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IMPLEMENTATION OF PJBL TO INCREASE ELEMENTARY SCHOOL STUDENTS' LEARNING ACTIVENESS

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Abstract

Activeness in learning material about caring for the environment for class II students at SD N Kedondong is still low. One of the factors causing this is the lack of optimal use of media and learning models to help students understand concepts in environmental care material. This is the background for researchers to conduct research with the aim of increasing learning activity while improving the learning process to care for the environment through the use of a project based learning model assisted by interactive media in class II students at SD N Kedondong. This research is a type of classroom action research with an iterative and continuous cycle model. The subjects in this research were class II students at SD N 1 Kedondong, totaling 17 students consisting of 10 male students and 7 female students. The object of this research is active learning about caring for the environment material. The instruments used are test questions, observation sheets and documentation. The data obtained was analyzed quantitatively descriptively. The results of the research show that there is an increase in the activeness of Indonesian language learning about caring for the environment for class II students through the use of a project based learning model assisted by interactive media. This can be seen from the increase in students' scores on the volume of space material before and after being given the action. The average value increased from pre-cycle to 50, cycle I to 58.82 and to cycle II to 71.18. The percentage of completion in the pre-cycle reached 41.18%, cycle I reached 64.71% and in cycle II reached 82.35%. From these results it can be seen that there is an increase in the average value from pre-cycle to cycle II of 21.18. Apart from that, the quality of the learning process also increases. The increase in teacher activity from cycle I was 76% to 92% in cycle II with a very good category. The increase in student activity from cycle I was 71% to 91% in cycle II with a very good category.

Keywords: learning activity, PJBL

Abstrak

Keaktifan pembelajaran materi tentang peduli lingkungan pada siswa kelas II SD N Kedondong masih rendah. Salah satu faktor penyebabnya adalah kurang optimalnya penggunaan media dan model pembelajaran untuk membantu siswa memahami konsep pada materi peduli lingkungan. Hal inilah yang melatar belakangi peneliti melakukan penelitian dengan tujuan untuk meningkatkan keaktifan pembelajaran sekaligus meningkatkan proses pembelajaran peduli lingkungan melalui penggunaan model project based learning berbantuan media interaktif pada siswa kelas II SD N Kedondong. Penelitian ini merupakan jenis penelitian tindakan kelas dengan model siklus iteratif dan kontinyu. Subjek dalam penelitian ini adalah siswa kelas II SD N 1 Kedondong yang berjumlah 17 siswa yang terdiri dari 10 siswa laki-laki dan 7 siswa perempuan. Objek penelitian ini adalah pembelajaran aktif materi peduli lingkungan. Instrumen yang digunakan adalah soal tes, lembar observasi dan dokumentasi. Data yang diperoleh dianalisis secara deskriptif kuantitatif. Hasil penelitian menunjukkan adanya peningkatan keaktifan pembelajaran bahasa Indonesia tentang peduli lingkungan pada siswa kelas II melalui penggunaan model project based learning berbantuan media interaktif. Hal ini terlihat dari peningkatan nilai siswa pada materi volume ruang sebelum dan sesudah diberikan tindakan. Nilai rata-rata meningkat dari pra siklus menjadi 50, siklus I menjadi 58,82 dan ke siklus II menjadi 71,18.

Persentase ketuntasan pada prasiklus mencapai 41,18%, siklus I mencapai 64,71%, dan siklus II mencapai 82,35%. Dari hasil tersebut terlihat adanya peningkatan nilai rata-rata dari pra siklus ke siklus II sebesar 21,18. Selain itu, kualitas proses pembelajaran juga meningkat. Peningkatan aktivitas guru dari siklus I sebesar 76% menjadi 92% pada siklus II dengan kategori sangat baik. Peningkatan aktivitas siswa dari siklus I sebesar 71% menjadi 91% pada siklus II dengan kategori sangat baik.
Kata Kunci: kegiatan pembelajaran, PJBL

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INTRODUCTION

Education is a conscious effort to develop creativity, potential continuously without knowing the boundaries of place and time regarding culture and knowledge as an effort to develop a virtuous and dignified society. In article 1 of the National Education System Law No. 20 of 2003, education is basically a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop the potential of themselves, the nation's community and the state. Therefore, education is organized to be able to equip students to face the challenges of their lives in the future, there must be anticipation of future developments. One learning model that can increase student activity is the PjBL (Project Based Learning) learning model. PjBL is a learning model that uses projects or activities as media. According to the Ministry of Education and Culture (2013), students carry out exploration, assessment, interpretation, synthesis and information to produce various forms of learning outcomes. Project Based Learning is a learning method that uses problems as the first step in collecting and integrating new knowledge based on experience in real activities. According to Bransfor and Stein in Warsono & Harianto (1993), it is said that "Project-based learning is a comprehensive teaching approach that involves students in cooperative and continuous investigation activities".

Based on the results of observations in class II at SD Negeri Kedondong, teachers still use the lecture method, have not used varied learning so that students are less active during learning activities. The use of learning methods is very important for the continuation of the learning process, because using learning methods can make learning activities more varied. This is evidenced by the lack of student participation in discussions and presentations. Furthermore, based on the results of interviews with class II teachers, in class II there were actually students who had mastered the material being taught, but their active participation was low due to a lack of courage to express their opinions. Therefore, every teacher is required to understand various specific learning models and apply these learning models in teaching and learning activities. The model used by teachers should be able to make students more active in the learning process so as to improve student learning achievement. The low level of student participation in learning activities causes students to experience learning difficulties in understanding the material. This has an impact on the low learning achievement of students with the achievement of daily test scores in class II at SDN Kedondong which shows that judging from the number of students who have not reached the KKM, especially in learning Indonesian, out of 17 students, only 6 students have reached the KKM, namely 75.

Paying attention to this, there needs to be changes and innovation updates in learning to achieve learning goals. Learning should be more varied in using methods and strategies to optimize

student potential (Amir, 2013: 2) (Nurfurqon et al., 2022). The teaching and learning process activates more sensory organs than just listening to the teacher explain because the role of students here is only to follow the teacher's instructions and tend to only listen to the teacher's explanation. This research aims to foster active learning in elementary school students through the Project Based Learning model. The Project Based Learning learning model is a learning model that can encourage students to actively learn collaboratively to solve problems so that they can construct the core of the lesson from the findings in the assignments or projects carried out. This model is used to train students to analyze problems, then carry out exploration, gathering information, interpretation and assessment in working on projects related to the problems being studied. In elementary school learning, students not only get the material but there are practices that make it easier for students in the learning process. The results of research conducted at this time show that technology-based learning is able to increase students' motivation and activeness in the learning process.

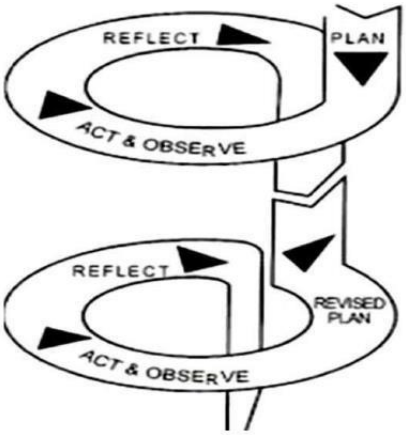
Keaktifan merupakan kegiatan yang dapat bersifat fisik maupun mental. Belajar harus melalui berbagai macam aktifitas. Keaktifan siswa dalam kegiatan belajar adalah untuk menekankan pemahaman atas persoalan atau segala sesuatu yang mereka hadapi dalam proses pembelajaran. Keaktifan belajar siswa merupakan unsur dasar yang penting dalam keberhasilan dalam pembelajaran. Menurut Kamus Besar Bahasa Indonesia, keaktifan berasal dari kata dasar aktif yang memiliki arti giat. Keaktifan belajar adalah proses kegiatan belajar mengajar yang subjek didiknya secara intelektual dan emosional sehingga siswa mampu berpartisipasi secara aktif dalam melakukan kegiatan belajar (Sudjana, 2010). Sehingga, keaktifan belajar siswa merupakan suatu proses kegiatan belajar mengajar yang menuntut siswa untuk ikut terlibat secara aktif dalam proses pembelajaran dan membuat tingkah laku siswa menjadi lebih baik.
Keaktifan belajar siswa diamati ketika proses pembelajaran berlangsung dalam aktivitas siswa. Keaktifan dalam belajar fisika terletak pada dua segi, yaitu aktif dalam bertindak (hands activity) dan aktif berpikir (minds activity) (NRC, 1996). Siswa tersebut dapat menghubungkan antara pengetahuan baru dengan pemahaman awal mereka. Namun, dalam pelaksanaannya menghubungkan antara keduanya dalam pembelajar fisik tidak mudah. Tujuan dari pembelajar fisik untuk mengembangkan pengetahuan, pemahaman, dan kemampuan analisis siswa terhadap lingkungan dan sekitarnya (Alifa, 2018). Sebuah pembelajaran yang berfokus untuk memenuhi tujuan tersebut berarti harus pembelajaran yang membawa pelajaran sesuai dengan sehari-hari (Fox, 2006: Schwartz & Croward, 2006).

Dalam proses pembelajaran siswa dituntut agar berperan aktif salah satunya pada kegiatan penemuan, sedangkan guru yang bermula bertindak sebagai sumber belajar beralih fungsi menjadi seorang fasilitator kegiatan pembelajaran yang membimbing siswa untuk memecahkan permasalah yang dihadapi dalam belajar (Mendikbud, 2013). Kenyataannya, masih ada beberapa guru yang belum menerapkan pembelajaran seperti itu. Masih ada guru hanya menyajikan materi secara teoritik dan siswa yang pasif hanya mendengarkan ceramah guru. Hal ini menyebabkan pembelajaran menjadi tidak menyenangkan dan siswa tidak dapat mengeksplorasi pengetahuan dan keaktifan siswa yang terbatas.

METHOD

The type of research carried out in this research is qualitative research. According to Ibnu (in Ainin 2007, p. 12) qualitative research is research in which the data is expressed in verbal form and analyzed without using statistics. Moeleong (2009, p. 6) also defines qualitative research

as research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions and so on holistically and by means of descriptions in the form of words and language, in a special natural context by utilizing various natural methods. Based on the definition of qualitative research above, researchers can conclude that qualitative research is research that does not use numbers and the analysis does not use statistical techniques. Qualitative research is collected through the results of interviews, observations, and related official documents. The data in this research consists of qualitative data and quantitative data. Qualitative data, in the form of observation reports obtained from observation sheets in each learning cycle sourced from teachers and students. Cauditative data, in the form of observation results using formulas. The data source in this research is a primary data source, namely data obtained directly from teachers and students in the learning process in class II A at SD Negeri Kedondong, to determine the condition of student learning activities. In this research, researchers used the classroom action research flow model from Kemmis and Mc. Taggart, which is in a spiral form from one cycle to the next. Figure 1. Implementation Flow in PTK According to Kemmis t Taggart



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RESULTS AND DISCUSSION

Most students experience problems in learning. These problems are caused by bad study habits and lack of motivation in studying. This is evident from the student sample, 58.82% of students have learning achievements below the class average. And only 41.18% were above the class average.

Table 16. Comparison of Learning Achievement in Pre-Action, Cycle I and Cycle II

No	Aspek	Prartindakan	Siklus I	Siklus II
1.	Nilai Tertinggi	80	90	100
2.	Nilai Terendah	20	30	40
3.	Nilai Rata-rata	50	58,82	71,18

4.	Persentase Ketuntasan	41,18%	64,71%	82,35%

Based on the table above, data on pre-action tests carried out by researchers, the class average score was 66.09, with the highest score being 80 and the lowest score being 20. Meanwhile, the number of students who had completed their studies or had reached the predetermined KKM was 60, namely 7. students or 41.8% and students who had not completed their studies were 10 students or 58.82%. These results illustrate that student learning outcomes in procedural text material are still low. Therefore, it is necessary to take immediate action to improve learning achievement. Researchers chose action in the form of using a project based learning model assisted by interactive media to improve student learning achievement. In accordance with Piaget's opinion that children at elementary school age are at the concrete operational stage. At this stage, children cannot deal with abstract (intangible) things well. Children still need help with concrete objects to understand abstract concepts. Through observing and manipulating procedural texts, children will construct their own knowledge based on their direct experience. In this way, the knowledge gained is more meaningful and makes an impression.

In this research, each cycle consists of planning, action, observation and reflection. In cycle II, the stages carried out were improvements to the previous cycle, namely cycle I. The results obtained in this research consisted of test data in the form of student learning outcomes and non-test data consisting of observation and documentation results.

CONCLUSION

The use of project based learning models assisted by interactive media in learning to care for the environment in class II students at SD N Kedondong can increase student learning activity. This is proven by the increase in the average class score and the percentage of student completion at each stage of the research. In the pre-action stage the students' average score reached 50 and in the first cycle it increased to 58.82 then increased again in the second cycle to 71.18. Meanwhile, the percentage of student completion at the pre-action stage only reached 41.18%, while in cycle I student completion increased to 64.71%, then increased again in cycle II to 82.35%.

The use of project based learning models assisted by interactive media in learning to care for the environment in class II students at Kedondong State Elementary School can improve the quality of the learning process. This is proven by the increase in student activity during the learning process from cycle I of 75% in the good category to 91% in cycle II in the very good category.

The teacher's ability to manage learning by implementing a project based learning model assisted by interactive media in cycle I with a percentage of 76% in the category (good) and in cycle II with a percentage of 92% in the category (very good). Thus, these data show that the teacher's activities in managing learning using a project based learning model assisted by interactive media on caring for the environment material are in the very good category. Because teachers are able to provide motivation to students. Significant improvements occurred

especially in the aspect of ability in guiding students to apply the problem based learning model to comparative concept material.

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