

Improving Students' Learning Motivation Using Project Based Learning Models by Optimizing Technology Through Video Media in History Subjects

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Article Info

Article history:

Received : 06 March 2024

Publish : 19 March 2024

Keywords:

Learning Motivation, Models, Technology, Video Media

Abstract

This research aims to increase students' learning motivation using the Project Based Learning (PjBL) model by optimizing technology through video media. The method used in this research is Classroom Action Research with a descriptive qualitative approach. The subjects of this research were 30 students in class XI 1 of SMA Negeri 1 Kayangan. This explains that optimizing the use of video media technology in learning can increase students' learning motivation as seen from the implementation of learning as seen from the results of observations and evaluations in cycle II. Based on the evaluation results of students who achieved the Minimum Completeness Criteria (KKM), namely before implementing the PjBL learning model, there were 12 students out of the total number of students with an average percentage of 73.83%. Meanwhile, after implementing the PjBL learning model, there was an increase reaching an average percentage of 84.33%, consisting of 26 students who had reached the KKM.

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1. INTRODUCTION

The development of science and technology is a component that cannot be separated even today. This development is progressing so rapidly, in fact, every country is competing to create the latest innovations to be able to compete with other countries. To support this, of course quality human resources are needed. Quality human resources can be produced through education. Quality resources will determine the quality of personal, community and national life in order to overcome the problems that occur in society today and in the future. Therefore, progress in the field of education is very important to achieve progress in the field of education which cannot be separated from students who have high learning motivation.

Motivation is an urge that arises in a person consciously or unconsciously to carry out an action with a specific goal. Motivation can actually be seen as a basis for achieving success in various aspects of life through increasing ability and will. [1] said Motivation is an internal condition or status (sometimes defined as a need, desire, or desire) that directs a person's behavior to actively act in order to achieve a goal. Gray (Winardi, 2002) added that motivation is a number of processes, which are internal or external to an individual, which cause enthusiasm and persistence in carrying out certain activities. In the world of education, motivation is very important, especially in learning. Motivation in learning can make it easier for students to accept the material being studied and can achieve the expected goals.

Learning is a process of changing behavior, meaning that a person is said to be learning if he can do something that has never been done before. [2] stated that learning is a series of physical and mental activities to obtain a change in behavior as a result of individual experience in interaction with the environment regarding cognitive, affective and psychomotor skills. In learning, students experience the process from not knowing to knowing.

[3] revealed that learning is a process of change, namely changes in behavior as a result of interactions between oneself and the environment in meeting one's life needs. In order to achieve the planned learning objectives in the learning process, it is necessary to instill and provide strong learning motivation to students.

A teacher needs to foster students' learning motivation to obtain optimal learning results. Teachers are required to be creative in generating students' learning motivation. according to [4] motivation to learn has the following indicators: a) Perseverance in facing tasks, b) Tenacious in facing difficulties (not giving up quickly), c) Showing interest in various adult problems, d) Preferring to work independently, e) Quickly gets bored with routine tasks, f) Can defend his opinion. Based on the opinion above, motivation can be interpreted as a person's strength (energy) which can generate a level of willingness to carry out an activity. Therefore, it is very important for a teacher to increase motivation in learning if it is combined with technological developments with interesting learning media, one of which is using technology-based learning media. The existence of technology is currently considered very important in human life as a support in carrying out various activities both in carrying out work and in terms of education. Educators can use technology as a learning medium or mediator in conveying knowledge to students. According to [5] the use of Information and Communication Technology (ICT) has several functions such as making it easier for teachers in administrative work, helping package teaching materials, increasing knowledge, helping the learning process. Apart from that, Information and Communication Technology (ICT) can help teachers in determining what media are suitable for use in the learning process according to the subject and characteristics of students, and can help teachers in creating active and interesting learning at school. In creating the intended learning, teachers are required to be more creative in packaging learning with the help of interesting learning media, such as the use of audio-visual media such as video. A video is a series of moving images or writing filled with sound to form a plot that has special messages in it in order to achieve certain goals, Arsyad, (Rusman, 2011). Meanwhile, interactive learning videos contain practical material and are packaged as attractively and creatively as possible so that the material can be easily understood by students. Niswa (2013) explains that by giving videos to students, just by seeing and hearing the video, it can stimulate students' interest in learning, support deepening of the material and make students more independent. The use of video media is very important to stimulate, develop students' creativity in more motivated and enjoyable learning, for this reason it must be supported by a learning model that is appropriate to the characteristics of the material such as the use of the Project Based Learning (PjBL) learning model.

The Project based learning (PjBL) learning model is a learning model that makes students the subject or center of learning, emphasizing the learning process which has an end result in the form of a product. This means that students are given the freedom to determine their own learning activities, work on learning projects collaboratively until results are obtained in the form of a product. According to Satoto Endar Nayono, et al., (2013:341) Project Based Learning (PjBL) is a learning designed for complex problems where students carry out investigations to understand them, emphasizing learning with long activities, the tasks given to students are multi-faceted. disciplined, product oriented. Learning will create projects and student activity will increase and be active.

2. RESEARCH METHOD

The method used in this research is the Classroom Action Research or PTK method with a qualitative approach. Classroom Action Research is research carried out by teachers in the classroom by designing, implementing, reflecting on actions. The presence of the researcher as a teacher in the class is a permanent teacher and is carried out as usual, so that students do not know that they are being researched. In this way, it is hoped that data will be obtained that is as objective as possible for the validity of the required data. according to (Bahri, in [6] states that classroom action research is an activity carried out to observe events in the classroom to improve practice in learning so that the process is of higher quality so that learning outcomes are better.

Classroom Action Research (PTK) was carried out at SMA Negeri 1 Kayangan, North Lombok Regency. On January 24 2024. Education Road, Kayangan Village, Kayangan District, North Lombok Regency, West Nusa Tenggara Province. Implementation of Classroom Action Research (PTK) was carried out in the second cycle. Each meeting takes 2 x 45 minutes. Research carried out according to the lesson schedule.

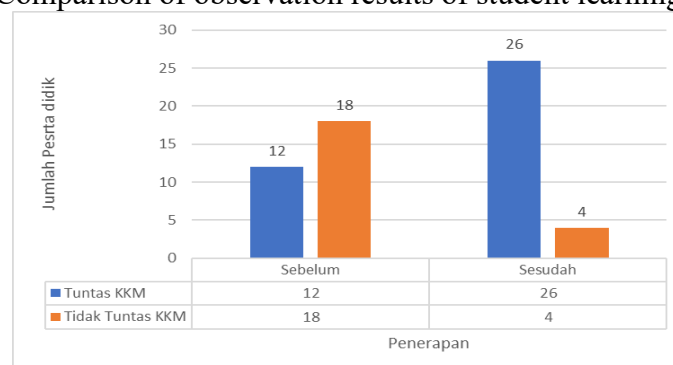
3. RESULTS AND IMPLEMENTATION

Based on the implementation of classroom actions during cycle 2 which was carried out in 2 meetings, data was obtained that out of 30 students, 26 reached the KKM and 4 students did not reach the KKM with an average of 84.33%. This can show that students' learning motivation has increased as seen from the results of evaluations and assignments to make learning video projects. Increased learning motivation and creativity of students is known through the application of the Project Based Learning learning model by optimizing technology through media and assignment of learning video projects. The results of observations regarding the application of the Project Based Learning learning model can be seen in the following table:

Table 1: comparison of observation results of student learning motivation

Description	Before	After
Complete KKM	12	26
KKM not completed	18	4
Average	73.83%	84.33%

Graph 1: Comparison of observation results of student learning motivation



Based on the table above, the percentage of observation results of students' learning motivation using the technology-based Project Based Learning (PjBL) learning model with

video media before implementation was 73.83% in the good category, while after implementation it reached 84.33% in the very good category. The results of observations of students' learning motivation using the technology-based Project Based Learning (PjBL) learning model with video media was 10.50%. The increase in student learning motivation is known from the results of student evaluations as follows:

Table 2: Student evaluation results before implementing PjBL

Number of students	Mark	Information
1 student	95	Complete
5 students	90	Complete
5 students	85	Complete
1 student	80	Complete
7 students	70	Not finished
5 students	65	Not finished
5 students	60	Not finished
1 student	50	Not finished
Average	73.83%	
The highest score	95	
Lowest value	50	

Graph 2: Student evaluation results

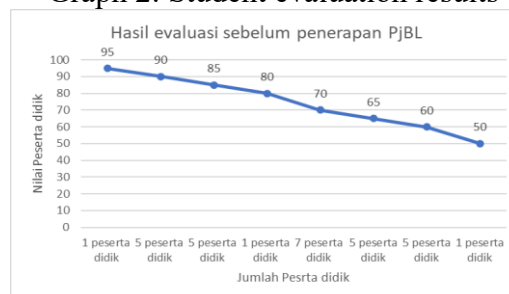
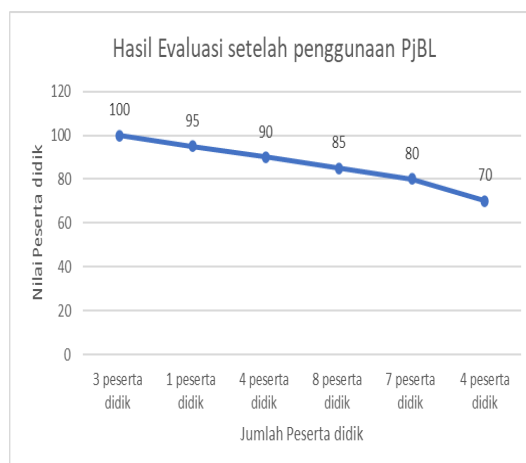


Table 2: Student evaluation results after implementing PjBL

Number of students	Mark	Information
3 students	100	Complete
1 student	95	Complete
4 students	90	Complete
8 students	85	Complete
7 students	80	Complete
4 students	70	Not finished
Average	84.33%	
The highest score	100	
Lowest value	70	

Graph 3: student evaluation results



Based on research that has been carried out, it is known that student learning outcomes in history learning through the application of the Project Based Learning (PjBL) learning model have increased. Based on this data, it is known that there were 12 students who had passed the KKM (Minimum Completeness Criteria) before implementing the PjBL learning model out of the total number of students with a percentage of 73.83%. After implementing the PjBL learning model, there was an increase reaching 84.33%, consisting of 26 students who had passed the KKM. Achievement of learning outcomes in the application of the Project Based Learning learning model has reached indicators of success because students experience completeness in learning.

DISCUSSION

The use of a technology-based Project Based Learning learning model with video media in history learning makes history learning more meaningful, fun, and brings out students' activeness and creativity because the Project Based Learning learning model involves students playing an active role in finding answers to problems, creating projects through thought and discussion processes. The Project Based Learning learning model focuses on active and creative students both mentally and physically. The mental activities carried out in the Project Based Learning learning model can make learning meaningful and fun so that it is easy for students to remember. The Project Based Learning learning model can increase students' activeness and creativity, this is supported by the opinion of [7], Understanding concepts, thinking creatively and will give rise to critical thinking and produce products to solve existing problems.

When viewed from the results of observations, students' activities in learning history through the technology-based Project Based Learning learning model with video media have increased. From learning motivation there was an increase of 10.50%, while from the evaluation results there was an increase in KKM completion by 86.67%.

4.CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the application of the technology-based Project Based Learning learning model with video media in history learning in class XI 1 at SMA Negeri 1 Kayangan can improve student-centred learning. The implementation of the technology-based Project Based Learning learning model using video media has experienced increased results. The percentage of students' learning motivation increased by 13.34, while the evaluation results showed an increase in KKM completion by 30%. The lack of application of learning models in learning can affect students' motivation and learning outcomes so that in the future in teaching it is very important to apply learning models that suit the characteristics of students and the material being taught. By implementing a learning model such as Project Based Learning,

you can provide new learning to students who are more courageous in expressing opinions and answering questions, encouraging students to increase their creativity, paying close attention to anyone who is expressing an opinion, motivating students to be active by giving praise or appreciation to students, providing opportunities for students to freely express their opinions. Teachers are more intensive in guiding students.

Researchers provide several suggestions as follows: (1) In the learning process, learning models should be used that vary according to the characteristics of the students and the material so that they can create student-centered learning so that they can achieve the specified learning objectives, (2) Model Project Based Learning can be used by teachers as a variation of learning models as well as to increase student activity and creativity. (3) Teachers should diligently provide motivation and encouragement to students to be more enthusiastic in learning, (4) Teachers must also utilize available technology to support learning so that it can make learning more enjoyable. (5) For future researchers, they will conduct a more in-depth study on the application of the Project Based Learning learning model, and develop it further so that it can better increase students' activeness and creativity in learning.

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