

International Journal Social Sciences and Education (IJoSSE)  
Volume 4, Number 2, 2023, pa. 179- 184

## **Increasing Sociology Learning Activity Through the Project Based Learning Model**

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*Received : 14 Agustus 2023*  
*Reviewed: 28 September 2023*  
*Accepted: 15 November 2023*

### **Abstract**

This study aims to create a fun and enthusiastic learning atmosphere to increase student motivation. Therefore, teachers must try to develop interesting and creative learning innovations. In this study using the method of distributing questionnaires and documentation at SMA Negeri 1 Sinjai, learning is usually carried out by providing explanations of material and assignments so that students feel lazy to take part in learning, based on the results of research using the Cooperative Learning model with the application of poster media in learning to provide significant changes very good in the learning process because before the application of poster learning media, namely enthusiasm and and dare to argue, namely with enthusiastic presentations (64%), dare to argue (59%), and listen to other people's opinions (69%) become enthusiastic and and dare to argue, namely with enthusiastic presentations (81%), daring to argue (77%), and listening to the opinions of others (85%), so that from the application of poster media learning there has been an increase in terms of students' learning motivation.

**Keywords:** Learning Motivation, Sociology, Poster Media

### **Introduction**

In essence, teaching is guiding students' learning activities so that they want to learn. Thus, student activity is very necessary in learning activities so that students should be the ones who are most active, because students as learning subjects are the ones who plan and carry out the learning themselves. In reality, in schools we often find teachers themselves who are active while students are not encouraged or given the opportunity to be active. The importance of student activity to support their success in learning activities is the basis for implementing the Active Learning approach in learning. This approach assumes that learning can only occur if students are actively involved, each student has the potential to be developed, and the

teacher's role is more as a learning facilitator. According to Sudjana (2006) in Widyastuti (2017), indicators of student activity can be seen in terms of: 1) Students pay attention to the teacher's explanation; 2) Students are active in discussion activities; 3) Students dare to ask questions; 4) Students dare to answer questions; 5) Students can solve problems.

To find out the influence of the project-based learning model on student activity, there are several relevant research studies, including one conducted by Risky (2019), which states that the impact of implementing project-based learning is that students who were previously inactive and lazy in participating in learning now appear active when thematic learning takes place. then Silvester Bien (2020) said that implementing the project based learning model could improve student learning outcomes.

The initial observations that the researcher made, the researcher found that the learning behavior that was very prominent in teaching and learning activities in class Students' inactivity in participating in this learning can be seen from the lack of enthusiasm of students in asking and answering direct questions given by the teacher, students tend to be lazy about working in groups, do not give group friends the opportunity to express their opinion, do not make decisions based on mutual agreement and do not help each other. in solving problems/tasks and not completing tasks on time. The majority are of the opinion that the Sociology subject is considered a boring subject with its lecture method and emphasis on memorization so that students will act passively in class. In the end, this problem of active learning will also affect the learning outcomes of the students themselves.

Therefore teachers need to improve the quality of learning through implementing the Project Based Learning model. The application of the Project Based Learning model encourages students to become more active, independent and creative in solving problems. Project-based learning is learning that actively involves students in designing a project to solve a problem and trains students independently in achieving the expected learning goals Imenda (2017). Therefore, through a project-based learning model, it can build students' character values, especially creativity and high curiosity. This model can provide real experience that can be directly felt by students, can directly prove the process and results of the projects they carry out, this model can also be done in groups, so that apart from proving for themselves the process and results of the experiments they encounter, they can also be actively involved in learning. .

Based on this description, the researcher raised the research title "Increasing Sociology Learning Activeness Through the Application of the Project Based Learning Model on the Subject of Social Research Methods in Class X.1 of SMAN 10 Bulukumba"

## **Research Methods**

This research is classroom action research and the method of implementation includes four stages, namely planning, before conducting the research the researcher needs to make preparations so that the planning components can be managed well or this stage is the stage of preparing activity plans during the research. Action, if all the action plans have been prepared, then the next stage is the stage of implementing the previously planned action scenario. Observation, this stage functions to see the influences caused by actions in the classroom. and reflection. This stage includes activities of analysis, synthesis, interpretation, explanation and conclusion. The result of the reflection is a revision of the plans that have been implemented.

The subjects in the Classroom Action Research were Class X.1 students at SMAN 10 Bulukumba, consisting of 34 students with various characters. Very ineffective classroom conditions also affect students' learning styles. It can be seen from the different learning styles of students, 50% of students have an audio-visual learning style, 10% of students have different styles, student activity is also very low, it can be seen from the enthusiasm of students in taking sociology subjects that is very low, 70% of students who tend to be passive and only 30% of students are active in learning.

The research design that will be used in this research is classroom action research (PTK), using the Kemmis and Mc.Taggart model which consists of 4 stages, namely planning, implementation, observation and reflection.

a. Planning Stage

The activities that will be carried out in cycles I and II are designing the learning activities that will be carried out. The steps that will be taken are, Creating a Learning Implementation Plan (RPP), Preparing Research Instruments and Learning Instruments, including: observation sheets, questionnaires, documentation tools, Preparing tools that will be used during the learning process to create research designs such as, stationery and so on.

b. Implementation Stage

This stage the teacher carries out everything that has been prepared at the planning stage relating to the steps in learning and activities carried out together with students.

c. Observation Stage

At this observation stage, the observer makes observations based on the observation sheet that has been made. Observers observe the steps in the learning process carried out by the teacher, apart from that they also supervise students' activities in learning.

d. Reflection Stage

At the reflection stage, the researcher carried out an evaluation regarding the learning implementation process that had been carried out using the PTK method to see deficiencies or evaluate whether the implementation of PTK was in accordance with the expected indicators of success or not. If it is appropriate, the research will be stopped, but if the research results do not match the indicators of success.

Data collection techniques in this research consist of: 1) Observation; 2) Test; 3) Documentation. The research instruments in this study are tests and observations. This technique aims to determine the level of student activity in form and CSS material by using a project based learning model through observation during learning and giving tests at the end of the cycle. The data sources in this research are words and the rest of the actions are additional data such as documentation and so on. In this regard, the data source in this research is the results of data obtained directly, namely SMAN 10 Bulukumba. The formula used is Nisa (2015).

$$\text{Persentase (P)} = \frac{\text{Total score obtained}}{\text{Total Score maximum}} \times 100 \%$$

## Research Results and Discussion

### Results

#### Cycle 1

#### Results of Cycle 1 Questionnaire Analysis

No	Activities	Question Item	Total Score	Average of Each Aspect	Percentage
1	Enthusiasm	1	104	7,76	64 %
2	Activeness	2	96	2,82	70 %
3	Taking notes on learning materials	6, 8	98	2,88	72 %
4	Dare to have an opinion	7	243	7,15	59 %
5	Doing Tasks	9	182	5,35	70 %
6	Curiosity	10	197	5,79	72 %
7	Group Participation	4	207	6,09	76 %
8	Listening to others' opinions	3	94	2,76	69 %

Source: Primary Data (10 March 2023)

#### Cycle II

#### Results of Cycle II Questionnaire Analysis

NO	Aktivitas	Butir soal	Jumlah skor	Persentase (%)	Kategori
1	Student concentration and attention	1	116	84,67	Very High
2	Learning Activity	2	123	89,78	Very High
3	Student enthusiasm	6, 8	226	82,48	Very High
4	Discussing Material	7	122	89,05	Very High
5	Expressing opinions	9	106	77,37	High
6	Listening to other people's	10	111	81,02	High
7	Group participation	4	113	82,48	Very High
8	Disabled material summary	3	119	86,86	Very High
9	Doing evaluations/quizzes	5	113	82,48	Very High

## Discussion

This research was carried out using the Project Based Learning learning model in Cycle I and Cycle II, where in Cycle I students began to be actively involved in the learning process, both theory and practice, on the subject of sociology, the subject of social research methods. Cycle I shows an average percentage of student activity of 75.26%, which means there are still several indicators that still need to be improved. The cycle continues and runs better and more optimally, this is an effort to ensure there is improvement from the results of reflection in cycle I. Average The average percentage of student activity in cycle II was 84.02%. Increasing student activity by using the project based learning model is in line with the theory of Gagne and Briggs, and Paul D. Dierich Martinis Yamin (2007) who said that to increase activity one way is by creating activity, student participation in learning activities and activities to create activeness in Learning can be done in several ways, one of which is practice and what students do is carry out social research.

In this research, several previous studies were used which were very useful as scientific references, namely thesis research conducted by Risky (2019) with the title "Increasing Student Learning Activeness Using the Project Based Learning Model on Ecosystem Themes Class V Madrasah Ibtidayah Nurul Hikam Tanjung Jabung Barat". The problems discussed in this research are student learning outcomes. The method used in this research is PTK with the Kurt Lewin model. From the research of Dafid et al., (2020), the researcher used two variables because the main problem in this research was student activity and to see an increase in student activity, the researcher used student learning outcomes as a reference to see the student's own activity. Apart from that, researchers used the PTK method with the Kemmis and Mc model. Taggart

Based on the discussion of the research results, it can be said that using projects can increase student activity in learning sociology, the subject of social research methods in class X.1 SMAN 10 Bulukumba.

## Thank-You Note

In carrying out this research, the author received assistance and support from various parties. Therefore, the author would like to thank the family, who always supports the author in participating in PPG Pre-service activities, the PPG Pre-service lecturers who provide knowledge to the author, as well as the class X.1 students at SMAN 10 Bulukumba who always help the author in conducting research.

## Closing Conclusion

Based on the research results and discussion of the results of classroom action research which was carried out collaboratively and carried out in two cycles, it can be concluded that students' activeness in learning sociology on the subject of social research methods can be increased with the Project Based Learning model. Learning sociology becomes more interesting and can motivate students to carry out social research. The increase in student activity was proven by the implementation of 2 cycles. In cycle 1, the student learning activity score was obtained with a percentage of 75.26%, then in cycle 2 with a percentage of 84.02%.

## Suggestion

Based on the results of this research, the following can be recommended:

1. To the School. Please, the school should always provide guidance and encouragement for the implementation of teaching and learning activities at school

2. To the Teacher. We should always innovate to improve the quality of the results of teaching and learning activities so far. Teachers should help each other to be active in students' learning, so that students' learning outcomes will also improve. Applying varied learning models will really help activate the students' learning process.
3. For students. Students are expected to continue to maintain their learning motivation so that learning activity in the classroom also increases, so that learning outcomes will also increase.

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