Improving History Learning Outcomes Through Project-Based Learning (PjBL) with a Cultural Approach (CRT) in Class XII MIA 3 SMA Negeri 3 Medan

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ARTICLE INFO	ABSTRACT
	Improving learning outcomes is the goal of this classroom action research, student learning outcomes in history learning through Project Based Learning (PjBL) model with a Cultural Approach (CRT) in class XII MIA 3 SMA Negeri 3 Medan. This research is a type of classroom action research (PTK) with qualitative descriptive analysis techniques. This research was at SMA Negeri 3 Medan. Class XII MIA 3 students, totaling 36 students, were the subjects of this research. This research was carried out in two cycles, while the data collection techniques used were observation, tests and document review. The research results seen that through the application of Project Based Learning with a Cultural Approach it can improve the learning outcomes of class XII MIA 3 students at SMA Negeri 3 Medan. This increase is proven through the presentation of learning outcomes in class which has increased, namely pre-cycle 41.66%, cycle 1 66.66% and cycle 2 86.11%. This means that it can be concluded that based on the results of the percentage of graduates who achieved a learning outcome score of more than KKM = 75 in cycle 2 = 86.11%, the Project Based Learning model with a Cultural Approach is said to be successful.
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INTRODUCTION

The success of the learning process will influence the quality of education which will lead to improvement (Sunbanu, Mawardi, & Wardani, 2019), learning is defined as an interaction activity that makes teachers involved in efforts to acquire knowledge, skills and attitudes in students (Suwardi, 2018). Learning activities are an initial step in getting to know the environment around students which will then encourage students to learn. The active role of students is very necessary to achieve learning objectives. Learning does not

only involve teachers but must also pay attention to and require adequate teaching media and learning methods or strategies.

Student learning outcomes are one measure of the success of the learning carried out (Dakhi, 2020). This explanation was also emphasized by (Sudjana & Rivai, 2011) that learning outcomes are the abilities that students have achieved after following and completing the learning given by the teacher. Managing the class according to the group's needs is an ability that teachers must have. According to (Pranowo & Ardiyaningrum, 2019) the role of a teacher is very important in the world of education. In line with this, Ki Hajar Dewantara explained that education is a demand that every individual be guided and given learning in accordance with the nature and nature of the times (Dewantara, 2009). In line with that, Adawiya explained that increasing human resources from childhood is an aspect that must be taken seriously (Adawiya, 2022). Ki Hajar Dewantara explains the nature of every individual from birth which will be influenced by culture, environment and changes over time. The world of education will always face challenges due to changing times and rapidly developing technological sophistication.

In general, the classroom learning situation that occurs in the field is certainly not as beautiful and easy as imagined. Many problems are encountered during the learning process, one of which is in history subjects. History subjects are subjects studied at SMA Negeri 3 Medan and are currently implementing the Independent Curriculum. Through interviews and observations at SMA Negeri 3 Medan it was discovered that, it is known that the history learning process is still not student-centered, making students less involved and less understanding of the learning objectives. Student learning outcomes will be affected by this. Basically, history learning activities encourage students to be able to have high analytical power and be able to master the basic concepts of historical thinking. Other problems found include a boring learning process, not attracting students' attention. The learning or education system must prepare students to be able to compete in the challenges of the 21st century (Tuan Soh, Arsada, & Osman, 2010).

That learnings models can used overcome problems related low learnings outcomes, especially in history subjects. The learning method used will be better if the learning method is in accordance with the characteristics of the learning material to be discussed, the learning objectives that have been determined, students' readiness to participate in learning and the completeness of the tools. and materials that support learning activities (Rezeki, Nurhayati, & Mulyani, 2015). Model Project-Based Learning (PjBL) model this is also supported by Bell who said that Project-Based Learning (PjBL) is a learning

process that makes students increasingly have critical reasoning power which of course supports students in achieving good and maximum learning outcomes (Bell , 2010).

The Project Learning (PjBL) learning model is implemented by linking the approach on Culturally Responsive Teaching (CRT) and is of course relevant to the learning needs of the 21st century where meaningful understanding is the focus of learning. It is hoped that the learning outcomes received by students will be useful for their life goals. The government is trying to overcome and improve the education system which still has many problems, and of course the resources of Indonesian society are able to compete in facing the challenges of globalization. To overcome this problem, the government implements student-centered learning.

Approach Culturally Responsive Teaching (CRT) is very relevant to the Independent Curriculum learning concept. Culturally Responsive Teaching (CRT) is learning that emphasizes approaches and integrates learning material with the students' traditional and cultural backgrounds. According to Gustiwi, learning Culturally Responsive Teaching (CRT) can improve critical thinking power, increase students' self-awareness of social and cultural life, increase potential, be responsible and care about their environment (Gustiwi, 2017). Students' skills such as their sense of nationalism, interest in learning, and learning motivation can be improved with learning materials or content that are integrated with cultural values, customs, traditions, and characteristics of the area where students live.

A Culturally Responsive Teaching (CRT) approach that collaborates knowledge, student learning styles, and diverse cultures will produce meaningful learning (Gay, 2000). According to (Taher, 2023) the Culturally Responsive Teaching (CRT) approach is part of a contextual approach that incorporates local cultural values into learning material that is easier for students to understand. History learning is very relevant to the Culturally Responsive Teaching (CRT) approach with the Project-Based Learning (PjBL) learning model. History lesson with material "National and regional figures who attempted to maintain the integrity of the Indonesian nation and state from 1948 to 1965". This material contains the values of the nationalist spirit of the warrior figures and their efforts to defend the independence of the Indonesian nation.

Relevant research has been conducted previously that students' learning outcomes can be improved by using a project-based model (PjBL) which emphasizes a cultural approach (CRT). Research conducted by (Khanifah, 2019) explains that the PjBL model has a significant impact on student learning

outcomes. Research conducted by (Alfaeni, Burkanti, & Halimah, 2022) the results of this research prove that student learning outcomes can be improved by using the Project-Based Learning (PjBL) Model. In line with research conducted by (Taher, 2023) which proves that the use of the PjBL Model which emphasizes Culturally Responsive Teaching (CRT) can improve student learning outcomes. According to (Khasanah, Nuroso, & Pramasdyahsari, 2023) Learning materials that are combined with cultural values and student backgrounds as learning media are able to improve student learning outcomes. Based on the explanation of the background of the problem, the aim of this research is an effort to improve the learning outcomes of class.

RESEARCH METHODE

PTK is classroom action research which is the method in this research. PTK is a research method used in an effort to improve the quality of learning in the classroom which requires active involvement of students to obtain maximum learning results (Arikunto, 2014). So this research is in accordance with what Arikunto explained, namely efforts to improve learning outcomes by implementing a project-based learning model (PjBL) through a cultural teaching approach (CRT).

Class XII MIA 3 SMA Negeri 3 Medan was chosen as the subject of this research because in this class there are still many students whose learning results are below 75 or do not meet the KKM. This research was carried out in the odd semester of the 2024/2025 academic year. The instruments in this research are (1) Teaching Module, (2) LKPD (Student Worksheet), (3) evaluation questions consisting of pretest and posttest, and (4) Documentation. The data collection technique in this research is a written test to see student learning outcomes and assignments in the form of projects in the form of infographics, educational videos, and articles in the form of blogs, podcasts, and posters. This research uses data analysis proposed by (Miles & Huberman, 1992), namely qualitative descriptive analysis consisting of (1) data reduction, (2) data presentation, (3) drawing conclusions, and (4) reflection, while the resulting data Learning in this case is the realm of students' knowledge (cognitive) which is taken from the results of the final test (posttest) of each cycle.

The stages in this research cycle consist of several stages, namely: (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection (Justi, Hala, & Herwati, 2023). The first stage of this research is planning which functions to general information about the conditions and situations during classroom learning, then proceed with implementing project-based learning model (PjBL) design scenarios with a Cultural approach (CRT), preparing teaching modules

and Student Worksheets (LKPD) as well as assessment instruments. After the module design scenario has been prepared, the next step is to implement the learning scenario that has been prepared. Once implemented, revisions are needed which aim to improve things that were lacking in the previous situation. The next stage is observing student activities during learning and the final stage is reflection by analyzing student answer sheets and the results of their project assignments.

The success of this research is an increase learning outcomes, one important indicator is that the learning outcomes that must be obtained are above the KKM or Minimum Completeness Criteria (KKM) value, namely ≥ 75. The following is a table of indicators of successful learning outcomes.

Table 1.
Indicators of Successful Learning Outcomes

Indicator	Target to be achieved
Learning outcomes	A minimum percentage of 75% of the 36 students in class XII MIA 3 received a score ≥ 75

RESULT AND DISCUSSION

Project-based learning (PjBL) with a cultural approach (CRT). After it was implemented, it turned out that student learning outcomes had increased starting from before action, cycle 1, and cycle 2. This means that the implementation of the project learning (PjBL) learning model with the cultural approach (CRT) in class XII MIA 3 SMA Negeri 3 Medan can be said to be effective and successful according to the predetermined success indicators.

The increase in learning outcomes can be seen from each cycle from the majority of students becoming more enthusiastic and motivated in project-based history learning. The results of this research are also supported by previous research conducted by (Maharani, Lestari, & Jannah, 2024) who in their research results said that the use of Project-Based Learning (PjBL) makes teachers more conceptual so they can provide results that are right on target. study instructions and increase student learning motivation. Below is a comparative table of student learning outcomes from the before action, cycle 1 to cycle 2.

Table 2.
Student Learning Results of Class XII MIA 3

	Before Action	Cycle 1	Cycle 2
Top Value	84	91	100
Lowest Value	55	76	83
Complete	13	19	31

Incomplete	23	17	5
Class average	70,36	79,11	86,83

Source: Processed research data, 2024

In Table 2.1 it is shown that the highest student score before the action or pre-cycle was 84, then the highest score was 91 for cycle 1, then increased to the highest score of 100 in cycle 2. The following is to clarify the number of students who completed and did not complete each cycle:.
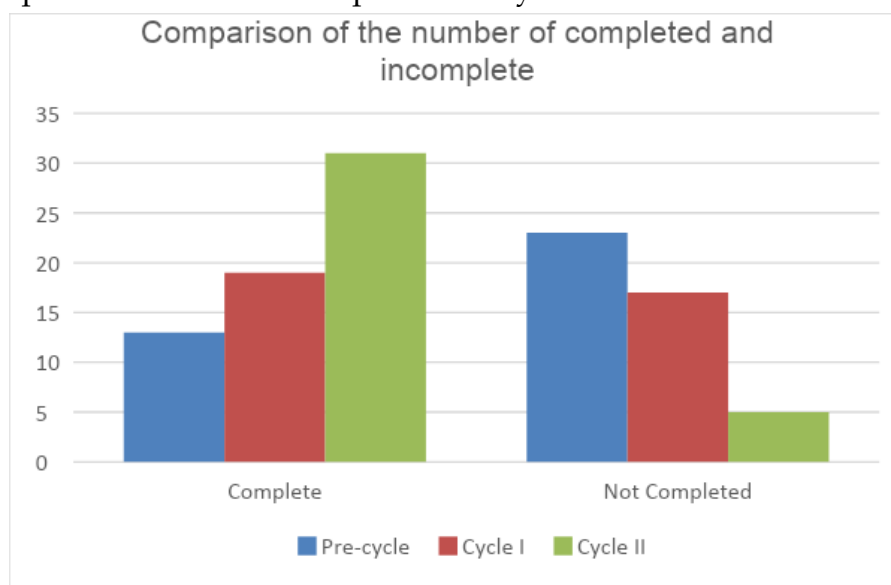

Chart 1.
Comparison of the number of completed and incomplete

In graph, ilustrats it is known that the number of students whose learning outcomes before action or pre-cycle were 13 students whose score was ≥ 75, then in cycle II it increased, namely 19 students. Likewise, increased again in cycle II whose learning outcome scores were ≥ 75 to 31 students. Furthermore, as an indicator of the achievement of student learning outcomes, the percentage of individual learning achievement completion scores whose score is ≥ 75 is required, calculated using the following formula:

$$Precentage = \frac{Number\ of\ students\ with\ grades \geq 75}{Total\ Number\ of\ Students}\ X\ 100$$

After processing, this following are that percentages of student learning outcomes completed which are presented in table form.

Table 3.
Acquisition of Completion Percentage

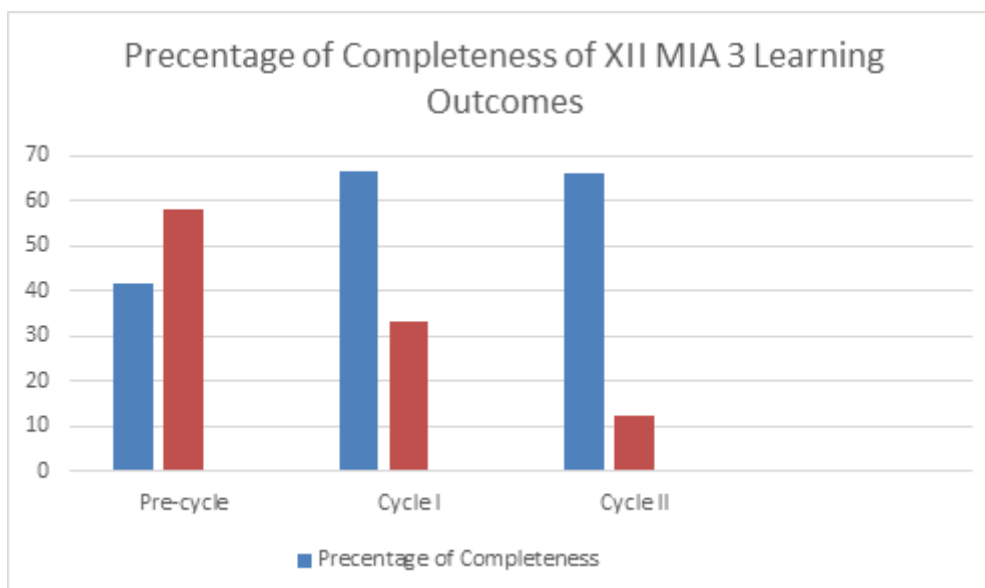| No	Category	Completion Percentage of Learning Outcomes		
		Before Action	Cycle 1	Cycle 2
1	Complete	41,66%	66,66%	86,11%
2	Not Completed	58,33%	33,33%	13,88%

Source: Processed research data, 2024

Chart 2.
Graph of Completion Percentage of Learning Outcomes

In table 3.3 and figure 2.2 above, after taking measurements based on the scores obtained by the posttest and pretest, the completeness obtained was 66.66% from 36 students. The same thing also experienced another increase of 19.45% from cycle 1 to cycle 2, namely the percentage of completion of 86.11%. The application of the project-based learning model (PjBL) through a cultural approach (CRT) can be said to be successful and effective in efforts to improve student learning outcomes in class.

The success and effectiveness of the PjBL model with a cultural approach (CRT) already widely used researched in various subjects and proven to effective at improve students learning outcomes, because PjBL models as a work that produces real or realistic products can provide different nuances in learning because students focus on principles. concept discipline so that it can involve students playing a direct active role in solving important problems or tasks that have been given (Jannah, Munandar, Wadiono, & Aisah, 2024). These results are supported by (Akbar & Bahri, 2017), that through assignments conceptualized in learning with the Project-Based Learning (PjBL) learning

model, it can provide opportunities for students to play a more active role in exploring knowledge in producing work.

In this research, use of the PjBL model is associated with a cultural approach (CRT) or culture-based learning, namely looking at the characteristics of students' backgrounds in its application. This project learning model is carried out in learning the history of national and regional figures where teachers give project assignments to students with the freedom to produce products in any form such as infographics, creative videos, podcasts, media blogs, posters and others. This regional figure material is an important point in the Culturally Responsive Teaching (CRT) approach, namely that students are assigned to look for regional figures who match the student's regional background and what exemplary values can be taken from these figures and then relate them. towards the cultural elements of each tribe according to the student's background. Learning with a Culturally Responsive Teaching (CRT) approach states that by linking culture, learning and students' daily experiences, it will be easier for students to understand the scientific concepts they are studying (Larasati, Sunarti, & B, 2023).

Culture-based learning or Culturally Responsive Teaching (CRT) can actively involve students both in terms of communication and collaboration between students and their peers because this approach allows students to see the relevance and meaning of studying science which then creates learning experiences in their lives so that interest arises. in high involvement (Musanna, 2012).

CONCLUSION

Classroom Action Research (PTK) in class it can be concluded that they succeeded in experiencing increased learning outcomes. This success is due to the fact that in the learning process students are guided when solving problems with group activities through project-based assignments that produce creative products according to students' wishes based on their learning styles and interests by linking learning through culture and culture. daily characteristics of each student, so that history learning becomes more effective, relevant and meaningful in accordance with learning objectives.

The classical percentage results of the average student learning outcomes starting from pre-action were 41.66% from 36 students, then experienced an increase of 66.66% from 36 students in cycle I and experienced an increase again so that the standard of success was to achieve a percentage of learning outcomes of more than 75 %, namely in cycle II the percentage was 86.11% who had reached the KKM and also experienced an increase in the learning process.

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