



Application of the Project-Based Learning Model to Increase Students Interest in Learning the Material Between Colonialism and Imperialism in Class XI - 8 SMA Negeri 5 Medan

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ABSTRACT

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This research aims to increase the learning interest of students XI - 8 SMA Negeri 5 Medan. This research is Collaborative Class Action Research, carried out in 2 cycles. The sample in this research were students in class XI – 8 odd semester 2024/2025 academic year with 35 students. The data collection techniques used are Observation and documentation. Based on the research results in cycles 1 and 2, students can complete the project assignments given and present them. So, it can be concluded that there was an increase in students' interest in learning from Cycle I and Cycle II by 20% after implementing the Project Learning learning model on the material Between Colonialism and Imperialism.

Keywords

Project Based Learning, Interest in Learning

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INTRODUCTION

Education is an effort to make changes to students and also aspects of society at large. The success of education is certainly inseparable from the learning process carried out. In the learning process, of course, there are many things that are related and influence each other, starting from the objectives, learning conditions, and learning resources. Of course, the implementation of learning cannot be separated from that of a teacher, whose role is to train, guide, reflect, and evaluate students.

When teachers or educators carry out the learning process, of course, many problems arise, especially for students. For example, students may have no interest or motivation and may have low participation and activeness in the learning process. Problems such as those that have been presented are, of course, an important part of a teacher's ability to carry out learning in accordance with students' learning needs and also support students' participation and active learning, and the most important thing is to foster

students' interest in learning. To then be able to realize an increase in students' learning interest, it is, of course, very important to implement the latest innovations such as strategies, learning models and approaches. One of the models is implementing learning with the Project Learning Model, which, of course, with a learning model like this, will involve students interactively and, of course, foster students' interest in learning.

Project-Based Learning Model Learning is learning that uses problems as the initial part of collecting information and bringing together new knowledge based on experience in the form of real action (Haerullah and Hasan, 2017). According to Blumenfeld (in Haerullah and Hasan, 2017), Project Based Learning is comprehensive learning for teaching and learning that is designed so that students deal with real problems.

Learning with Project Learning indirectly provides an illustration of how students will be encouraged to be more actively involved in learning, and most importantly, of course, students will get information through designing problems that are set into a project, which, of course, really involves students in it. The implementation of learning using the PjBL model has five main steps, namely:

- Establish a project theme (contain interesting ideas)
- Establishing Learning Context
- Planning Activities (Activities related to work on the Project being carried out, whether reading, looking for references, etc.)
- Processing Activities (making a picture of the results of the previous stage and starting to create a clear picture and also generalize the information in the previous stage)
- Implementation of activities to complete the Project

With the implementation of *Project Based Learning*, Of course, it will increase students' interest in the class because it increases students' interest in learning.

According to Suparman (in Akrim, 2021), Interest in Learning is a combination of how a person absorbs and the ability to organize and process information in learning. According to Aldi W Gunawan (in Akrim, 2021), the factors that influence students' interest in learning are the environment, emotions, and sociological, physical, and psychological aspects of the students.

From the opinions explained previously, it can be seen that a teacher certainly plays an important role in implementing students' learning interests in the classroom, and it is also very important to carry out learning that makes students interested in the existing learning process. In this case, learning that is boring and not varied will certainly encourage learning outcomes that are not

optimal for students. Bearing in mind that differences in learning styles certainly also influence students' interest in learning, therefore the PjBL learning series will certainly be able to meet students' learning needs. Based on the description above, the author concludes to conduct collaborative research with the title "Application of the Project Based Learning Model to Increase Students' Interest in Learning on Material Between Colonialism and Imperialism in Classes XI - 8 SMA Negeri 5 Medan"

RESEARCH METHODE

The CAR research method used in this research is the Kemmis and Mc. Taggart model. Model from Kemmis and MC. Taggart consists of four steps:

a) Prepare an Action Plan (Planning)

The research plan is a structured action that leads to action, and it is flexible and reflective. The action plan that is structured and leads to this action means that the plan made must look at future problems so that all social actions can be predicted within certain limits. Flexibility, in this case, means that the plan must be adapted to unexpected factors that arise when the process is carried out. Reflection means that plans must be made based on initial observations and in accordance with the realities and problems that arise.

b) Action Implementation (action)

The action in question is an action that is innovative and carried out according to plan, although it is not absolutely necessary to implement everything. The most important thing to note is that the actions taken led to improvements in the previous situation.

c) Observation

Observations at this stage are the basis and reflection regarding future actions. Apart from that, Observation must be responsive to the action process. The following is an Observation Sheet distributed to students.

d) Reflection

Reflection is an activity that interprets the process, problems, and obstacles that arise during the action process according to the results of the notes in the Observation.

This PTK research was carried out at SMA Negeri 5 Medan according to research subjects in Class XI 8 with a total of 35 students. In the implementation process, researchers collaborated with tutors in the field of Indonesian History to obtain optimal results. This PTK research was carried out in 2 cycles, wherein each Cycle, the following stages were carried out:

a) Research Action Planning

At this stage, researchers prepare lesson plans/learning modules which are of course in accordance with the implementation of Project Based Learning applied to students, apart from that, they also prepare LKPD which will later direct students to carry out learning activities on the Project. At this stage, research instruments are also prepared in the form of observation sheets and also questions for carrying out written tests.

b) Implementation of Actions

At this stage, a learning process is carried out with material between colonialism and imperialism. At this stage, the material is implemented using PJBL with the following activity stages:

- Set the Project theme. At this stage, students are assisted by the Teacher in formulating ideas and themes for the Project they will carry out. In this case, the problems that will be resolved in the group are mainly discussed.
- Establishing Learning Context. Students start working in groups and try to understand the problems and issues according to the themes that were determined in the previous stage.
- Planning activities. At this stage students begin to create plans to answer problems in their respective projects. At this stage, students will read, research and make observations.
- Processing Activities - Activities. At this stage, students work in groups at the stage where they have started working on the Project and have developed the Project they created
- Implementation of activities. At this stage, students have successfully implemented and completed their Project.

c) Observation Stage

At this stage, the Teacher will carry out data analysis of the process. The process of observation and data analysis is carried out after data collection has been carried out during the process. I did this by making an Observation Instrument for students to see students' Learning Interests.

Observation sheet used:

Cycle 1 Observation Sheet

Name :

Class :

Topic:

List of Statements	Checklist Yes / No	
	Of	No
I feel interested in studying material between Colonialism and Imperialism		
I enjoy participating in group learning.		
I feel happy to study group today with the Project Task given by the Teacher.		
I can work in groups and participate in project assignments.		
My friends and I completed a group project assignment today.		
I actively participated in the project task today		
I can convey ideas that I think of during project assignments.		
I am interested in knowing the results of other group project work		
I am happy with Project-based learning.		
In the future, group learning is very important to implement		

Observation sheet used:
 Cycle 2 Observation Sheet
 Name :
 Class :
 Topic:

List of Statements	Checklist Yes / No	
	Of	No
I feel interested in studying material between Colonialism and Imperialism		
I enjoy participating in group learning.		
I feel happy to study group today with the Project Task given by the		

Teacher.		
I can work in groups and participate in project assignments.		
My friends and I completed a group project assignment today.		
I actively participated in the project task today		
I can convey ideas that I think of during project assignments.		
I am interested in knowing the results of other group project work.		
I am happy with Project-based learning.		
In the future, group learning is very important to implement		

d) Level of Reflection

At this stage, the Teacher uses data from observations to capture things that happened while the action was not taking place and after it took place. The data collection techniques used can be Observation, tests, and documentation. The data collected for analysis is student learning activity data, which is distributed by observation sheets to students. The indicator of success for this research is that 80% of students have an interest in learning about the material between colonialism and imperialism.

RESULT AND DISCUSSION

Research carried out by applying the Problem-Based Learning (PjBL) Model shows an increase in the Learning Interest of Students in Class XI 8 of SMA Negeri 5 Medan on the material Between Colonialism and Imperialism from Cycle I and to Cycle II. If in Cycle I, the success indicator criteria that have been determined have not been achieved, then it will proceed to Cycle II, which also consists of Planning, Implementation, Observation and Reflection on the same material. Before this cycle activity was carried out, there were several problems faced, namely that students tended to get bored and felt that learning history was boring learning.

Description of Cycle I

1. Action Planning

After the problem was identified, namely students who had no interest in history subjects and felt that learning was boring, the research phase began which was able to solve the problems of students in class XI 8.

2. Implementation of Actions

At this stage, the Teacher divides students into several groups and provides project assignments through LKPD, which are distributed to students. Next, students work in groups and start working on the tasks in the Project.

3. Observation

From the results of observations made through the distribution of assessment sheet instruments distributed to students in Cycle I, data was obtained that students who seemed interested in learning in Cycle I were still only 23 out of 35 students in the class or around 65%.

4. Reflection

Based on the results of observations in Cycle I, only 65% of students in class XI 8 who have an interest in learning in this Cycle are still 65% of students who are interested and have an interest. What is an obstacle that there are still students who do not have an interest in learning about the material Between Colonialism and Imperialism with the PjBL Model is that project-based learning is not in accordance with the students' learning styles, so there are students in the group who are still not active and end up apathetic about existing projects because they feel they are not needed when carrying out tasks in the group.

Description of Cycle II

After obtaining information in Cycle I and not showing success in increasing students' interest in learning, which was still around 65%, research was carried out again in Cycle 2

1. Action Planning

After the problems from Cycle, I were obtained, namely that there were still students who did not have an interest in history subjects and felt that the learning was not in accordance with the students' learning styles and the projects created were not in accordance with their abilities so they tended to be inactive in learning, so the learning was carried out again in Cycle stage 2.

2. Implementation of Actions

At this stage, the Teacher divides students into several groups and provides project assignments through LKPD, which are distributed to students. However, the LKPD that was distributed this time and the projects in the groups were adapted to the student's learning styles,

namely in the form of Visual, Auditory, Kinesthetic and also Audio Visual. Next, students work in groups and start working on the tasks on the LKPD according to the student's learning styles.

3. Observation

From the results of observations made through the distribution of assessment sheet instruments distributed to students in Cycle II, data was obtained that 30 of the 35 students in the class seemed interested in learning in Cycle II or around 85%.

4. Reflection

Based on the results of observations in Cycle II, 85% of students in class XI 8 who had an interest in learning in this Cycle reached 85% of students who were interested and had an interest. The driving factor was an increase of up to 20% due to changes in assigned projects according to student's abilities so that students in Class Indonesia.

CONCLUSION

The application of the Project Learning Model to the material Between Colonialism and Imperialism in class XI 8 SMA Negeri 5 Medan can increase students' interest in learning. This can be seen from the results of the implementation of Cycle I and Cycle II, where there was an increase in students' interest in learning by 20% from Cycle I, which only reached 65%. Then, in Cycle II, there was an increase of up to 85% of students showing an increase in interest in learning about the history material. In this case, the implementation of Project Based Learning on the material Between Colonialism and Imperialism in Class

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