

The Effect of Project Based Learning Model on Learning Outcomes of Pancasila and Civic Education of State Vocational High School Students 1 Rambah, Rokan Hulu Regency

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Abstract

The use of less effective and efficient learning methods (conventional learning methods) with low student participation has an impact on student learning outcomes, low student interest in learning, students have difficulty concentrating in listening to explanations of material presented by the teacher. The purpose of this study was to determine the learning outcomes of PPKn students who were taught using a project-based learning model (PJBL) and without using a project-based learning model (PJBL) and to determine whether there was any influence of project-based learning models on student learning outcomes. This type of quantitative research is a quasi-experimental design with a pretest-posttest control group design. Data collection techniques are observation, tests and documentation. The population is class XI with a sample of 70 students. Obtained $t_{count} = 5.926 > t_{table} = 199547$, so there is an influence of the Project Based Learning learning model on student learning outcomes

Keywords: Influence, Project Based Learning, Learning Outcomes



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INTRODUCTION

Project Based Learning is an innovative learning model, and emphasizes contextual learning through complex activities. This learning model is designed so that students can carry out investigations of factual problems including deepening a learning material, and carrying out meaningful assignments. Encouraging students to work independently in building learning, and producing a real masterpiece. (Kokom Komalasari, 2013: 70). One of the subjects given in formal education units to foster students' attitudes and morals so that they have positive character and personality in accordance with Pancasila values, namely the Pancasila and Citizenship Education (PPKn) subject which is expected to be able to build an attitude of nationalism, have a national insight, a sense of unity in defending the Indonesian nation to become better so as to realize the goal of forming good citizens. (Maulana Arafat, 2018:24).

Based on the results of pre-research observations that researchers conducted at SMK Negeri 1 Rambah, especially in class XI AMP and XI TAV, researchers found problems when Civics learning took place in class. Researchers focused on the problem of low reading interest resulting in students not understanding the material well. When the teacher did the apperception, students answered arbitrarily and many students did not want to give a response even though the questions asked were basic questions from the material that had been presented before. The next problem is the low focus of students on learning, seen when the teacher is explaining the learning material, many students pay less attention which results in students not understanding the subject matter. Students tend to participate less in learning, when carrying out learning activities many students do not dare to express opinions, when

provoked by the teacher with questions many of the students are able to answer but do not dare to offer themselves to answer these questions. These problems arise because of the way the teacher delivers material using the lecture method which results in students not paying attention and quickly feeling bored. Coupled with the rote Civics subject matter, it is less interesting for students to listen. According to some students during pre-research interviews conducted by researchers, students tended to dislike Civics lessons. According to students, PPKn is a subject with too much material and memorization, which makes students often feel bored

RESEARCH METHODS

This type of research is a quantitative research with a quasi-experimental design with a pretest-posttest control group design. This study used data collection techniques, namely observation, testing and documentation. The research instrument used test sheets aimed at students and observation sheets to see teacher activity. The population in this study was class XI SMKN 1 Rambah with a sample of 70 students.

RESEARCH RESULTS AND DISCUSSION

In the early stages the researcher held a pre-test to determine students' initial abilities before using the Project Based Learning learning model by providing the questions that had been provided. The following is the level of achievement of student learning outcomes in the pre-test research stage.

Table 1. Distribution of Class XI AMP Student Learning Outcomes Pre-test Results for Class XI AMP

Value Intervals	F	Relative Frequency
31-40	2	5.7%
41-50	4	11.5%
51-60	9	25.7%
61-70	11	31.5%
71-80	8	22.8%
81-90	1	2.8%
91-100	0	0.0%
Total	35	100%

Source: Processed Data 2023

Based on the data contained in Table 1, it was obtained that the student learning outcomes with the highest score were 11 with a percentage of 31.5%. Then there are 26 students who have scores below the KKM standard. While students who scored above the KKM were 9 students. Based on these data, the average value of student learning outcomes is 64.28 at the pre-test stage with a variance value of 123.739. So it can be concluded that the knowledge of class XI AMP students needs to be improved.

Table 2. Distribution of Student Learning Outcomes for Class XI TAV Pre-test Results for Class XI TAV

Value Intervals	F	Relative Frequency
31-40	1	2.8%
41-50	6	17.5%
51-60	9	25.7%
61-70	7	20.0%
71-80	11	31.5%
81-90	1	2.8%
91-100	0	0.0%
Total	35	100%

Source: Processed Data 2023

Based on the data in Table 2, there were 23 students who scored below the KKM standard. While students who scored above the KKM consisted of 12 students. Then, based on these data, the average value of student learning outcomes is 63.57 at the pre-test stage with a variance of 144.958. So it can be concluded that the knowledge of students in class XI TAV needs to be improved.

Table 3. Distribution of Student Learning Outcomes in the Post-Test Stage in the Experimental Class

Value Intervals	F	Relative Frequency
31-40	0	0%
41-50	0	0%
51-60	0	0%
61-70	2	5.7%
71-80	20	57.1%
81-90	11	31.5%
91-100	2	5.7%
Total	35	100%

Source: Processed Data 2023

Based on Table 3, it was obtained the achievement of student learning outcomes with the highest score of 57.1% with a total of 20 students. Based on these data there are students who have scores below the KKM standard as many as 2 students. While students who scored above the KKM standard were 33 students. Then the average value of student learning outcomes was obtained as much as 80.86 at the post-test stage with a variance of 46.30. So it can be concluded that student scores in class XI TAV after using the Project based learning learning model experienced an increase in learning outcomes in terms of knowledge.

Table 4. Distribution of Student Learning Outcomes in the Post Test in the Control Class

Value Intervals	F	Relative Frequency
31-40	0	0%
41-50	3	8.57%
51-60	8	22.8%
61-70	14	40%
71-80	6	17.14%
81-90	4	11.42%
91-100	0	0%
Jumlah	35	100%

Source: Processed Data 2023

Based on the data obtained in Table 4 above, there were 25 students who scored below the KKM standard, while 10 students got scores above the KKM. Then, the average value of student learning outcomes was obtained, namely 68.14% with a variance value of 114,831. Based on this, it can be concluded that the learning outcomes of class XI TAV students using the conventional learning model are below the KKM standard.

Table 5. Pre-Test and Post-Test Normality Test

Tests of Normality							
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning outcomes Student	Pre-Experimental Test (PJBL)	0.172	35	0.011	0.950	35	0.115
	Post-Experimental Test (PJBL)	0.205	35	0.001	0.907	35	0.006
	Control Pre-Test (Conventional)	0.153	35	0.036	0.959	35	0.211
	Post-Test Control (Conventional)	0.145	35	0.059	0.944	35	0.075

a. Lilliefors Significance Correction

Source: Processed Data 2023

Based on the data above, the results of the pre-test in the experimental class obtained a significance of $0.115 > 0.05$ and the results of the pre-test in the control class obtained a significance of $0.211 > 0.05$. Then the post-test results for the experimental class obtained a significance of $0.06 > 0.05$, whereas in the control class the significance was $0.07 > 0.05$, which indicated that the pre-test and post-test results for the experimental class and controls are normally distributed.

**Table 6. Sample Independent Test t Test
Independent Samples Test**

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning outcomes Student	Equal Variances assumed	4.640	0.035	5.926	68	0.000	12.714	2.146	8.433	16.996
	Equal variance not assumed			5.926	57.584	0.000	12.714	2.146	8.419	17.010

Source: Processed Data 2023

$$\begin{aligned}
 t_{table} &= \alpha : n - k - 1 \\
 &= (0.05/2 ; 70-1-1) \\
 &= (0.025 ; 68) \\
 &= 1.99547
 \end{aligned}$$

Based on the distribution percentage point table in the attachment, it is known that $t_{table} = 1.99547$ and based on this it can be seen that $t_{count} = 5.926 > t_{table} = 1.99547$, the hypothesis in this study is accepted, namely H_a is accepted and H_o is rejected which means that there is an influence of the Project Based Learning Learning Model Against the Learning Outcomes of Civics Students at State Vocational School 1 Rambah Rokan Hulu.

Table 7. Observation Results of Teacher Activities in Experimental Classes

Activity	Meeting 1	Meeting 2	Average	Percentage
The teacher opened the lesson by greeting	4	5	4.5	90%
The teacher checks student attendance by using the attendance list	4	4	4	80%
The teacher held apperception activities by providing motivation to learn to students	5	5	5	100%
The teacher conveys the scope of the material and explains the description of learning activities	5	5	5	100%
The teacher gives an explanation of the learning objectives	4	5	4.5	90%
The teacher explains to students directions related to studying the legal and judicial system in Indonesia	4	4	4	80%
The teacher divides students into small heterogeneous groups	4	4	4	80%
The teacher gives an explanation related to the learning material to be studied	5	5	5	100%
The teacher gives projects to students to work on in groups	4	5	4.5	90%
The teacher carries out learning using the Project Based Learning model	5	5	5	100%
Teachers use learning media that are appropriate to the material and learning objectives	4	4	4	80%

The teacher has guided as well as become a facilitator in learning activities	5	4	4.5	90%
The teacher gives students written test questions at the end of the lesson	4	5	4.5	90%
The teacher provides opportunities for students to ask questions about the material being studied and provide responses or responses to student questions	5	5	5	100%
The teacher guides students to conclude the learning that has been done	4	5	4.5	90%
The teacher gives reinforcement of the conclusions of learning material	4	4	4	80%
The teacher closes the lesson	4	4	4	80%
Total			4.5	89%

Table 8. Student Observation Results in the Experimental Class

Activity	Meeting 1	Meeting 2	Average	Percentage
Students pay attention to the teacher in explaining the material presented	4	4	4	100%
Students are able to filter the information conveyed by the teacher	4	4	4	100%
Students take part in learning using the Project Based Learning model	4	4	4	100%
Students work on projects that have been given by the teacher	4	4	4	100%
Students work together with a group of friends that have been formed	3	4	3.5	75%
Students ask questions and express opinions during learning activities or discussions in groups	4	4	4	100%
Students answer questions posed by other groups regarding the material being discussed	4	4	4	100%
Students conclude learning material	3	3	3	65%
Students work on written test questions at the end of learning to get learning outcomes	3	4	3.5	75%
Total			3.8	91%

Discussion

Based on the results of testing the hypothesis on the research results obtained $t_{count} = 5.926 > t_{table} = 1.99547$ which indicates that the use of the Project Based Learning learning model has an influence on student learning outcomes marked by changes in student learning outcomes that have been applied by researchers to students in class XI TAV 1 Rambah Rokan Hulu which in the process of its application students follow the learning stages of Project Based Learning in accordance with the instructions given by the researcher. After applying this learning model, students experience improvements and changes in learning outcomes compared to before using this learning model. This is evidenced by the results of observations on student activity when the learning process took place and the results showed an increase in each meeting with a percentage of 80.40% at the first meeting and 96.1% at the second meeting.

The results of this study are in line with the results of research found in previous studies. One of them is research conducted by Hutapea & Simanjuntak (2017: 54) with the results of the study that the use of project based learning learning models has an influence on the learning outcomes of high school students with an average score of 84 at the first meeting and 90 at the second meeting. Then Hutapea & Simanjuntak also emphasized that a significant influence on learning outcomes is obtained from various activities by developing them

through observation, asking questions, conducting experiments and investigations, reasoning, and communicating with the aim of being able to obtain various information so that students' interest in learning increases and the teaching and learning process be fun and students can understand the material in accordance with learning objectives and have an impact on student learning outcomes.

Then based on table 4.5 there were 20 students who got a score of 80, as many as 11 students who got a score of 90 and as many as 2 students who got a score of 100. The achievement of these learning outcomes can occur due to the use of this project-based learning model consisting of the principles development that can foster various soft skills, one of which is being able to solve problems, increase creativity, innovation, ability in teamwork and have communication and presentation skills so that students can work independently with the burden of responsibility for each individual in the study group (Noviyana, 2017 : 113). Then Fahrezi et al., (2020: 409) also stated that the use of the project based learning learning model has advantages, one of which is increasing student motivation, increasing skills in managing learning resources, providing stimulation to students in organizing a project, train students in time management and can create a pleasant learning atmosphere so that this learning model is effective and efficient to apply in improving student learning outcomes.

Based on this and sourced from the data obtained, it can be concluded that conventional learning methods are less effective for applying to Civics learning so that based on the results of this study learning methods using the Project Based Learning model are effective for applying to the learning process to improve student learning outcomes. This is also supported by the results of research conducted by Relmasira et al., (2019: 290) in which he stated that the use of the Project Based Learning learning model has an effect on student motivation and learning outcomes and when compared to the achievement of student learning outcomes using the model Project Based Learning is higher than the achievement of student learning outcomes using lecture models or conventional methods.

CONCLUSION

Based on the observation sheet of teacher activity at the second meeting and meeting, an average percentage of 89% was in the "Perfect" category. The learning outcomes of class XI TAV students who used the Project Based Learning learning model with material on the Legal and Judicial System in Indonesia obtained grades an average of 80.86 with the highest score of 95 and the lowest score of 70. The learning outcomes of XI AMP students as a control class using conventional learning models with material on the Legal and Judicial System in Indonesia obtained an average score of 68.14, with the highest score of 90 and the lowest score is 50. The highest student learning outcomes are obtained by the experimental class using the Project Based Learning learning model with an average score of 80.86 while the student learning outcomes in classes using conventional learning models as the control class obtain an average value 68,14.

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