

APPLICATION OF THE PROJECT BASED LEARNING MODEL TO INCREASE LEARNING MOTIVATION FOR CLASS VIII C STUDENTS AT MTSN 2 PADANG LAWAS

Muhammad Syakir Hamdani Hasibuan¹, Debbi Pane², Hamka³

¹MTsN 2 Padang Lawas, ²MAN 3 Padang Lawas, ³UIN Syahada Padangsidempuan
e-mail: syakirdani94@gmail.com; debbipane@gmail.com; hamka@uinsyahada.ac.id

Abstract

This research aims to increase students' learning motivation in the Aqidah Akhlak subject through the Project Based Learning method. The research is a type of Classroom Action Research. The subject of this research is phase D Class VIII MTsN 2 Padang Lawas for the 2022/2023 academic year, consisting of 15 students. Data collection techniques use tests, observation, questionnaires, and interviews. The research results using the Project Based Learning (PjBL) method increased students' learning motivation in moral beliefs. Before implementing the Project Based Learning method, student learning motivation was shallow. After implementing this method in cycle I, student motivation began to increase and there were still students whose motivation was low, in cycle II there was an increase in student motivation in learning moral lessons. Students are more enthusiastic and enthusiastic in participating in learning because this method supports students to play an active role in the learning process and there is project work that makes students improve in learning moral beliefs.

Keywords: *Motivation; Project Based Learning; Moral Creed.*

Abstrak

Penelitian ini bertujuan untuk meningkatkan Motivasi belajar siswa pada mata pelajaran Akidah Akhlak melalui metode Projek Based Learning. Penelitian termasuk jenis Penelitian Tindakan Kelas (Classroom Action Research). Subjek dari penelitian ini adalah fase D Kelas VIII MTsN 2 Padang Lawas Tahun Ajaran 2022/2023, yang terdiri dari 15 peserta didik. Teknik pengumpulan data menggunakan tes, observasi, angket dan wawancara. Hasil penelitian diperoleh dengan metode Projek Based Learning (PjBL) berhasil meningkatkan motivasi belajar peserta didik pada mata pelajaran akidah akhlak. Sebelum diterapkannya metode Projek Based Learning motivasi belajar siswa sangat rendah. Setelah diterapkannya metode tersebut pada siklus I motivasi siswa sudah mulai meningkat dan dan masiha ada siswa yang rendah motinasinya kemudian pada siklus II terjadi peningkatan motivasi siswa dalam pembelajaran mata pelajaran akidah akhlak. Siswa lebih semangat dan antusias dalam mengikuti pembelajaran, karena metode ini mendukung peserta didik untuk berperan secara aktif dalam proses pembelajaran dan adanya kerja proyek yang membuat siswa meningkat dalam pembelajaran akidah akhlak.

Kata kunci: *Motivasi; Projek Based Learning; Akidah Akhlak*

INTRODUCTION

The learning process carried out by the teacher is one of the keys to student success in learning, and no less important is the teacher's professionalism in using the model itself, so that the material presented is relevant to the model used. Learning tools are essential to increase motivation and achieve course learning outcomes. In the future, the evolution of learning media may be accompanied by the evolution of learning design. As a result, the learning process and learning outcomes can be optimized (Fadhli et al., 2023). Boredom or learning plateau is an occurrence in the world of education. Several studies discuss learning boredom, and even news in online and print media also discuss online learning which can lead to learning boredom in students (Arlina et al., 2022). So the high or low quality of student learning depends on components including students, curriculum, teachers, methods/models, infrastructure, and environment. The teaching and learning process can run effectively if all influential components support each other to achieve the goals. One of the subjects at school or Madrasah that often makes students bored and bored is the subject of Aqidah Akhlak. The Aqidah Akhlak subject tells a lot about God and Morals, so a method is needed that can arouse students' learning motivation (Rani, 2021).

Model Project Based Learning presented by the teacher is to arouse interest in science and technology among students. Therefore, he strives to develop STEM (Science, Technology, Engineering, and Mathematics) competencies in students. Understanding learning in the field of STAM can support professional development that can supply demand in related sectors, especially in the scientific sphere of Learning (Bento Silva, Nardi Silva, and Meister Sommer Bilessimo, 2020). With activities aimed at students, it is hoped to promote the call to scientific-technological careers and encourage entrepreneurship. On the other hand, activities related to teachers aim to train them to integrate technology into their lesson plans. Inspired by Maker Culture, this model seeks to enable teachers to be the primary agents in the process of integrating projects into lesson plans. The training action is preceded by a diagnosis, inspired by the Technological Pedagogical Content Knowledge (TPACK) model, as well as a lesson plan prepared and provided by the teachers. One way to overcome these student problems is to utilize learning that emphasizes student-centered learning. One of the student-centered learning methods is project-based learning. Thus, in the process of learning Aqidah Morals,

teachers should involve students to participate in learning. Good teaching includes teaching students how to learn, remember, think, and motivate themselves.

Real-life projects that students must work on during learning by completing them using projects, increasing learning motivation which is usually considered difficult by students (Zamora-Hernandez et al., 2022). A teacher's efforts to improve the quality of learning are an integral part of the learning process in the classroom. Not only in choosing and implementing appropriate learning strategies, but several things need to be considered, such as strategies for developing teaching materials, so that learning takes place effectively and by learning objectives. In this case, teaching materials are one of the supporting tools in a learning process (Samsiah, Surana, and Afrianti, 2023)

Based on the results of the researcher's observations, as well as a teacher of the Aqidah Akhlak subject in class VIII C, during the learning process which took place for approximately one semester, it was seen that students' low learning motivation in taking part in learning the Aqidah Akhlak subject, this can be proven that during the student learning process not taking learning seriously, often asking permission to leave the classroom during learning hours, making noise or talking during the learning process, assignments that are not done well, many students not listening, or not being actively involved in the learning process, students not enthusiastic about following the Aqidah material Morals due to the monotonous and conventional model, learning is still demonstrated by the teacher (centered on the teacher only), lack of preparation of students in participating in learning activities, the condition of students who do not pay attention when the teacher is explaining the lesson, there are some students who feel embarrassed to ask questions. and only some students are active when discussion activities take place, there are still students who are less motivated to take part in Aqidah Akhlak learning, because the learning process is less active, and can make students lack the desire, willingness or motivation within themselves to learn, and It also has an impact on low student learning outcomes. Because the learning outcomes have a low percentage, it can be seen that students' skills are still very lacking, which affects their mastery of the material (knowledge). Therefore, to improve learning outcomes, a new model is needed to help students achieve their competencies.

In the Aqidah Akhlak learning process, there must be an indication that the teacher should shift his perspective from teaching as a transfer of knowledge to his role as a

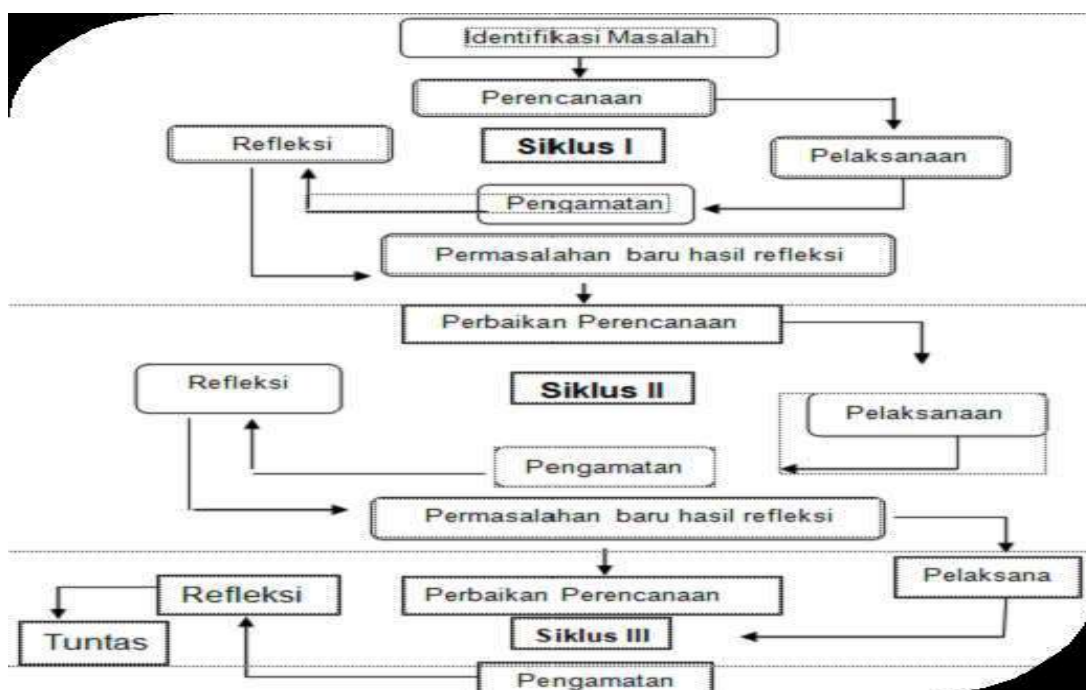
mediator and facilitator, to be able to help students increase student learning motivation, with one model in learning, namely the application of the project-based learning model. The project-based learning learning model can foster a more disciplined student learning attitude and can make students more active and creative in learning. The project-based learning model also has enormous potential to create a more interesting and meaningful learning experience. Apart from that, project-based learning also facilitates students to investigate, solve problems, be student-centered, and produce real products in the form of project results (Hasri, 2021). The Project Based Learning learning model can help students develop skills and the projects they work on can provide students with personal experiences and can emphasize student-centered learning activities (Samsiah, Surana, and Afrianti, 2023). For this reason, it is important to apply the project-based learning model to the subject of moral beliefs. Project-based learning is a learning method that can help students develop their thinking, creative skills, and communication skills.

The researcher aims to conduct Classroom Action Research (PTK) where the model offered is expected to be able to resolve problems that occur in the class. One learning model that can be used to improve students' creative thinking abilities is the Project Based Learning (PjBL) model (Hanifah, 2023). This Project Based Learning model directs students to problems directly, then places responsibility on students during the project completion process which involves group work, indirectly making students active in generating creative ideas and can be trained to act and think creatively. The project-based learning learning model is a model whose learning is centered on students, (Student Center Learning), where students are free to express ideas that can be included in their projects so that students can be more creative in completing assignments (Dewi Anggelia, Ika Puspitasari, and Shokhibul Arifin, 2022). So far, from several previous studies, the project learning model can improve learning outcomes and increase students' interest or motivation to learn.

Thus, the author determined the title "Application of the Project-Based Learning Model to Increase Learning Motivation for Class VIII C Students at MTsN 2 Padang Lawas".

RESEARCH METHOD

This type of research is Classroom Action Research, which was held in Class VIII C MTsN 2 Padang Lawas. By the type of research, this research has research stages in the form of cycles which can be carried out at least up to two cycles. This research is research that uses a descriptive qualitative approach. The steps in classroom action research taken during the research process are in the form of cycles, consisting of one, two, or several cycles, according to the needs of completing the research. The research procedures carried out can be described as follows:



Data collection is a very important step in the scientific method. In this research, researchers used data collection techniques with observation, questionnaires, interviews, and documentation.

Observation is an observation carried out deliberately, and systematically regarding social phenomena with psychological symptoms and then recorded. Observation is an observation activity carried out by observers either by other people or the teacher himself. Observations need to be planned so that there is a document as a basis for subsequent reflection and be flexible and open to recording unexpected things. The observers in this research were the teachers of the moral aqidah subject, namely Imom Shaleh Siregar, S.Pd, and Paujan Munawir, S.Pd.I.

A questionnaire or questionnaire "is a data collection technique that is carried out by giving a set of questions or written statements to respondents for them to answer." The author determined a questionnaire as one of the data collection instruments because the model used was interesting and could solve students' problems in learning and everyday life, so the author wanted to see students' responses to the use of this model.

An interview or interview is a data collection method that requires direct communication between the investigator and the subject or respondent. Interviews or interviews in this research were used to obtain information about the Application of the Project Learning Model to Increase the Learning Motivation of Class VIII C Students at MTsN 2 Padang Lawas.

Documents are researchers investigating written objects such as books, magazines, documents, regulations, meeting minutes, diaries, and so on. Documentation is the process of collecting, selecting, processing, and storing information in the field of knowledge, as well as providing or collecting evidence and information such as pictures, quotations, newspaper cuttings, and other reference materials accompanied by publications.

RESULTS AND DISCUSSION

The results of this research were initial observations that student motivation in learning Moral Creeds was very low and in cycle I student motivation began to increase after the project learning learning model was implemented and in cycle II student motivation deepened in learning Moral Creeds.

The application of this learning model also has a big influence on student learning outcomes according to research results from Madrid Tolabidin, MIM Kranggan Polanharjo Teacher, Klaten Regency with the title, "The Effect of Using Project Based Learning Learning Methods on Students' Aqidah Moral Learning Outcomes Class IX MTs Ibnu Qoyyim Putra Yogyakarta "The result is, before the implementation of the Project Based Learning method, classical student learning results were only 11 students (55%) who completed the learning with an average score of 71.0. After implementing this method in cycle I, 15 students (75%) completed the learning with an average score of 80.9 and in cycle II there was an increase of 18 students (90%) completed the learning with an average score of 86.36. Students are more enthusiastic and enthusiastic in participating in

learning because this method supports students to play an active role in the learning process.

Likewise, the results of research by Samsiah, et al., with the title "Implementation of the Project Based Learning (PjBL) Learning Model to Increase the Creativity of Class VI Students at SDN Pasirkelewih Cianjur" result that the application of the project-based learning model in ICT learning can improve students' ICT learning outcomes. This can be seen based on the average value of students' ICT learning outcomes in cycle I, namely 76.05 with a classical completeness of 72.73% to 82.76 with a classical completeness of 100% in cycle II (Samsiah, Surana and Afrianti, 2023).

These results are in line with Marah Doly Nasution, et al. This research shows that: (1) students' perceptions of aspects of student and teacher interaction are in the very good category with an average score of 85.32%. (2) Students' perceptions of students' motivation/increasing interest in learning are in the very high category, with an average score of 85.53%. (3) Students' perceptions of the competency aspect of understanding subject matter are in the very good category with an average score of 85.48%. (4) Students' perceptions of aspects of critical, effective, and efficient thinking competence are in the strongly agree category with an average score of 82.62%. (5) Students' perceptions of good time management competence are in a good category with an average score of 79.10%. (6) Student perceptions of good student learning outcomes are in the very good category, with an average score of 82.67%. (7) Students' perceptions of aspects of the suitability of the learning model with subject characteristics are in the very high category with an average score of 84.05% (Nasution, Ahmad, and Mohamed, 2021).

Thus, it can be concluded that from the comparative data on the increase in the percentage of student learning motivation from pre-cycle to cycle II, the actions taken at VIII C MTsN 2 Padang Lawas have been successful, because the application of the Project Learning learning model can increase the learning motivation of class VIII C students. Moral Creed subject MTsN 2 Padang Lawas. You can see the table below:

No	Observed Student Activities	Pre Cycle	Cycle I	Cycle II
1	There is passion and desire to succeed	33 %	100%	100%
2	There is encouragement and a need to study	26 %	67%	100%
3	There are hopes and aspirations for the future	20 %	100%	100%
4	There are interesting activities for learning	13 %	53%	95%
5	There is an appreciation for learning	20 %	80%	100%

6	Persevere in facing tasks	13 %	53%	100%
7	Responsible for success in learning and carrying out learning activities	13 %	73%	100%
8	Dare to face problems, look for solutions to the problems being faced	20 %	53%	95 %
9	No easily separated hope-facing problems	13 %	53%	95 %
10	Prefer to work in groups		53%	90 %
11	Can defend his opinion		53%	90%
12	Tenacious in facing difficulties		47%	90%
13	It's not easy to let go of what you believe in		33%	90%

CONCLUSION

Based on the results of observations during the learning process before taking action (Pre-cycle), only a few indicators of student learning activity were visible during the learning process.

Based on the results of cycle I, observations were made during the learning process after the action was carried out in cycle I and the level of activeness of each indicator of student learning activity appeared to increase. This condition can be proven and described as the activity of desire and desire to succeed increased to 15 students out of 15 students who were active in completing assignments during the learning process. This result means that all students have the desire and desire to succeed in completing their assignments during the learning process. At the end of cycle I, the researcher analyzed the data obtained from observations, and answers to student questionnaires to obtain conclusions about the progress and improvement that occurred during the Aqidah Akhlak learning process from cycle I, especially regarding the research problem, namely low student motivation. In the final step of cycle I, the researcher prepared a learning pattern to overcome the problems found in cycle I and made a plan for cycle II to continue the developments achieved in cycle I.

At this final observation stage, the researcher and observer observed all student activities during the learning process. See in more detail and record all events that occur during the auction process. Based on the results of observations during the learning process after action was carried out in cycle II, the level of activeness of each indicator of student learning motivation appeared to increase. This condition can be proven and described as an activity of desire and desire to succeed, this percentage still does not

decrease, namely 15 students out of 15 students have been active in completing assignments during the learning process, this result means that all students have the desire and desire to succeed in completing their assignments. during the learning process.

Based on the description of cycle II data above, overall students have high motivation. For this reason, because this research has achieved results by the action indicators set by the researcher, this research is said to be successful and complete. Finally, it can be concluded that the application of the project-based learning model can increase the learning motivation of class VIII C MTsN 2 Padang Lawas students.

Based on the research results, data analysis, and discussion, it can be concluded that the Project Based Learning learning method can increase the learning motivation of class VIII C students at MTsN 2 Padang Lawas. In connection with the conclusions from the research results above, the suggestion that can be put forward by researchers is that teachers should always be selective, choosing learning methods that can activate students and improve student learning outcomes, of course also adjusted to the characteristics and needs in the field. The Project Based Learning learning method can be an alternative to varying learning methods in the classroom.

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