# EFFORTS TO IMPROVE STUDENTS' LEARNING INTEREST IN PHASE F USING THE PROJECT BASED LEARNING MODEL AT SMAN 2 PARIAMAN

**Slamet Rianto\*, Loli Setriani**
Universitas PGRI Sumatera Barat
*E-mail : slametrianto0812@gmail.com, loli.pgri@gmail.com

**ABSTRACT**

This community service aims to increase students' interest in learning by using the Project Based Learning learning model at SMAN 2 Pariaman. Progress in the field of Information and Communication Technology (ICT) has been so rapid and has helped many human Information Technology activities. Progress in the field of information and communication technology can be utilized in the world of education, there are many learning alternatives that can be raised from the use of technology. Information and communication technology in education will be useful as a repository of knowledge, learning properties, and educational tools and as a learning model. BegInformation Technology also with community service products implemented by the Geography Education Study Program of the West Sumatra PGRI Information Technology University which can be optimized by teachers in schools in using and choosing appropriate learning models. The existence of the Project Based Learning learning model can increase students' interest in learning and understanding in absorbing information in learning activities, so that learning objectives and learning outcomes are still achieved.
Keywords: Learning Interests, Students, Project Based Learning


**ABSTRAK**

Pengabdian masyarakat ini bertujuan untuk meningkatkan minat belajar siswa dengan menggunakan model pembelajaran Project Based Learning di SMAN 2 Pariaman. Kemajuan di bidang Teknologi Informasi dan Komunikasi (TIK) berkembang sangat pesat dan telah membantu berbagai aktivitas manusia. Perkembangan teknologi informasi dan komunikasi ini dapat dimanfaatkan dalam dunia pendidikan, di mana terdapat banyak alternatif pembelajaran yang dapat dikembangkan melalui pemanfaatan teknologi. Teknologi informasi dan komunikasi dalam pendidikan berperan sebagai sumber pengetahuan, sarana pembelajaran, alat edukasi, serta model pembelajaran. Begitu pula dengan produk pengabdian masyarakat yang dilaksanakan oleh Program Studi Pendidikan Geografi Universitas PGRI Sumatera Barat, yang dapat dioptimalkan oleh guru di sekolah dalam menggunakan dan memilih model pembelajaran yang sesuai. Penerapan model pembelajaran Project Based Learning dapat meningkatkan minat belajar siswa serta pemahaman mereka dalam menyerap informasi selama kegiatan pembelajaran, sehingga tujuan dan hasil belajar tetap dapat tercapai.
Kata kunci: Minat Belajar, Siswa, Project Based Learning

## INTRODUCTION

Education is a learning process in the form of teaching and learning activities, where interaction occurs between students and teachers. In the field of education, teachers act as educators who guide students to be able to develop knowledge and can change the condition of students from not knowing to knowing (Taula, 2018). Education is seen as one of the main factors that determines economic growth, namely Information Technology through increasing the productivity of educated workers and education is also seen as having an important role in ensuring the development and sustainability of the nation. Education is a process of conscious and planned efforts to create a productive atmosphere and a learning process to actively develop their potential in having religious abilities, sprInformationTechnologyual, self-control, personality, intelligence, morals, and skills needed by themselves and society (Zulherman, 2021).

In Indonesia, the implementation of the curriculum has undergone various changes and improvements, namely Information Technology in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (1994 curriculum revision), 2004 (competency-based curriculum), and the 2006 curriculum (education unit level curriculum), and in 2013 the government through the Ministry of National

Education changed it back to the 2013 curriculum (quartile) and in 2018 there was a revision to the revised quartile (Ulinniam, 2021). At this time, a new curriculum is present, namely Information Technology, the independent curriculum. The independent curriculum is interpreted as a learning design that provides students with the opportunity to learn calmly, relaxed, fun, stress-free and pressure-free, to show their natural talents. An educator in delivering material needs to choose which model is appropriate to the class or student conditions so that they feel interested in following the lesson. In the current independent curriculum, teachers are expected to be able to choose an innovative learning model, one of which is the Project Based Learning learning model (Nurhadiyati, 2021).

Project Based Learning is a learning model with the special characteristic of designing and carrying out a project in it to produce a product. This learning model provides direct learning experiences to students through project creation activities that culminate in the creation of a product (Ardianti, 2017). The Project Based Learning learning model is an application of active learning. Simply put, Project Based Learning is defined as a teaching that tries to connect technology with everyday life problems that are familiar to students, or with school projects. The Project Based Learning learning model has enormous potential to create a more interesting and beneficial learning experience for students. The teacher is only a facilitator, evaluating the products of the students' work that are displayed in the results of the projects that are being worked on, so as to produce real products that can encourage students' creativity to be able to think critically in analyzing problems (TInformationTeknologiu, 2015). Where the learning process in question is one of the learning geography. Geography is one of the lessons in a group of many materials so that it needs to be memorized. Geography learning only emphasizes abstract concepts. Students have not been able to apply even though they are able to memorize all geographic concepts well. Where the facts show that geography learning in schools tends to memorize and in the cognitive aspect of geography learning is still low, seen from the practice questions given in the form of theoretical explanations, so that they have not been able to Information Technology with real conditions Information Technology that exist in students' lives and environments. In this 21st century education, students are required to have global competence. Thus, it is expected to be able to combine the knowledge and skills they have (Harizah, 2022).

One of the learning efforts that can overcome these problems is to apply the Project Based Learning learning model which is assisted by using learning media. In project-based learning, students are encouraged to be more active, independent, and creative in solving a problem. With this, in geography learning in schools, teachers should be able to choose and use strategies, approaches, methods and media that involve students in learning, both mentally, physically and socially so that active, creative and independent geography learning is created.

**METHODS**

The target of this community service activity is the Teachers of SMAN 2 Pariaman. The community service activity method used is Lecture Plus Demonstration and Practice (CPDL). This method is a combination of lecture, demonstration and practice methods. Learning methods that use more than one Information Technology method, lecture methods combined with other Information Technology methods, demonstration methods accompanied by practice. The implementation of activities in this community service is in the form of stages of Information Technology distribution of Information Technology products, development (Efforts to Increase Student Interest in Phase F Using the Project Based Learning Model), technical guidance with the lecture method regarding the delivery of material about the Project Based Learning model based on Information Technology and demonstrations of designing learning models based on Information Technology.

## RESULTS AND DISCUSSION

Teachers in the 21st century are welcoming the golden generation who are literate with science and technology. The golden generation is the young generation who have 21st century skills, namely people with character, critical thinking, currently must be able to carry out learning by utilizing information technology in modeling learning. Teachers still need to improve their competence, especially in implementing learning models and learning media based on information technology in learning activities by improving their skills through training activities. One effort that can be made is to distribute innovative and creative learning models so that there is an attraction in the teaching and learning process. Project Based Learning is an innovative learning model that emphasizes contextual through complex activities.

Project Based Learning is a learning model that provides teachers with the opportunity to manage classroom learning by involving project work, through project work, creativity. Information Technology and student motivation can increase (Shadiqoh, 2022). Project Based Learning can maximize Information Technology, Information Technology students in learning, Information Technology creativity increases, interest in learning increases, Information Technology thinking skills and students' scientific performance also increase, and encourage students to develop long-term learning skills. Project Based Learning has great potential in creating more interesting and meaningful learning experiences, and can improve students' scientific performance in learning. So that the role of teachers as Information Technology and mediators can be fulfilled properly. The Project Based Learning model is a model with the application of learning related to Information Technology with everyday life, its implementation is able to teach students to master learning skills. So that in the learning process students become meaningful and can produce a real product and have realistic value. In a learning model that prioritizes student activity so that they are able to solve problems and students are given the opportunity to work independently. Students are given the opportunity to design learning, solve problems, conduct investigations, and can make decisions from learning in the classroom. Information Technology concludes that the Project Based Learning model is a model that is centered on students and teachers as motivators and Information Technology. A learning model that aims to provide an understanding of critical thinking Information Technology and student activity. Each learning model has advantages and disadvantages, here are the advantages and disadvantages of the Project Based Learning model.

The steps of the Project Based Learning learning model (Dinda, 2021) are as follows:

1.  Project Determination

    The first step that must be taken is determining the project. In determining the project, teachers are free to choose the project in any way, such as students or determining the project to be created, determining the project based on questions given by the teacher, or determining the project based on a phenomenon or problem. However, in determining a project to be created, teachers must consider the students' abilities in making the project, learning materials, adequacy of facilities and infrastructure, time available to make the project, and money needed to buy tools and materials.

2.  Digging for Information

    Activities that can be carried out in this step are students making steps. This information gathering activity can be carried out by students in the library or using school computers to access the internet. However, if according to the teacher, the information contained in the books in the library is incomplete and internet access is limited, the teacher can help facilitate students by providing books, modules, reading materials, videos or explaining the information directly to students.

3.  Making a Project Plan Design

    Activities that can be done in this step are students making project completion steps and preparing the tools and materials needed in making the project.

4.  Making an Activity Schedule

The next step is to make an activity schedule. The activity schedule is determined based on the design of the project completion steps that have been made by students in the previous step. By making an activity schedule, the project completion process will run more smoothly and on time

5. Completion of Project Creation

   In this step, students will complete the project according to the design that has been determined in the previous step. At this time, students complete the project, the teacher must always supervise students so that when students experience obstacles, the teacher is always ready to provide solutions and help students.

6. Making Reports and Presentations

   After the project is completed and produces a product, the next step is to make a report and presentation. The report made by students must contain at least the name of the project being made, the material underlying the project, the relationship between the project and the material being studied, the tools and materials used, the project creation procedure, and the use of the resulting product.

7. Assessment

   After students present the products they have produced, the teacher will conduct an assessment. The assessment carried out is an assessment of the products produced by students and an assessment of the process from project determination to presentation.

8. Evaluation

   The last step is evaluation. At this evaluation stage, the activities that will be carried out are reinforcing the material that has been learned to students, emphasizing the relationship between the project made and the material studied, self-assessment, and peer assessment. In addition, students will also be asked to express what they felt during the making of the project.

Some types of project-based learning models identified are:

1. Traditional project-based learning model: this project focuses on the application of specific concepts and skills in a project context that is similar to real-world work.
2. Interdisciplinary project-based learning model: integrates multiple disciplines into a project to promote deeper understanding.
3. Inquiry project-based learning model: motivates students to develop their own questions and seek answers through exploration and discovery.
4. Technology project-based learning model: uses technology as the primary tool in the implementation and presentation of projects.
5. Social project-based learning model: focuses on projects that have a positive impact on society or the environment.

In this case, the author uses a traditional project-based learning model where students complete a project that has been designed by the teacher to produce a product. Project Based Learning based on research conducted has a greater interest in learning compared to the interest in learning of students who carry out the learning process using conventional models. This is because during the learning process with the Project Based Learning learning model, students are encouraged or directed to learn more actively so that students have a sense of pleasure, attention, interest and student involvement in the learning process.

Based on the results of the research that has been conducted, after receiving treatment in each class, a post-test was conducted in the form of distributing questionnaires to each class to measure students' learning interest by filling out a questionnaire consisting of 45 statement questions. From the data collection carried out through the distribution of questionnaires to respondents, it turned out that there were differences in students' learning interest in participating in learning. The results of the questionnaire scores were subjected to descriptive analysis, where the results of the student learning interest questionnaire analysis showed that the experimental class had a higher percentage of 70.30% with good criteria while the control class had a final percentage of 67.27% with a fairly good category. From the description of the data that has been carried out, it can

be seen that there is an influence of student learning interest between the Project Based Learning learning model and the conventional model in participating in learning. So it can be concluded that there is an influence of the Project Based Learning learning model in increasing the learning interest of phase F students at SMAN 2 Pariaman.



**Figure 1**. Provision of Materials to Teachers of SMAN 2 Pariaman



**Figure 2**. All Subject Teachers at SMAN 2 Pariaman



**Figure 3**. Discussion atmosphere during community service activities

**CONCLUSION**

Based on the results of community service at SMAN 2 Pariaman entitled "Efforts to Increase Learning Interest of Phase F Students Using Project Based Learning Model at SMAN 2 Pariaman", in the current era of technology 5.0, educators in Information Technology are required to be able to carry out learning through various learning models and media. Teachers still need to improve their competence, especially in terms of using media and information technology-based learning models in learning activities. This can be done by honing their talents through exercises. The use of the project based learning model makes learning activities more interesting and makes it easier for teachers and students to access them. Students' interest in learning can increase thanks to this project based learning model. Teachers can also share content using these learning resources, so that learning achievements and objectives are still achieved.

**ACKNOWLEDGEMENTS**

**REFERENCES**

Anggraini, P. D. (2021). Analisis Penggunaan Model Pembelajaran Project Based Learning dalam Peningkatan Keaktifan Siswa. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 292-299.

Astuti, S. P. (2015). Pengaruh Kemampuan Awal dan Minat Belajar terhadap Prestasi Belajar Fisika**. *Formatif*, 68-75.

Hanum, S. F. (2023). Penerapan Metode Project Based Learning untuk Meningkatkan Minat Belajar PAI Siswa. *Jurnal Pendidikan*, 97-106.

Harizah, D. T. (2022). Pengaruh Model Pembelajaran Project Based Learning terhadap Hasil Belajar Geografi SMAN 5 Pamekasan. *Jurnal Pendidikan Ilmu Pengetahuan Sosial*, 104-113.

Hosnan, M. (2016). Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21. Ghalia Indonesia, 319-321.

Hulu, Y., & Siregar, T. (2022). Analisis Minat dan Hasil Belajar Siswa Menggunakan Model Pembelajaran Discovery Learning. *Jurnal Pendidikan*, 283-290.

Isrohani, & Hamidah, S. Y. (2021). Efektivitas Model Pembelajaran Project Based Learning (PjBL) terhadap Minat dan Hasil Belajar Siswa. *Pendidikan Biologi dan Sains*, 307-314.

Mirdad, J. (2020). Model-Model Pembelajaran (Empat Rumpun Model Pembelajaran). *Jurnal Pendidikan dan Sosial Islam*, 14-23.

Nurhadiyati, A. (2021). Pengaruh Penerapan Project Based Learning (PjBL) terhadap Hasil Belajar Siswa di Sekolah Dasar. *Jurnal Basicedu*, 327-333.

Ridha, N. (2017). Proses Penelitian, Masalah, Variabel, dan Paradigma Penelitian**.

Sidiq, M. (2022). Pengaruh Model Project Based Learning terhadap Motivasi Belajar Siswa. *Media Karya Mahasiswa Pendidikan Islam*.

Taula, S. R. (2018). Penerapan Model Pembelajaran Project Based Learning (PjBL) sebagai Upaya Meningkatkan Kreativitas Mahasiswa. *Varia Pendidikan*, 79-83.