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THE EFFECT OF PROJECT BASED LEARNING MODEL ON STUDENTS LEARNING OUTCOME OF ELEMENTARY SCHOOL

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ABSTRACT

This study aims to reveal the Effect of Project-Based Learning Model on Learning Outcomes in Grade V students of SD Kartika 1-11 Padang Timur. The type of research used is a quantitative approach in the form of Quasi Expansion Design. The population in this study were all fifth grade students of SD Kartika 1-11 Padang Timur with samples of the VE class as experimental class 1 and VB as the control class. Sampling is done by probability sampling technique with a type of proportional stratified random sampling. Data analysis techniques through student learning outcomes tests. The hypothesis is proposed using the t test formula. The results showed that there was the influence of Project-Based Learning Model on Learning Outcomes in the experimental group that took science learning using the Project Based Learning model for the control group students taking science learning using a conventional model with an average learning outcome test in the experimental class at 72.92 pretest and posttest 87.58 and the average learning outcomes test for control class students at pretest 63.13 posttest 71.04.

Keywords: Project Based Learning Model, Learning Outcome

INTRODUCTION

Education in Indonesia continues to be comprehensive in all fields. For example, in the curriculum field in accordance with the times, the curriculum as the main guideline for education changes periodically to achieve perfection until now, the 2013 curriculum is implemented. The 2013 curriculum in its planning uses an integrated thematic approach, and its implementation uses a scientific approach, in accordance with regulations (Hermon, 2015). Minister of Education and Culture (Permendikbud) Number 81A in 2013 concerning the Implementation of the Curriculum.

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In elementary school, the implementation of the 2013 curriculum in Elementary Schools (SD) has always undergone a change towards perfection. Finally, it was regulated by Permendikbud 2016 Number 20 concerning Standards of Competency for Graduates, Number 21 concerning Content Standards, Number 22 concerning Process Standards, Number 23 concerning Standard Assessment, Number 24 concerning Core Competencies and Basic Competencies. In Permendikbud Number 22 Year 2016 mandates that the implementation of learning in SD is strengthened by the application of Project-Based Learning (PjBL) models, Problem-Based Learning (PBL) and Discovery / Inquiry Learning (DL/IL) (Permendikbud, 2016).

PjBL is a learning model that produces a product. This is similar to Sani (2015) explanation that PjBL is a learning model that has long-term activities by involving students in designing, making, and displaying products to overcome real-world problems so as to develop students' abilities in planning, communicating problem solving and making decisions. The goal introduced from project-based learning is that students can design and create works with high creativity (Hermon and Dalim, 2006; Amini, 2015). Therefore, learning activities are tailored to the characteristics of the PjBL, which focuses on important concepts, learner-centered learning, realistic projects, constructive inquiry, product production, related real problems, and the investigation process (Hermon and Dalim, 2005; Sani, 2015). In the end, PjBL can develop students' scientific attitudes.

Learning outcomes are the main things in learning, whether they are results that can be measured directly with letters and numbers and learning outcomes that can be seen in their application in daily life. It consists of understanding concepts (aspects of knowledge), process skills (aspects of skills), and attitudes of students (aspects of attitude) (Rahmi, 2017). Good learning outcomes can be influenced by the learning model taught by the teacher.

METHOD

The type of research used is a quantitative approach in the form of Quasi Expansion Design. The population in this study were all fifth grade students of SD Kartika 1-11 Sub district of Padang Timur with samples of VE class as the experimental

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class and VB as the control class. Sampling is done by a multilevel random proportional type probability sampling technique. Research data was collected through pretest and posttest student learning outcomes. The hypothesis is proposed using the t test formula.

RESULTS AND DISCUSSION

The results of this study will describe the description of the data "Effect of Project-Based Learning Model on Learning Outcomes of Grade V Elementary School Students. Learning outcomes test data from two sample classes were obtained before and after learning using Project-Based Learning models and Conventional Models. In the experimental class, students who taking part in the learning outcomes test amounted to 20 students, and the control class amounted to 20 students. The experimental class student learning outcomes test was higher than the average control class student learning outcomes test. The average experimental class student learning outcomes test was pretest, 72, 92 posttest 87.58 and the average student learning outcomes test in the control class was pretest 63.13 posttest 71.04 The maximum score t The results of student learning outcomes in the experimental class were pretest, 90 posttest 100 and the maximum score of the learning outcomes test in the control class is a pretest 80 posttest 90. The minimum score of the learning outcomes test in the experimental class is the pretest, 50 posttes 70 and the score the minimum test of student learning outcomes in the experimental class 2 is the pretest 45 posttest 40.

The requirements analysis test was conducted to see conclusions about the data obtained from fifth grade learning outcomes tests in both sample classes. Before conducting a hypothesis test, the data normality test is done manually first. Testing the first hypothesis in this study uses the t-test. From the distribution list t with a significance level of 0.05 and 0,000 tail 2. Based on the above calculation it turns out the value of the sign. <0.05, then H0 is rejected H1 is accepted. It can be concluded that there is an influence in the learning outcomes of students in the experimental group who attended science learning using Project-Based Learning Model for control group students after learning science using conventional models.

Based on the results of the study, it can be seen that the learning outcomes of students in the experimental class taught using the Project-Based Learning model are

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higher than those of the control class students taught by conventional models. This can be seen from the results of data analysis reinforced by the results of testing the first hypothesis using the t test which obtained the combined variance of the two samples, 179,322 for the real level $\alpha = 0.05$ dk 40, so that the resulting t count is 4.503. While the table obtained is 2,086. Because t count is greater than t table, then H0 is rejected and H1 is accepted. This means that student learning outcomes taught with the Project-Based Learning model are better than student learning outcomes taught with conventional models.

CONCLUSION

There is the influence of the Project Based Learning model on Learning Outcomes of students in the experimental group who took science learning using the Project Based Learning model for students in the control group after learning science using conventional models. Based on the conclusions above, some suggestions can be made to improve learning outcomes, including: (1) for teachers to be able to use the Project-Based Learning model in the fifth grade science learning process in elementary schools, because the application of science-based learning projects can improve student learning outcomes, (2) for principals as information in fostering teacher personnel in making a positive contribution to improving the learning process and (3) for other interested researchers who are expected to be able to conduct further research by being able to anticipate the obstacles that occur.

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