

UPAYA MENINGKATKAN HASIL BELAJAR SISWA MELALUI MODEL PEMBELAJARAN PROJECT BASED LEARNING

Efforts To Improve Student Learning

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Abstrak

Penelitian ini bertujuan secara umum tujuan penelitian ini adalah untuk meningkatkan hasil belajar siswa dalam menulis procedure text. Sedangkan secara khusus tujuan penelitian ini adalah: (1) meningkatkan pelaksanaan pembelajaran procedure text melalui model pembelajaran project based learning, (2) meningkatkan factor-faktor pendukung keberhasilan pembelajaran procedure text. (3) mengatasi kendala-kendala yang dihadapi dalam pelaksanaan pembelajaran procedure text, (4) usaha-usaha yang harus dilakukan guru dalam mengatasi kendala-kendala dalam pembelajaran procedure text. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas dengan model pembelajaran project based learning. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Eka Pendawa Sakti dimana sebagai sampel kelas VIII Mandiri. Untuk mengumpulkan data dalam penelitian ini menggunakan instrument tes dan non tes, sebagai instrument tes menggunakan 20 soal pilihan berganda dan untuk instrument non tes menggunakan rubrik penilaian beserta observasi. Berdasarkan hasil tes tertulis dan non tes penelitian ini dapat disimpulkan: 9 siswa berada dalam kategori memuaskan 29 % dari 31 siswa, 20 siswa dalam kategori baik 65 %, 2 siswa dalam kategori cukup 6 %.

Kata Kunci:

Teks Prosedur
Pembelajaran Berbasis Proyek
Hsil Belajar

Keywords:

Procedure Text,
Project Based Learning,
Study Results

Abstract

This study aims in general the purpose of this study is to improve student learning outcomes in writing procedure text. While specifically the objectives of this study are: (1) improving the implementation of procedure text learning through a project-based learning model, (2) increasing the supporting factors for the success of procedural text learning. (3) overcome the obstacles faced in the implementation of procedure text learning, (4) efforts that must be made by teachers in overcoming obstacles in learning procedure text. The research method used in this study is classroom action research with a project-based learning model. The population in this study is grade VIII students of SMP Eka Pendawa Sakti where as a sample of grade VIII Mandiri. To collect data in this study using test and non-test instruments, as a test instrument using 20 multiple-choice questions and for non-test instruments using assessment rubrics and observations. Based on the results of written and non-test tests this research can be concluded: 9 students are in the satisfactory category 29% of 31 students, 20 students in the good category 65%, 2 students in the sufficient category 6%.

INTRODUCTION

It is undeniable that English is one of the lessons that students are less interested in, this can be seen from the low quality of students in English lessons. In addition to cultural and linguistic differences, students are low in interest in learning foreign languages. Therefore, it takes its own creativity to improve it. So the problem to be studied in this study is whether the use of the PjBL Learning Model can improve students' ability in learning procedure Text of Class VIII Students in English Subjects? The objectives of this

action research are: Can Improve Learning Outcomes of Grade VIII Students in learning procedure texts in English Subjects through the PjBL Model. This research was conducted from January to February 2024. By using classroom action research as many as 2 cycles. Each round consists of four stages: design, activity and observation, reflection, and reference. The subjects of this study were 31 students of grade VIII of Eka Pendawa Sakti Private Junior High School. The conclusion of this study is that the use of the PjBL

Model can improve student learning outcomes in learning text procedures in English subjects.

RESEARCH METHODOLOGY

Research Setting

The type of research used is in the form of classroom action research. This action research was carried out in class VIII Mandiri SMP S Eka Pendawa Sakti from January 2024 to February 2024.

Research Procedure

This type of research is designed as action research. Millan and Schumacher (2006) define classroom action research as a research process that is principally used to provide information that professional educators use to improve aspects of day-to-day research. Elliot defines (1991) action research in education as a social study with a view to improving the quality of action.

Arikunto (2010) said that classroom action research is an accurate form of learning activities that occur in learning activities that are deliberately raised and occur in the same classroom. The class action research procedure used in this. Study is the Suharsimi Arikunto model. There are 4 main components in research, namely:

1. planning
2. action
3. observation
4. reflection

RESULT

Description of Initial Conditions

The initial condition of the learning achievement results of Eka Pendawa Sakti Private Junior High School, especially English subjects, did not meet the desired standards or in other words, student learning achievement was still lacking. This Classroom Action Research (PTK) is focused on the implementation of efforts to improve the learning of grade VIII English subjects. After the teacher

conducted a written test (test) for English subjects in grade VIII students, the results of the grades below were obtained

Table 1. Pre Silkus Test Scores

Interval	Category	Frequency	Percentage
90 – 100	Satisfactory	–	–
80 – 89	Good	1	3 %
70 – 79	Enough	10	32 %
60 – 69	Less	13	42 %
< 50	Very Lacking	7	23 %
Total		31	100 %

Based on table 1, the researcher will elaborate, among others: none of the students got satisfactory grades. Students who scored well amounted to 1 student (3%). Students who scored enough were 10 students (32%). Scores were less about 13 students (42%) while very less about 7 students (23%). It can be seen from this information, researchers assume that grade VIII students are not purposive, meaning that students' enthusiasm exists but their grades are still low and it is seen that students are more likely to score less (13 students) than very less (7 students). From this comparison, it appears that class VIII has an interest and enthusiasm for learning English but is still shy. From this assumption, researchers continue this research, hoping that students in learning procedure text get optimal grades according to the target.

Table 2. Tabulation of Pre-Cycle Test Score Results

Learning Perfection	Student Learning Success		Flat – Flat Test Value	
	Number of students	Percentage	Top marks	Lowest score
Due	11	35 %	80	
Incomplete	20	65 %		45
Total	31	100 %	Average	60

Table description describes student learning success and the average student test score is very low, not in accordance with the target to be achieved, which is in accordance with the English KKM score of 70. Students who completed as many as 11 students (35%) with the highest score of 80 while students who did not complete as many as 20 students (65%) with the lowest score of 45, so the average is around 60. This means that it has not reached the KKM value. Therefore, to increase student achievement, a learning method is needed to increase student achievement.

Description of Cycle I

The learning strategy used in this classroom action research is a learning strategy *procedure text* through the PjBL model. In cycle I it contains planning, action, observation and reflection.

a) Planning

The steps arranged for this learning are in accordance with the application of the procedure text learning strategy through the PjBL model, including arranging a delivery method that is in accordance with the procedure text learning strategy through the PjBL model, preparing a learning theme and finally preparing an evaluation sheet. With planning, it is expected to provide increased results

b) Action

Once the plan is drawn up, the next step is to implement the plan. The students are given a *pretest* to find out the initial understanding. Then carry out learning. The material that has been prepared by the teacher is delivered in front of the class and students record the material in each student's book for later discussion. Furthermore, students are given the task to practice directly the material delivered and discussed by students.

c) Observation

According to the observations made during

students who need adaptation to receive this learning strategy. There are some students who are less active. The average student who is less good depends on students who are smart and more often just passive and only see what friends do.

d) Refleksi

Reflection of this learning strategy can be said after observation during the delivery of class material. After the teacher finished delivering the material, many students were confused because they had never done this before. There were still many students who did not understand what was done in this learning process, how the process was, many students played around because they did not know what was done, many students asked the teacher.

Table 3 Test Results Cycle I

Interval	Kategori	Frekwensi	Persentase
90 – 100	Satisfactory	—	—
80 – 89	Good	3	10 %
70 – 79	Enough	15	48 %
60 – 69	Less	9	29 %
<50	Very Lacking	4	13 %
Total	31	100 %	

It can be seen in table 3 that the test scores obtained by students have improved with the PjBL model, even though students who get *satisfactory* scores do not exist. With the PjBL model, approximately 3 students (10%) who get *good* grades, while enough grades still dominate which is around 15 students (48%) while students who get less scores as *many as 9 students (29%)* and students who get very less scores have *decreased although reduced slightly, 4 students (13%)*.

Table 4 Tabulation of First Cycle Test Score Results

Ketuntasan Learn	Student Learning Success		Flat – Flat Test Value	
	Numbe r of student s	Perce ntage	Top marks	Lowest score
Due Incomplete	18	58 %	85	-
	13	42 %	-	50
Sum	31	100 %	Rata- Rata	70

The table above is: as many as 31 students of class IX-B, only 18 students (58%) who got a complete score above KKM which is 85 while 13 students (42%) who are still incomplete with a score below KKM which is 50. If averaged – the average is worth 70. So that the first cycle is still **quite a category**, therefore, researchers continue to cycle II.

Description of cycle II

In cycle II, the process of learning procedure text with the PjBL model has increased, but because cycle I the average value is still sufficient and not optimal, researchers do cycle II.

a. Planning

Planning in cycle II adds learning materials. The teacher prepares the next material that will be taught to students. The addition of this teaching material is in the form of making *procedure text* cardboard using animation.

b. Action

After students are given assignments, they carry them out on their own. Students understand and understand about the task given.

c. Observation

The results of observations when working on the text of the procedure, many students cooperate with

each other and teach each other, so that they can be used as evaluation teachers by the teacher. Teachers also give rewards in the form of praise to students if the tasks they carry out are in accordance with the assessment indicators given. Then for students who get low scores, teachers and students who get high grades help students who get low scores.

d. Refleksi

In making the text of the procedure in the form of food / drink, the students were enthusiastic in the learning.

Table 5 Test Cycle II Results

Interval	Katagori	Frekwensi	Percentage
90 – 100	Satisfactor y	9	29 %
80 – 89	Good	20	65 %
70 – 79	Enough	2	6 %
60 – 69	Less	-	-
< 50	Very Lacking	-	-
Total		31	100 %

Table 5 has improved considerably from table 4.5, meaning that in the previous cycles there was still very little improvement, but in the second cycle it has increased once with the following grades: students who got *satisfactory* scores as many as 9 students (29%), students who got good grades as much as 20 (65%) and students who got *enough* scores only 2 students (6%) while none of the students got *less* scores even *very less*.

Table 6 Tabulation of Cycle II Test Score Results

Ketunt asan Learn	Student Learning Success		Flat – Flat Test Value	
	Numbe r of student s	Perce ntage	Top marks	Lowest score

Tuntas	31	100 %	95	-
Incomplete	-	-	-	75
Sum	31	100 %	Rata Rata -	85

From these data, all students of class IX-B succeeded with satisfactory grades, not one student was incomplete, all of them were completed with the highest score of 95. With an average value of 85 so that cycle II is categorized **good**. The value achieved is optimal and achieved

Table 7 Recapitulation Comparison of pre-cycle, cycle I, II, III test scores

Interval	Katagori	Frequency percentage /		
		Pre cycle	Cycle I	Cycle II
90 – 100	Satisfactory	-	-	9
80 – 89	Good	1	3	20
70 – 79	Enough	10	15	2
60 – 69	Less	13	9	-
< 50	Very lacking	7	4	-
Sum		31	31	31

Looking at the data comparing test scores and comparing student learning outcomes, researchers can conclude that learning procedure text with the PjBL model has improved.

DISCUSSION

During this study, researchers stated that learning procedure text with the PjBL model can improve the learning outcomes of VIII students, especially in mastering English. As for this discussion, researchers will discuss, among others:

1. The learning process at the time of initial conditions (pre-cycle)

The initial condition of the learning achievement results of grade VIII students of Eka Pendawa Sakti Private Junior High School, especially English subjects did not meet the desired standards or in other words the students' learning outcomes were still lacking. After the teacher conducted a written test in the form of daily tests for English subjects at that time with the theme of *procedure text*, grade VIII students obtained very low scores. Looking at the results, 31 grade VIII students did not get satisfactory grades, 3% got good grades, 32% got enough marks, 42% got less marks and 23% got very less marks. The average in the pre-cycle is about 60 very low results from the KKM value.

2. First cycle learning process

Students are familiar with procedure text, but with the PjBL model they are still too difficult to follow the process. After the researcher explained, the students understood because during their study they were already doing in their daily lives but they did not know what the name of the model was. In cycle I, researchers have used the PjBL model but have not yet obtained optimal values. It can be seen from the results of the values obtained, among others. Not a single student got a satisfactory grade. 10% got good grades, 15% got enough grades, 29% got less marks and 13% got very less marks. The average value in cycle I is around 70 and cycle I is still in the sufficient category.

3. Cycle II learning process

The basic understanding of the procedure text is good. During the teaching and learning process, students are active, students are focused and willed which is why there is an improvement. In the process of learning procedure text students are no longer shy or awkward, students are very creative because students create an easy way to

make procedure tests in a way that is told, they demonstrate procedure text in animated form.

The results of research in cycle II, about procedure text increased and got optimal values. The grades obtained are as follows: 29% of students obtained satisfactory grades. 65% good value, enough value 6%, while for less or very less zero value. The average score in cycle II is 85 with a good category.

4. Research Results

From the results of this classroom action research, starting from pre-cycle, cycle I to cycle II there has been a significant improvement in student learning outcomes. This increase brings positive changes to students, especially in English subjects. In the end, the use of the PjBL model is able to improve students' ability to learn *procedure* text for grade VIII students of Eka Pendawa Sakti Private Junior High School for the 2022-2023 school year.

CONCLUSION

Table 8 Recapitulation Comparison of pre-cycle, cycle I, II, III test scores

Interval	Katagori	Frequency / percentage		
		Pre cycle	Cycle I	Cycle II
90 – 100	Satisfactor y	-	-	9
80 – 89	Good	1	3	20
70 – 79	Enough	10	15	2
60 – 69	Less	13	9	-
< 50	Very lacking	7	4	-
Sum		31	31	31

Based on table 8 above, it can be concluded from the initial condition to cycle II From the results of this class action research, starting from pre-cycle, cycle I to cycle II there has been a significant improvement in student learning outcomes. This

increase brings positive changes to students, especially in English subjects.II

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