

Increasing Sociology Learning Activity Through The Project Based Learning Model

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ABSTRACT

This study aims to increase the active learning of Sociology Subjects through a Project Based Learning Model in Class X.1 Students of SMAN 10 Bulukumba. This type of research is Classroom Action Research with a descriptive approach. The research subjects were class X.1 students of SMAN 10 Bulukumba with a total of 34 students. This research lasted for 2 cycles with action plans planning, implementing, observing and reflecting. Data collection techniques, namely researchers as instruments, student questionnaires, teacher observation and documentation. Furthermore, the data were analyzed using qualitative analysis, namely data collection, data reduction and data presentation then assisted with quantitative descriptive analysis. The results showed that the learning activeness of class who were able to work in groups, Likewise in other aspects, it only ranges from 11-23 people who are able to be active in learning activities, not reaching half of the number of students, namely 34 people. Furthermore, reflection was carried out to carry out Cycle II, it was found that the activity or participation in student learning had greatly increased, seen in aspects of working in groups and almost all students, namely around 24-35 people who were able to work in groups, as well as in other aspects in the initial activities, the core and closing students have shown active learning seen from almost all students have shown active participation in participating in learning so that it is considered no longer needed to continue to the next cycle .

Keywords: *active learning, Sociology, Problem Based Learning*

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 of course 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 SMAN 10 Bulukumba"

RESEARCH METHODS

Study This is study action class (*classroom action research*) And how to implement covers four stage, that is planning, before do study researcher needmake preparations so that the planning components can be managed well or at this stage is stage compile plan activity during do study. Action, If allplanning action has prepared, so stage furthermore is stage carry out scenariopre-planned actions. observation, this stage serves to see the effects the influence resulting from actions in the classroom. and reflection. This stage includes activities analysis,

synthesis, interpretation, explain And conclude, results from reflection is held revision towards planning already 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).

$$\text{Percentage (P)} = \frac{\text{Jumlah skor perolehan}}{\text{Jumlah skor maksimal}} \times 100\%$$

RESEARCH RESULTS AND DISCUSSION

Results

Cycle I

Results of Cycle 1 Questionnaire Analysis

NO	Activity	Question items	Total score	Percentage (%)	Category
	Concentration and attention of				
1	students	1	104	75.91	Tall
2	Learning activity	2	107	78.10	Tall
3	Enthusiastic students	6, 8	206	75.18	Tall
4	Discuss material	7	102	74.45	Tall
5	Express opinions	9	99	72.26	Tall
6	Listen to other people's opinions	10	105	76.64	Tall
7	Group participation	4	104	75.91	Tall
	Write down the summary of the				
8	material	3	103	75.18	Tall
9	Doing evaluations/quizzes	5	101	73.72	Tall

Source: Primary Data (10 March 2023)

Cycle II

Results of Cycle II Questionnaire Analysis

NO	Activity	Question items	Total score	Percentage (%)	Category
	Concentration and attention of				
1	students	1	116	84.67	Very high
2	Learning activity	2	123	89.78	Very high
3	Enthusiastic students	6, 8	226	82.48	Very high
4	Discuss material	7	122	89.05	Very high
5	Express opinions	9	106	77.37	Tall
6	Listen to other people's opinions	10	111	81.02	Tall
7	Group participation	4	113	82.48	Very high

	Write down the summary of the				
8	material	3	119	86.86	Very high
9	Doing evaluations/quizzes	5	113	82.48	Very high

Source: Primary Data (14 April 2023)

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 the 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.

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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 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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