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THE EFFECT OF PROJECT BASED LEARNING LEARNING MODELS ON THE LEARNING OUTCOMES OF PPKN VII GRADE STUDENTS SMP PGRI MUMBULSARI

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Abstrak: Project-based learning focuses on hands-on learning, real-life assignments, or at least integration of learning materials with the real life of everyday life. In fact, this learning model is a contextual education family and a learning model or approach, the development of project-based learningRecently, online or online learning has been carried out a lot in order to stop the spread of the corona virus. Online learning is intended to avoid direct contact between teachers and students and between students themselves with the intention of preventing transmission The respondents of this study were 65 students of class VII SMP PGRI Mumbulsari, and the research area was determined using a purposive sampling method. This research is a quantitative research with a causal design. Data collection tools use questionnaires, tests, and documentation as well as interview aids. The validity and reliability of the instrument and the degree of validity and reliability of the test. Instrumental analysis tests used: 1) Descriptive Test, 2) Normality Test, 3) Homogeneity Test. Test the hypothesis with: 1) t-test and 2) F-test. The research results show the following: 1) Signature value. From the project-based learning variable of 0.000, the result is a signal. > 0.05 means that there is a project-based learning model for learning outcomes, 2) signal value. From the online variable of 0.000, the conclusion is sig. > 0.05 means that there is an online learning model for learning outcomes, 3) The results of the Fcount 31,654 regression analysis obtained a signature. 0.000, because > 0.05, there are joint project-based learning and online learning models around student learning outcomes. The assumptions made in this study are that project-based learning and online learning can be applied properly in the teaching and learning process because they can affect learning outcomes.
Keywords: Project Based Learning, Online, Learning Outcomes

INTRODUCTION

Education has been interpreted in many studies as a conscious and planned effort that is linked to changes in both the realm of thinking and behavior. The importance of education has been widely understood by almost all nations of the world, including

Indonesia. Therefore, there are many innovations in education in order to form a dignified and progressive civilization. The long history of national education has always made improvements and updates to infrastructure, educational support, educator human resources, to the most phenomenal changes in the curriculum that have taken turns. These efforts are made in order to improve the quality of education nationally and as a whole.

Good education ideally supports the transformation of existing cultural values to be better, timely, or in accordance with developments in social science and technology. Such education more closely fulfills the desire to improve the personality, state and culture of the nation. Therefore, improvement in education needs to continue to be carried out by prioritizing the progress and integrity of the nation (Ridwan, 2013). Education plays a very important role in the growth and realization of the individual. Education is important and must be implemented in the context of efforts to improve people's living standards.

This education provides knowledge, skills, and the embodiment of attitudes and behavior in everyday life. The goal of general education is to provide an environment in which students can optimally develop their potential. One of the possibilities that can be developed through education is students' academic abilities in learning. Education is important and must be implemented in the context of efforts to improve people's living standards. This education provides knowledge, skills, and the embodiment of attitudes and behavior in everyday life.

In the world of education, different interactions between one another are possible. good interaction between educators and students, educators and other educators, and between students and other students. from the interaction of different forms, especially regarding intentional interactions, there is the term educational interaction. This educational interaction is an interaction carried out in a bond for educational and educational purposes.

Learning objectives are usually directed at one area of learning classification. Bloom divides learning into three domains, namely the cognitive, emotional, and psychomotor domains. So what determines the quality of human resources for students is the teacher himself. Because of the importance of the teacher's role, teachers as professionals are required to increase their professionalism, especially in conveying learning. Students must understand the transfer of knowledge from teacher to student and they must be given more opportunities to express their opinions.

At the implementation level, schools are an implementing unit of national education in which real educational processes can be found. Starting from the curriculum, learning tools, learning infrastructure to the learning process found in schools. The learning process has a high urgency because it will determine the success or failure of national education goals. In order for learning to be achieved as expected, it is necessary to analyze various elements of learning starting from learning theories, approaches, models, methods to learning strategies. These elements are then mixed and combined according to the content of the learning material and the competencies to be achieved.

Since elementary school, students are equipped to think logically, analytically, systematically, critically and creatively, and work together. The value of the test results can be seen from the observation of learning problems that arise among students at SMP PGRI Mumbul Sari, Jember Regency. Judging from the data on student academic achievement in that semester, 53.85% of students are still below the minimum integrity

standard (KKM) set by the school, which is 65. This can be seen from the low scores in mathematics. Many students score below 60.3 Problem-Based Learning (PBL) or Problem-Based Learning (PBM) is a model that is believed to facilitate student learning outcomes because learning is student-centered. Indonesia has implemented the 2013 curriculum since the 2013/2014 school year. The 2013 curriculum recommends using a scientific approach in all lessons, including learning mathematics. The scientific approach is student-centric, and learning in all subjects includes observational observation, questioning, information gathering, reasoning/association, and subsequent communication.

Based on the author's interview with one of the mathematics teachers at SMP PGRI Jember Mumbulsari Regency, many students experience math problems, which affect their poor mathematics learning outcomes. Coupled with the use of learning approaches that tend to make students reluctant in the education and learning process, students feel bored and less interested in taking lessons. Given the situation that occurs in the field, teachers need to use educational models and approaches in their teaching and learning process that can directly encourage students in the teaching and learning process they provide.

The learning design includes learning methods related to the elements, as previously described. One element of learning is a learning model that includes learning steps/syntax. One of the learning models is project-based learning (PBL), which is defined as project-based learning, experiential learning, real problem-based learning.

Project-based learning focuses on hands-on learning, real-life assignments, or at least integration of learning materials with the real life of everyday life. In fact, this learning model is a contextual education family and a learning model or approach, the development of project-based learning.

Learning innovation certainly also adapts to the ongoing conditions and situations, especially during the current Covid 19 pandemic. Recently, online or online learning has been carried out a lot in order to stop the spread of the corona virus. Online learning is intended to avoid direct contact between teachers and students and between students themselves with the intention of preventing transmission. Interesting indeed with the symptoms of online learning because of course there are many ways and learning processes that have changed from previous learning without going online.

Online or online learning is a learning resource that allows learners (students) to communicate, interact, or collaborate (directly/synchronously and indirectly) while physically or remotely (directly/synchronously and indirectly). connected to databases, experts/instructors, Direct/Asynchronous libraries) (Molinda, 2005: 182). Therefore, online learning is currently very relevant to the current learning situation and conditions. Project Based Learning (PBL) learning and online learning can be used as learning designs to improve learning outcomes or learning outcomes. Learning outcomes are learning outcomes or acquisitions after the learning process in both cognitive, affective and psychomotor forms (Sudjana, 2010). Learning outcomes in the form of cognitive, affective and psychomotor is a taxonomic domain initiated by Bloom and has become an international concertium. The simple meaning of learning acquisition in the form of cognition is called cognitive, behavior is called affective and skills are called psychomotor. In these three domains, the assessment is carried out in accordance with the desired competencies.

Therefore, the solution to the problems experienced by students is to choose the right learning model appropriately. For this reason, researchers will try it with the title "The Effect of Project-Based Learning Online Learning Models on PPKN Learning Outcomes in Class VII Students of SMP PGRI Mumbulsari.

METHOD

1. Research Design

This research is a type of causal quantitative research, namely research that seeks the influence of certain (independent) variables on other (binding) variables (Sugiyono, 2014). Then to apply it, this study uses a research model that contains procedures and methods for verifying the data needed to solve and answer research problems. In other words, the search form will provide instructions on how to perform the search. In general, this paper will investigate the impact of online and project-based learning (PBL) models on learning outcomes.

2. Population

Research involving all subjects is population-based research. The population in this study were students of class VII SMP PGRI Umbulsari, the subjects were considered as one unit (grade 2), so this research was a population study (Suharsimi, 2013), depending on: a) time, energy and funding capabilities of researchers. , b) the narrow scope of observation per subject, since this involves at least a large amount of data, and d) the measure of risk the researcher takes.

While random sampling was used in the selection of research locations, for the following reasons: a) the research location is a place of work/researcher training, b) the researcher knows well the hegemony of the abilities of each respondent/student and c) the research location has potential and a strategic location , and the city area.

Based on the considerations and limitations of these researchers, the SMP PGRI Umbulsari class was determined from the number of students in class VIIA and VIIB, with a total of 52 students.

3. Data Collection Methods

Methods of collection, verification, and reliability of research instruments use research instruments that meet the verification and reliability requirements to obtain scientific information, namely information that reflects the actual state of research variables, and research results. That actually can be explained legally. scientific

1. Data Analysis Method

In the analysis of research data, researchers used statistical analysis. Statistics is defined as a tool for collecting data, summarizing/ presenting data, analyzing, and using certain models to interpret the results of analysts, and is expected to make a significant contribution (Sugiono, 2010). Contributions are given in the form of basic considerations to determine hypotheses and problem solving formulated in research to achieve research objectives.

Statistics in research can be understood as data that has been processed, namely data that comes from raw data or raw data through a data processing process. The analysis technique used by the author is a single linear regression. Before analyzing the research data, the normality of distribution and homogeneity of variance tests were carried out, namely:

A. Normality test

This normality test is used to investigate whether the data in this study are normally distributed or not. In the research that will be carried out for the normality test, the SPSS version 22.0 program will be used with the Kolmogorov-Smirnov Criteria, and Shapiro Wilk

Hypothesis testing

Hypothesis testing is done to test the three hypotheses proposed. The hypothesis testing software used is the T-test (partial), F-test (synchronous), and individual linear regression using SPSS version 22.0. Due to time constraints in analyzing data using computer software technology SPSS for Windows version 22.0, the statistical software used to perform the analysis is the normality test and variance homogeneity test.

Single Linear Regression, this analysis technique is used to test the alternative hypothesis (Ha) between the variables of the puzzle learning model and learning motivation between student learning outcomes in Civics subjects. The rule used is if the probability of error (p) is 0.05 then the hypothesis is accepted (Ha) and if the probability of error (p) is 0.05

RESULTS

The results of the research are in the form of data obtained and collected during the research. The data is in the form of affective questionnaires and test scores (cognitive learning tests) of students from classes that are treated with problem-based learning and online learning methods. The following is a detailed description of the data (data description).

Description of Research Data

The data collected in this study include: cognitive learning outcomes and affective learning outcomes. The data comes from the results of tests and questionnaires for VIIA students using the problem based learning method. Class VIIB, on the other hand, uses online learning methods for therapy. The results of this study are described below.

a) Data on Cognitive Learning Outcomes

Data on cognitive learning outcomes were obtained from tests on plant pests and diseases, covering a total of 25 multiple choice questions. The scoring system is the number of correct questions divided by the total number of questions examined. In this study the role of cognitive learning outcomes is the dependent variable, as explained in Chapter III. In the following discussion, students' cognitive learning outcomes are presented in two learning methods, namely problem-based learning and online learning.

b) Affective Learning Outcome Data

Affective learning outcomes data were obtained from direct teacher observation and multiple assignment assessments. In this study the role of affective learning outcomes is the dependent variable, as discussed in Chapter III. So that it is known that the affective learning outcomes of students are seen from the learning method

Description of affective learning outcomes data in relation to learning methods is shown in Table

. Deskripsi data hasil belajar afektif berdasarkan metode pembelajaran online.

Kelompok	Number of Data	Maks.	Min.	Average	Standar Deviasi
Metode *problem based learning*	38	84	66	72,8	11,2
Metode Daring	37	90	56	75,6	15,3

The table shows the value of class affective learning outcomes in problem based learning and online methods. In the class with the problem based learning method, the highest score for affective results is 84, the lowest score is 66, the average score is 72.8, and the standard deviation is 11.2. Whereas in the class with the online method the highest score for affective learning outcomes is 90, the lowest score is 56, the average value is 75.6, and the standard deviation is 15.3. This shows that the average affective value of the online class is better compared to class problem based learning.

DISCUSSION

1. There is no difference in the effect of the problem-based learning model and conventional learning on the learning outcomes of Class VII students of SMP PGRI Mumbulsari.

In the effect of learning Problem based learning on learning outcomes by testing the hypothesis obtained significant results. This is in line with Apni Viyandari's research entitled "Science Learning Using Problem-Based Learning Methods with Vee Diagrams and Comics in View of Memory Ability and Analytical Ability" (Thesis, 2012). From some of its conclusions, the research states that problem-based learning methods can have a significant influence on learning outcomes. It is also suggested that this method is very suitable for science learning at the junior high school level.

In addition, Anies (2003) argues that the problem-based learning method is an instructional method that has the characteristics of using real problems as a context for students who learn critical thinking and problem-solving skills. Problem Based Learning (PBL) is learning that involves students directly in a subject that requires practice. This opinion reinforces that PBL is learning by direct observation or practice which is very relevant to science learning which is empirical in nature.

This explanation can be seen clearly in the results of the analysis. The results of the regression test showed a significance level of 5% (0.05) using a significance level of 5% and n-1 (60-1 =) df. 59) Get the t table value of 2,000 and calculate = 5,016; sig. = 0.000, the criteria for the H0 test are accepted for sig. t 0.05 and H0 is rejected for sig. t < 0.05. The conclusion based on the output in Table 4.11 is that the t-count value is known to be 5.016. Ho was rejected because the resulting t-count value was far greater than the t-table value when compared to the t-table value of 2,000.

Supporting these findings can be strengthened by arguments from opinions According to Taufiq Amir (2009:27), the application of a problem-based learning model has several advantages:) Development of skills and knowledge, 4) Development of interpersonal skills and group dynamics, 5) Development of spontaneous attitudes 6) Growth student-facilitator relationship 7) Increase the level of learning provided.

With this explanation, it is very rational and logical that problem-based learning can

significantly influence Civics learning outcomes as found in this study.

1. There is no difference in the effect of the Jigsaaw cooperative learning model with conventional learning on the learning outcomes of Class VII students of SMP PGRI Mumbulsari

The test results show that testing with a significance level of 5% (0.05) uses a significance level of 5% and a df n-1 value (60-1 = 59) to obtain a t-table value of 2000, so that the count = 6,794; sign. = 0.000 if sig accepts the H0 test criteria. t 0.05 and reject H0 if sig. t < 0.05. Conclusion Based on the output in Table 4.11, the t-count value is known to be 5.137. Compared to the t-table value of 2000, the resulting t-count is far greater than the t-table value. So, He was rejected. This means that the online learning method has a significant effect on student learning outcomes.

In view of the conclusion above which states that online learning methods can affect the learning outcomes of class VII civics at SMP PGRI Mumbulsari, this can be explained by several arguments. First, the results of research conducted by Dini Hergutia Protivi (dissertation, 2009) "The effect of shared online learning on the success of SMA Negeri 1 Batang Academic Year 2008/2009" The results showed that the type of online cooperative learning has a significant impact on success. According to him, this type of online shared learning is very effective in increasing students' interest in learning through discussions and forming groups. With the concept of group discussion, students are encouraged to be more active in learning learning material so that they can influence their learning outcomes.

According to Lie in Masnur Moslic (2008: 38), other views regarding online methods that can affect learning outcomes are as follows: groups of parents of students consisting of students with different abilities, backgrounds and family backgrounds. The initial group was a combination of several experts. Expert groups are student groups consisting of group members from different backgrounds who are tasked with studying and researching certain topics and completing assignments related to topics that need to be explained to members of the original group. There is interaction within the group, arousing interest in learning the learning material coupled with the assignment of individuals to study certain material so that responsibility and a strong desire to convey it to the group are formed.

Reinforcing this finding, is the explanation from Istarani (2012: 25) explaining that the online learning model is a learning model that begins with an introduction to the topic to be discussed by the teacher. The teacher can write down the topics to be studied on the blackboard, white board, PowerPoint presentation where the teacher forms smaller groups. And form expert teams (expert groups) with a total of 4 groups.

Through the formation of discussion groups and the existence of a team of experts in online learning methods it is very logical and rational if learning outcomes can be significantly affected. So from this description, the findings of the influence of learning using online methods on learning outcomes for Class VII SMP PGRI Mumbulsari in this study are in accordance with the theory, previous findings and the reality found.

1. There is no interaction between the differences in the influence of the problem-based learning model and the online cooperative learning model on the learning outcomes of Class VII students of SMP PGRI Mumbulsari.

Statistical calculation data using the F-test concludes that problem-based learning methods (X1) and online learning (X2) simultaneously affect student learning outcomes (Y). The resulting calculated F is 51.756 and p = 0.000. The F table value is 4.00 with a significance level of 5%, degrees of freedom (df) k = 1, and degrees of freedom (df2) n–1 (60–1 = 59) in the denominator. Comparison of these two values, the calculated F value is greater than F table (51.756 > 4.00 x (60-1 = 59), the results of the comparison are 51.756 > 20.40 (F count > F table) H0 is rejected which has a significant collaboration between problem based learning methods and online methods for learning outcomes of class VII residents at SMP PGRI Mumbulsari

This interaction occurs and can be explained by the advantages of each learning method. In the problem-based learning method, the presentation of problems that must be solved is related to teaching materials. This is also strengthened by the existence of student bias in real life which is integrated into the process and learning materials. Apart from problem based learning, online cooperative methods also have advantages in their contribution to learning outcomes.

By forming discussion groups and expert teams, it will form a conducive and inspiring learning atmosphere so that it will support student learning outcomes. With the advantages of each of these learning methods, it is very logical and rational if there is interaction or joint influence from problem-based learning and online learning methods on learning outcomes for Class VII SMP PGRI Mumbulsari.

CONCLUSIONS AND SUGGESTIONS

CONCLUSION

Based on the general explanation, hypothesis testing, and discussion, the results of this study can be concluded as follows:

1. **Project-based learning The learning model influences the learning outcomes of class VII students at SMP PGRI Mumbulsari.**
2. **The Impact of Online Learning on Citizenship Education Learning Outcomes for Class VII Students of SMP PGRI Mumbulsari.**
3. **The Project Based Learning and Online Learning models jointly have an impact on the Civics learning outcomes of SMP PGRI Mumbulsari Class 7 Odd Semester.**

Suggestion

Based on the findings and implications of the research, and taking into account the limitations of the research, the suggestions that can be given are as follows:

1. **Advise teachers to apply problem-based learning methods and online learning.**
2. **Principals are encouraged to motivate and encourage teachers to collectively choose teaching methods that are more relevant and effective**.

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