

Influence Using the Project-Based Learning Model in History Learning on Learning Outcomes Student Class XI IPS MAN TemanggungArdhian Ramadhany¹, Arif Purnomo², Andy Suryadi³**Abstract**

This research discusses the influence of using a learning model learning project based on the teaching history of the study graders' results in Xi IPS Man Temanggung. The approach that was undertaken in the research is the quantitative approach, a quasi-experimental design. The population in the study was a student xi ips man Temanggung academic year 2015/2016; the sample in the research was a class XI social 1; this procedure used the sample collection using a random sample technique. The variable in this research is a project-based learning model and study results. Data collection method in a test, survey, and documentation. Search shows that study results showed students who use the project-based learning model have an average point pretest of 61.86 and a posttest increase of 82.94. Is the use of a learning model project-based learning of the results of the studied history. The size of the influence of the use of the learning model project-based learning is 23.8, showing that the use of the learning model project-based learning is the dominant factor in determining whether there is an increase or a failure in the study results.

Keywords: *Influence, Learning Model Project Based Learning, Learning Outcomes.*

Introduction

Education is seen as one of the main factors determining economic growth, namely through increasing the productivity of an educated workforce (Setiawan & Woyanti, 2010; Widiensyah, 2017). Education is also essential in ensuring the nation's development and survival. The quality of education can be known from two things, namely, process and product quality (Sudjana, 2005, p. 35). Learning is essential for changing each person's behavior (Nahar, 2016). By studying, someone can gain extensive knowledge. In learning that occurs at school or mainly in the classroom, the teacher is the party most responsible for the results (Firdianti, 2018). Thus, teachers are equipped with assessment as knowledge that supports their duties, namely assessing student learning outcomes (Sole & Anggraeni, 2017; Sauri, 2010). In this case, the teacher is tasked with measuring whether the students have mastered the knowledge learned under the teacher's guidance by formulating an objective. According to science, which

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They are studied under the guidance of the teacher using the formulated objectives. According to the old definition, learning goals are achieved through learning from teaching and learning activities alone (Ilyas & Shahid, 2018; Afandi et al ., 2013). In other words, the quality of teaching and learning activities is the only determining factor for the results. This opinion no longer applies. Learning is not the only factor determining learning achievement because achievement results from a very complex situation (Purnomo, 2011, pp. 1-2; Maharani, 2012). The social sciences provide social insight and understanding to live in a good society (Setiadi, 2017)—for example, history. The science of history provides insight into how past life greatly influences present life and contributes to future life (Madjid & Wahyudhi, 2014). History lessons in nation-building function to raise awareness among citizens in carrying out their duties and obligations in the context of national development (Sarwono, 2008, p. 122). History is often called the queen or mother of the social sciences. History was born and developed long before other social sciences and was the earliest taught in schools, except Geography subjects. History is the basis of all scientific disciplines in social sciences and humanities. There is no doubt that history is a science that is very necessary for complete human education (Kochhar, 2008, p. 1).

Considering that the value of history is paradoxical, it is necessary to determine its limits or starting point. The meaning of historical events is determined based on their contemporary value. Therefore, the essence of studying history is connecting the past and the present or future to obtain benefits for human life (Pramono, 2012, p. 240). In other words, it is an effort to make students aware of the historicization of themselves and their society. More closeness to the classroom greatly influences teachers' abilities and practices in the school (Aman, 2011, pp. 43-44). Seeing these conditions, teachers are expected to be able to apply innovative, appropriate, and exciting learning models that are appropriate and utilize existing learning resources in history learning (Fajri et al ., 2016; Susilo & Sarkowi, 2018; Mariyaningsih & Hidayati, 2018). This aims to enable students to learn history actively and increase students' motivation to study history so that students' understanding is entirely satisfactory.

Using an inappropriate learning model can cause boredom, lack of understanding of the material, and monotony, making students less motivated to learn. One method that can be used to increase students' activity and understanding of concepts is implementing a project-based learning model. This learning model emphasizes contextual learning through complex activities. Learning focuses on a study discipline's core concepts and principles, involving students in problem-solving investigations and other meaningful tasks (Widianingsih, 2009, p. 3). Teachers must apply several learning models so students do not get bored with history

subjects (Astuti, 2018). In addition, teachers must be able to generate activity and increase students' understanding by reading and writing (Trisiantari & Sumantri, 2016). The visible indicators are the lack of interest in reading and students' activeness in delivering historical material because history learning is monotonous and boring and only makes students bored. Still, the existence of innovative learning models for learning history will increase interest in learning, impacting history learning outcomes. Students and teachers can apply the Project Based Learning learning model.

This learning model focuses on a discipline's core concepts and principles, facilitates students to investigate, problem solve, and other meaningful tasks, is student-centered, and produces natural products. With project-based learning, it is also hoped that students can work with friends, learn to solve problems, and be sensitive to the surrounding environment. In this way, it is hoped that students can become active and that there will be an increase in learning outcomes in history. During initial observations at MAN Temanggung class XI IPS, the history teacher was the only source of learning or information and dominated the class. Students also tended to be less active in responding to or participating in the learning process in class. History learning is carried out using a variety of lecture learning models, so it is hoped that by developing the project-based learning model, students will not only get information or knowledge from the history teacher, but students will also be able to explore the surrounding environment to dig up information, and also by applying the project-based learning model learning can improve student learning outcomes.

Based on the background above, the problem formulation can be identified as follows: 1) What results of history learning for class XI IPS MAN Temanggung students taught using the project-based learning model? 2) Is the project-based learning model influenced by the learning outcomes of XI IPS MAN Temanggung students? The objectives of this research are as follows: 1) The history learning outcomes of class XI IPS MAN Temanggung students who were taught using project-based learning. 2) The effect of using the project-based learning model on the learning outcomes of class XI IPS students at MAN Temanggung.

Method

In this research, researchers used quantitative experimental methods. The subjects in this research were class XI IPS students at MAN Temanggung. The research that will be carried out is a quasi-experimental design research. This design has a control group but cannot fully control external variables that influence the implementation of the experiment (Sugiono, 2013, p. 114). This study uses a quantitative approach. Quantitative is a type of research whose

specifications are systematic, planned, and structured from the start until the creation of the research design. The method used is experimental. According to Sugiyono (2013, p. 107), experimental research is a method used to find the effect of specific treatments on others under controlled conditions.

The population in this study was class XI IPS, and the sample taken for this research was class Random sampling, a sampling technique carried out randomly. The initial stage of this research is initial observation to see the initial conditions of the research site, then compiling learning instruments and devices, instrument testing, data analysis of trial test results to determine the difficulty level, distinguishing power, validity, and reliability. The research implementation stage involves the learning process using the Project Based Learning learning model in class XI IPS 1, carrying out post-tests, and filling out questionnaires and documentation. The data analysis technique calculates cognitive learning outcomes: normality, homogeneity, and regression tests.

Results and Discussion

Based on initial observations, the preparation for studying history subjects on defending national independence: between war and peace for class XI IPS MAN Temanggung students is not optimal; this can be seen from the pretest results before learning. The average value of learning outcomes for classes taught using the Project Based Learning learning model only reached 61.86. The final assessment of student learning outcomes is obtained from test scores after the end of learning activities. Based on the description and analysis of student learning outcomes data above, information was obtained that the average post-test score = 82.94 had increased compared to the pre-test score.

Education is considered quality if effective and efficient learning involves all educational components, including teaching objectives, teachers and students, learning materials, teaching and learning strategies or methods, learning tools and resources, and evaluation (Sugito, 1994, p. 3). History needs to be taught to develop an understanding of oneself. To know who someone is, a historical perspective is needed. Special interests and habits that characterize a person result from past interactions with a particular environment. Without an understanding of history, economists will not be able to understand the transformations that have occurred in society to reach the current stage of development (Kochar, 2008, pp. 28-29).

Thus, it is time to change the learning system from the lecture method that teachers usually teach to a varied learning method, for example, the Project Based Learning learning model as a learning strategy where students are grouped into a project and have to solve each problem

that has been divided into each group. Then, students arrange a series of activities that must be achieved to solve the problem given by the teacher. A group system like this allows students to have a greater sense of responsibility; this is because each student will take part in completing the work according to their assignment; this condition is what causes Project Learning to be better than the lecture learning method in history subjects, the material of maintaining independence between war and peace.

The Project Based Learning learning model allows students to master the material more deeply. Apart from getting material from the teacher, students also get material from other books, internet sources, and information sources from anywhere designed by their respective groups so that they can design and produce information from the problem formulation given by the teacher. They understand students. Students do not only compete for one source of information but also from many sources, from the internet through sites that provide material about fighting for independence, from other book sources, and from anyone who can provide information. The teacher's role in directing students to obtain information is necessary to make it easier for students to obtain sources that are accurate and appropriate to the material being taught.

Learning using the lecture method is still more straightforward than the Project Based Learning method. A teacher who wants to apply the Project Based Learning model must be able to master and conditions not only classroom conditions but also group work carried out outside school. This model allows class conditions to become busy, and teacher professionalism to control the situation is very much needed in implementing the Project Based Learning model. In using this learning model, teachers are expected to be able to form heterogeneous groups, meaning groups consisting of students who have different academic intelligence. This aims to create an interactive atmosphere both in the class and within one group; the group results will be much better. If the teacher can give assignments to students according to their skills.

Meanwhile, teachers who usually teach in the class that will be researched present the material only by giving varied lectures, sometimes interspersed with discussions. The lecture method learning system requires students to pay close attention to the material. However, unfortunately, the lecture method has several weaknesses, some of which are as follows: (a) Students' ability to concentrate and rely on their ear senses is minimal. (b) When listening, students are very easily distracted because students are more focused on what is seen (visual) than what is heard (audio). (c) Students cannot compare, analyze, or evaluate ideas or information the teacher presents. So teachers must present the material carefully, provoking students to ask questions and have opinions. With awards for achievements, a student can be motivated to work harder to prove that he is the best because he wants to be appreciated and cared for. In this way, lecture

learning is also interspersed with groups and discussions so that each student can express his opinion and exchange ideas. Hypothesis 1 test results show that the project-based learning model can improve student learning outcomes. Model This is a central learning strategy where students learn the main concepts of knowledge through project work. Therefore, project work is not additional practice and practical application of the studied concepts but becomes central to classroom learning activities. In this way, learning activities will be carried out optimally. In project-based learning, projects are a learning strategy for students to experience and learn the core concepts of a scientific discipline through projects (Wena, 2009, pp. 145-146). The increase in learning outcomes for students taught using the Project Based Learning learning method in this research increased relatively high, with an increasing percentage of 34.1%. This shows that this learning is suitable for history subjects regarding defending national independence: between war and peace. The project-based learning model influences student learning outcomes because student learning outcomes have increased quite highly compared to previous learning, which did not use the project-based learning model. Based on the statistical theory of linear models, only the residuals from the regression model must be tested for normality. The research shows that the data obtained a sig value = 0.731=73.1%, so H_0 is accepted. This means that the Unstandardized Residual variable is normally distributed. The PPlot graph shows that the data spreads around the diagonal line and follows the direction of the histogram line towards a typical distribution pattern, so the dependent variable Y (Learning Outcome) meets the normality assumption.

A multiple regression equation was prepared to determine the pattern of influence of the independent variable on the dependent variable in this research. This multiple regression analysis will produce regression coefficients showing the influence pattern between the independent and dependent variables. This research carried out a multiple regression test with the independent variable (X), namely the project-based learning model (X), against the dependent variable (Y), which is learning outcomes. Regression coefficient calculations were carried out using SPSS 16.0 for Windows. The t-test results obtained a calculated t-value of 3.746 with a significance value of $0.000 < 0.05$. This means that H_0 is rejected, and H_a is accepted, so the hypothesis states that there is a positive influence between the project-based learning model and learning outcomes. Based on the ANOVA test, the calculated F value is 14.035, with a significance value of 0.001. Because the significance value is < 0.05 , H_0 is rejected, and H_a is accepted, the hypothesis that there is a positive influence between the project-based learning (X) learning model and the learning outcomes of class XI IPS 1 MAN Temanggung is accepted.

The use of the project-based learning model is included in the excellent category; this cannot be separated from the increasing student history learning outcomes as seen from the model summary table; the adjusted R Square R^2 is 0.238. This means that the project-based learning model's independent variable can explain 23.8% of the variation in student learning outcomes. In comparison, other causes outside the model explain 76.2%. The research found that the project-based learning model influenced the history learning outcomes of class XI IPS 1 MAN Temanggung students. The magnitude of the influence of using the project-based learning model is 23.8%; this shows that using the project-based learning model is a reasonably dominant factor in determining whether learning outcomes improve. However, the lecture learning model interspersed with discussions is suitable as an alternative if the school in question does not allow learning to be carried out using Project Based Learning, which requires students to seek sources from various groups.

Conclusion

There are three aspects of assessing student learning outcomes: cognitive, affective, and psychomotor. In this research, learning outcomes from cognitive aspects are the main aim of researchers to determine students' abilities in mastering lessons. The project-based learning model was applied to determine the effect on the learning outcomes of class XI IPS students at MAN Temanggung. As stated in the problem formulation and based on the research results, data analysis, and discussion, it can be concluded that the learning outcomes of class XI IPS 1 MAN Temanggung students in learning using the Project Learning learning model have increased. This can be seen from the pretest results; the highest score was 76.67, the lowest score was 43.33, and the average was 61.86 and the posttest results obtained the highest score of 93.33, the lowest score was 70.00, and the average reached 82.90. Using the Project Based Learning learning model influences learning outcomes in history. This can be seen from the magnitude of the influence of using the project-based learning model, which is 23.8%; this shows that using the project-based learning model is a reasonably dominant factor in determining whether learning outcomes improve.

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