisite tests, it can be seen that the data analyzed is homogeneous.

Table 4. Results of t-test calculations (Hypothesis) with SPSS

One-Sample Test					
	Test Value = 0				
	T	Df	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
Pretest	13.642	34	58.600	49.87	67.33
Posttes	46.531	34	83.571	79.92	87.22
Pretest control	18.633	35	57.306	51.06	63.55
Posttes control	29.686	35	73.083	68.09	78.08

Based on the hypothesis test from the independent sample test table, the Sig (2-tailed) value is 0.000 and the significant level value α = 0.05, thus 0.000 < 0.05, so Ho is rejected and Ha is accepted. This means that there is an influence on the project based learning model on learning outcomes. Student learning outcomes in history subjects.

Throughout the Project Based Learning process, students are frequently immersed in projects that are relevant to their everyday lives. This makes students more engaged with the learning materials and more motivated to learn. Students at Didik are not just content consumers or readers; they are also actively involved in planning, carrying out, and assessing their own projects. This provides them with an opportunity to develop their skills such as problem solving, teamwork, and creativity. Proyek-based education gives students the opportunity to apply the knowledge and skills they are learning in real-world contexts. As a result, learning is more enjoyable for the students since they can see the relevance of what they are learning immediately.

This not only develops their social skills, but also increases motivation as they feel a sense of responsibility towards their group. When students see the tangible results of their hard work in the form of a completed project, they are recognized for their accomplishments (Wulantari & Sukardi, 2020).

Thus making students get more meaningful direct experience, becoming more impressive, more memorable, more sticky in this learning model. this model is also more enjoyable for students so it can improve learning outcomes than convesional learning models. students are also teached to search for material as a group or individually (Purwanto, 2019).

The results of the interview can be concluded that students are happier with projects, students can carry out more

active activities, work together more and easily understand the learning concepts presented because students are directly more involved in the learning process. In the project learning process, students are able to solve a problem topic, making it easier for students to learn (Yudha, 2019).

Based on the results of research conducted by researchers by giving a test (Posttest) at the end of the meeting. It was found that student learning outcomes in classes that used the Project Based Learning model obtained higher scores compared to classes that did not use the Project Based Learning model. This is because learning using the Project Based Learning model uses projects that involve students in forming them. The Project Based Learning model also makes students understand the material better and students are more active in learning (Rasyd, Nurhasanah, & Sari, 2023).

Meanwhile, learning carried out in control classes without implementing the Project Based Learning model means that it is more difficult for teachers to know students' abilities, because the reciprocal relationship occurs only in one direction, namely teacher to student, while from student to teacher and from student to student it is more likely There isn't any. The teacher's role is very dominant, resulting in a lack of good responses and indirectly weakening students' way of thinking. Therefore, student learning outcomes in the control class are lower compared to the experimental class (Meirawati & Kresnawati, 2023).

Conventional learning often tends to be more teacher-centred and a predetermined curriculum, so that students feel less involved in the learning process. Students feel like they are just recipients of information rather than actively involved in their own knowledge. When learning material does not feel relevant or is not directly related to students' daily lives or personal interests, they lose interest and motivation to learn. Every individual has a different learning style. If the learning methods used do not match students' learning styles, they feel uncomfortable or have difficulty understanding the material. If students do not have a clear understanding of the learning objectives that will be useful for the future, they lose motivation to participate actively in learning (Pratiwi, Riyoko, & Sholeh, 2023).

Conventional learning often takes place in a less interactive atmosphere, with little opportunity to collaborate with peers or to discuss and exchange ideas. This can make the learning process feel monotonous and less interesting for some students (Hinchman, 2022).

CONCLUSION

Based on the research results and data analysis above, it can be seen that the average scores in the experimental class and control class are different. The

average posttest score in the experimental class was 83.57, while the average score in the control class was 73.08. So the average in the experimental class was greater than the average score in the control class. Based on the hypothesis test value, the data from the posttest results of experimental and control class students obtained sig. (2-tailed) 0.000 and the significance level value α = 0.05, thus 0.000 < 0.05 so that Ho was rejected and Ha was accepted. Based on the results, "There is an influence of the Project Based Learning Model on Student Learning Outcomes in History subjects.

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