

Differences In Student Learning Outcomes In The Educational Psychology Course Using The Project-Based Learning (PBL) Learning Model

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Abstract

The results of this study aim to determine the differences in student learning outcomes in the Educational Psychology course using the Project Based Learning (PBL) learning model. The research method is a quasi-experimental method. The sampling technique is simple random sampling. The sample is the Class I students of Class 2023 as the experimental class and the Class J students of Class 2023 as the control class. The data collection technique uses tests and non-tests. The instruments are multiple-choice objective tests and non-test instruments in the form of questionnaires. The data obtained were analyzed using prerequisite tests for normality tests and homogeneity tests. The results of the t-test that have been carried out with the SPSS program, obtained that the t-count value is greater than the t-table value, meaning that there is a significant difference in the learning outcomes of students in the experimental class and the control class, so it can be concluded that there is a difference in student learning outcomes in the Educational Psychology course using the PBL learning model.

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1. INTRODUCTION

Learning is a process of interaction or a reciprocal relationship between educators and students in the delivery of information or materials to achieve effective and efficient learning objectives. Problems in Indonesia include a lack of qualified human resources and the low quality of existing education. Several efforts have been made, including the provision of learning equipment in the form of books and learning facilities, training to improve educator competency, and curriculum development. The role of teachers as educators is essentially to facilitate the delivery of information in the form of materials to students.

One of the compulsory courses in the Physical Education, Health and Recreation Study Program is Educational Psychology. Interviews with PJKR students at Insan Budi Utomo University revealed that 83% of students lack interest in the Educational Psychology course. This is because they perceive Educational Psychology as having little relevance to the world of sports. This reality makes Educational Psychology courses seem less meaningful. It's not surprising that the learning outcomes of PJKR students, especially at Insan Budi Utomo University, are still relatively low. In each final semester exam, only 31% to 35% of students meet the Minimum Competency (KKM).

To improve learning outcomes in the Educational Psychology course at Insan Budi Utomo University, innovative learning methods are needed to foster active participation in the teaching and learning process. A stimulating learning environment is a key factor in encouraging students to engage with the material and interact with other students. This learning environment encourages students to share knowledge, both during discussions and when answering questions during presentations.

Improving learning outcomes that influence student activity can use learning models OF *PBL*. Therefore, the researcher wants to know the difference in learning outcomes of PJKR students at Insan Budi Utomo University in the Educational Psychology course using the learning model OF *PBL*.

2. RESEARCH METHODS

The research used a quantitative approach with an experimental research type (Moleong, 2015). The method is the descriptive method of *quasi-experimental*. The design used is *non-equivalent control group design* (Suharsini, 2010). The sample was some of the PJKR students. The sampling technique was simple *random* Sampling. The sample was 25 students from the Class I class of 2023 as the experimental class and 25 students from the Class J class of 2023 as the control class. Data collection techniques used tests and non-tests. The instruments were multiple-choice objective tests and non-test instruments in the form of questionnaires. The data were analyzed using the homogeneity prerequisite test of *Levene* and normality Of *Kolmogorov Smirnov* then tested with a t-test using the SPSS program.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

The results of the research can be seen in Table 1 below:

Table 1. Results of Hypothesis Test Calculation

Statistics	<i>Pretest</i>	<i>Posttest</i>
T _{count}	1,47	3,91
T _{table}	2,021	2,021
Results	H _a rejected	H _a accepted

In Table 1 above, the results *pretest* obtained a t-count is 1.47, and the t-table is 2,021; the t-value count is smaller than the t-table, so the null hypothesis (H₀) is accepted, and the alternative hypothesis (H_a) is rejected. This means that there is no significant difference between the results *pretest of the* experimental class and the control class.

In Table 1 above, the result post-test obtained a t-value count is 3.91, and the t-value table is 2,021. The t-value count from the results post-test is greater than t_{table}, so that the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted. This means that there is a significant difference between the results *posttest of the* experimental class and the control class. The average learning outcomes of students in the experimental class increased compared to the average learning outcomes of students in the control class.

Learning using learning media *PBL* can improve learning outcomes more significantly than conventional learning. The results of the normal gain test (*N-gain*) the experimental class is higher compared to the control class. In the experimental class, the value of 0.81 indicates a high category, while the value of 0.63 for the control class indicates a moderate category. Learning outcomes in the experimental class improved after conducting this learning of *PBL* compared to the increase in student learning outcomes in the control class.

3.2. Discussion

After the two classes were given different treatments of *PBL*, the average value of the two classes was different. Based on the results of the hypothesis test, the average value of *posttest* between the control class and the experimental class. The *t* value was obtained, count greater than the *t* value table, namely $3.91 > 2.021$, meaning there is an effect on improving student learning outcomes in Educational Psychology. There is a difference in the average value of the results post-test; students in the experimental class obtained an average score post-test higher than students in the control class. The results of this study are also supported by research (Marzekri, 2021) that the application of *PBL* can help parents and kindergarten teachers to teach and introduce the functions and names of body parts to children. Application *PBL* In learning about human anatomy, using digital smartphone media, it is easy to access anytime, anywhere, and provides effective and efficient learning information offline. (Nauko and Amali, 2020).

4. CONCLUSION

It is concluded that *PBL* can improve student learning outcomes in Educational Psychology learning.

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