

EFFORTS TO INCREASE STUDENT MOTIVATION AND ACHIEVEMENT USING THE PROJECT BASED LEARNING MODEL ASSISTED BY VIDEO MEDIA IN THEME 9 CLASS V

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Abstract: This study aims to increase student motivation and achievement in theme 9 grade V SD Negeri 2 Kediri. This research is a Classroom Action Research carried out with two cycles and each cycle consists of two meetings. The subjects of this study were grade V students of SD Negeri 2 Kediri for the 2022/2023 school year, totaling 11 people, consisting of 5 male students and 6 female students. The data analysis techniques used are test techniques and non-test techniques. Test techniques in the form of evaluation questions and non-test techniques in the form of observation, questionnaires, interviews and documentation. The results showed that the use of a project-based learning model assisted by video media can increase student motivation and achievement. The results showed that the use of a project-based learning model assisted by video media can increase student motivation and achievement. The average value of student motivation in cycle I was 79.54% and in cycle II increased to 82.01%. The average score of student achievement in cycle I was 79.69% with a percentage of completeness of 72.72% and in cycle II there was an increase in the average score of students to 82.08% with a percentage of completeness of 81.81%.

Keywords: *Project Based Learning, , learning motivation, learning achievement.*

INTRODUCTION

Education is one of the important things in human life. Education is one of the factors to increase human resources in order to create a quality successor to the nation and able to compete with other countries in the world. The Government of Indonesia with its program is compulsory education for 12 years (UUD No. 20 concerning the National Education System 2003). It is an effort to produce the next generation of the nation later, even now the government has provided free education facilities up to the senior high school level so that all Indonesian residents can receive education.

The results of class observations conducted on December 26, 2022, found that at SD Negeri 2 Kediri in learning activities the delivery of material using the lecture method. So that in the process of assessing achievement, there are several students who score below the Minimum Completeness Criteria. Based on the results of observations that have been made in grade 5 of SD Negeri 2 Kediri with a total of 11 students. It consists of 5 male students (45%) and 6 female students (55%). The percentage of student learning outcomes based on these observations, 63.63% of students still get scores below KKM, indicating that there are still some children whose learning achievement is still low and still in the category that is not good.

Based on the observations of researchers, several obstacles experienced by teachers were found, namely the use of RPP by teachers in teaching has not been optimal, RPP is only developed to complement school administration, learning is not student-centered, teachers do not use learning methods or models in the learning process. While the problem aspect of students is that students lack a sense of responsibility in learning and completing tasks, there are some students who are noisy or play while studying, and there are students who are less polite in expressing their opinions, and there are still students who are less interested in learning. In addition, there are some students who are less diligent and tenacious in facing the tasks given by the teacher and there are students who do assignments by looking at the answers of other students. Seeing the problems mentioned above, it takes hard work to overcome them. One effort to overcome this problem is to apply a creative and innovative learning model, namely the project-based learning model.

Based on the problem that I have described, there is a formulation of the problem, namely how to increase student motivation and achievement in theme 9 grade V SD Negeri 2

Kediri with the Project Based Learning Learning Model assisted by video media. The purpose of his research was to find out whether the Project Based Learning learning model assisted by video media can increase the learning motivation of grade V students of SD Negeri 2 Kediri.

Project-Based Learning is a teaching development proposed by John Dewey as a learning method. In its development, PjBL began to be used as a learning method to show students' creativity. Where usually in its delivery presents real and meaningful problem situations to students, and serves students for inquiry and inquiry. Real problems can be interpreted as problems that are often encountered in everyday life and project developed as a result of research. The theory behind the project-based learning model is the constructivist theory pioneered by Piaget and Vygotsky. Project-based learning is a learning model that uses a student approach to learning that prioritizes authenticity (constructivism).

Project Based Learning is a learning model or method that has been widely developed. PjBL is an innovative learning method, which emphasizes contextual learning through complex activities. In the PjBL learning model, there are steps that can be done by teachers, namely first asking basic questions, second preparing project planning, third preparing schedules, fourth monitoring students and project progress, fifth assessment of results, and sixth evaluation of experience. Project-Based Learning refers to an inquiry-based teaching approach that engages students in knowledge construction, requiring them to complete meaningful projects and develop real-world products. It can be concluded that Project Based Learning (PjBL) is an innovative learning method that is student-centered and places educators as motivators and facilitators.

The learning model is an important element in the teaching process, with a structured conceptual scenario. The flow of the learning process can be aligned with the goals to be achieved. The use of inappropriate learning models can cause students to feel bored to follow the learning process. In learner-centered learning, motivation is very important. When viewed from the theory of expectations, motivation is a combination of the needs and goals of learners (Eccles et al., 2016)

Motivation is everything that drives someone to act doing something (Purwanto, 2017). Motivation is an absolute requirement for learning. There are often children in school who are lazy, like to skip classes and so on. In this case, it means that the teacher has not succeeded in providing the right motivation to encourage students to give their best in learning. Activation is closely related to learning, namely the impulses caused by someone from within and outside oneself that affect one's desire to learn, and one's conscious effort to move, direct, and maintain behavior so that he is encouraged to act to do something in order to achieve certain results or goals.

Achievement can be interpreted as the results obtained because of the learning activities that have been carried out. Learning achievement is an educational assessment of a student's progress in everything learned in school that concerns knowledge or skills achieved by the student during the learning process within a certain period of time.

Motivation in the context of education essentially establishes a reciprocal relationship with the learning process. In addition, both motivation and the learning process built by teachers reinforce each other. Learning motivation also determines the realization of learning objectives. Students with low achievement motivation can affect the learning process. Conversely, the quality of the learning process also determines the quality of student achievement motivation. The results of Metriana's (2014) research show that motivation, learning behavior and self-efficacy have a significant positive influence on achievement.

Based on the description above, the researcher seeks to increase the motivation and achievement of participants in thematic learning by conducting Classroom Action Research with the title: "Efforts to Increase Student Motivation and Learning Achievement Using the Project Based Learning Learning Model Assisted by Video Media on Theme 9 Class V SD Negeri 2 Kediri".

RESEARCH METHODS

The method in this study is a class action research using the Kemmis and Mc Taggart spiral model which is carried out in 2 cycles where each cycle has two meetings. In this model there are four components or research procedures, namely planning, implementing

actions, observation, and reflection. This class action research was carried out at SD Negeri 2 Kediri located in Karanglewas District, Kabupaaten, Banyumas, Central Java Province. This study was conducted from May to June. The subjects in this study were grade V students of SD Negeri 2 Kediri totaling 11 students consisting of 6 girls and 5 boys. Researchers chose this subject because they found problems related to low student motivation and achievement. The data collection techniques used in this study were in the form of test and non-test techniques. The test technique used is in the form of evaluation questions that will be done by students. While non-test techniques are in the form of observation and questionnaires.

RESULTS AND DISCUSSION

Research Results

The results of this study stated that there was an increase in student motivation and achievement by using a project-based learning model assisted by video media on theme 9 grade V SD Negeri 2 Kediri. This is evidenced by an increase in student motivation and achievement.

1. Tables and Figures

a. Table

The results showed that the average value of student motivation and achievement increased in cycle I and cycle II. In cycle I the average value of student learning motivation was 79.54% and in cycle II there was an increase to 82.1%. The same thing also happened to the value of student learning achievement where in cycle I the average score of students was 79.69% then increased in cycle II to 82.08%.

Table 1 Increased Student Learning Motivation

Cycle	Average	Rating criteria scale	Criterion
I	79,54%	3,18	Good
II	82,1%	3,28	Excellent

Table 2 Improvement in Student Achievement

Cycle	Average	Percentage	Criterion
I	79,69%	72,72%	Good
II	82,08%	81,81%	Good

b. Picture

Based on the results of the study, the following is a graph of the results of increasing student motivation and achievement:

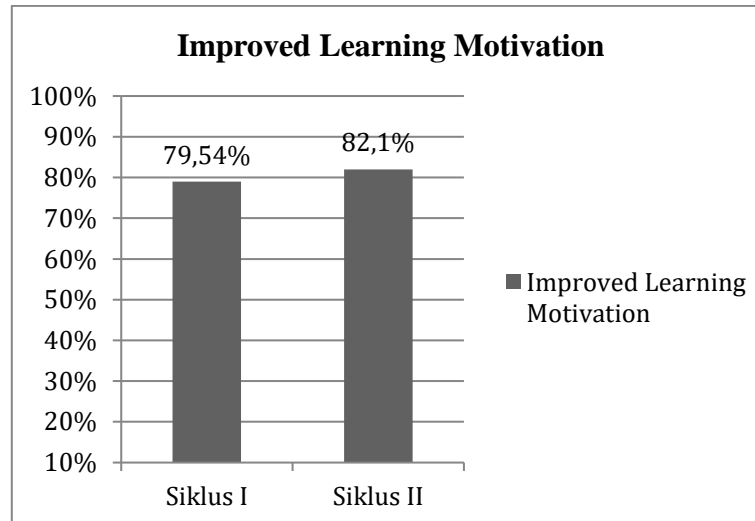


Figure 1: Graph of Increased Student Motivation

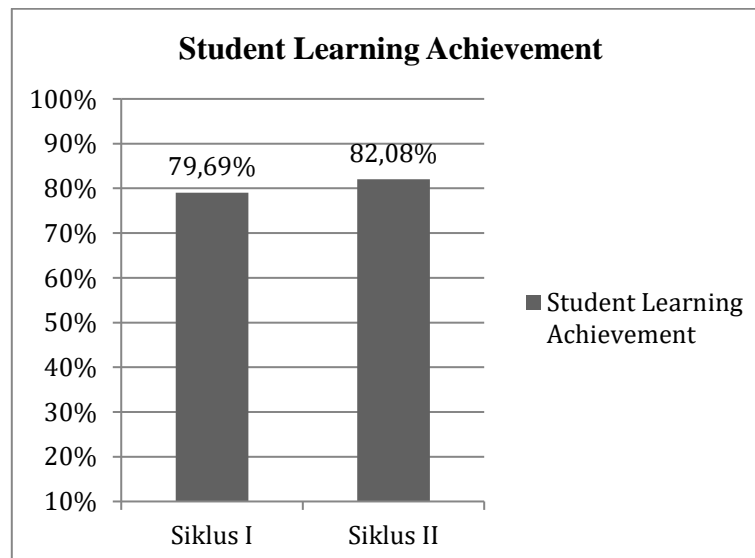


Figure 2 : Graph of Improvement in Student Learning Achievement

2. Discussion

From the previous explanation, it can be seen that learning using the Project Based Learning model can increase student motivation and achievement in theme 9 grade V SD Negeri 2 Kediri. The increase can be seen from the following results:

a) Increased Student Learning Motivation

Student learning motivation in the first cycle using the Project Based Learning learning model assisted by video media, the average score was 79.54% with information on the assessment criteria included in the good criteria. In cycle II using the Project Based Learning learning model assisted by video media, the average score of students increased to 82.1% with very good assessment criteria. Based on the chart above, it shows an increase initially in the first cycle, the average student learning motivation was 79.54%, then increased by 2.56% in the second cycle to 82.1%. Thus, learning using the Project Based Learning learning model assisted by video media can increase student motivation in theme 9 grade V SD Negeri 2 Kediri.

b) Improvement of Student Learning Achievement

Student achievement is assessed using test techniques where students do evaluation questions that have been prepared by researchers. In the first cycle, the average score of students was 79.69% with information that 8 students were complete with a percentage of 72.72% and 3 students were incomplete with a percentage of 27.27%. In the second cycle, the average score of 82.08% students was obtained with 9 complete students with a percentage of 81.81% and 2 incomplete students with a percentage of 18.18%. From this information, it shows an increase in student achievement that occurred in cycle I with a percentage of completeness of 72.72% and increased in cycle II to 81.81%. Thus, learning using the Project Based Learning learning model assisted by video media can increase student achievement in theme 9 grade V SD Negeri 2 Kediri.

CONCLUSION

Based on the results of research and discussion of the class action research conducted on grade V students of SD Negeri 2 Kediri, it can be concluded as follows:

1. The implementation of learning using the Project Based Learning learning model assisted by video media on theme 9 grade V SD Negeri 2 Kediri can increase student learning motivation. This is based on research data which in cycle I got results of 79.54%

increased in cycle II to 82.01%. Increased student motivation in cycle I to cycle II by 2.47%.

2. The implementation of learning using the Project Based Learning learning model assisted by video media on theme 9 class V SD Negeri 2 Kediri can improve student achievement. This is based on research data which in cycle I got results of 79.69%, increasing in cycle II to 82.08%. With a percentage of completeness in the first cycle of 72.72%, increasing in the second cycle, the percentage of student completeness to 81.81%. Increased average score of student achievement in cycle I to cycle II by 2.39% with an increase in the percentage of completeness of 9.09%.

Implication

The results of research that has been carried out on learning using the Project Based Learning learning model, it has been proven to increase motivation and learning achievement of grade V students of SD Negeri 2 Kediri. This is evident in the results of research data obtained showing an increase in each cycle. thus the Project Based Learning learning model needs to be applied or used by teachers in classroom learning.

Research Limitations

The limitations of research experienced by researchers in grade V SD Negeri 2 Kediri are as follows:

1. Classroom action research is only carried out on theme 9 grade V SD Negeri 2 Kediri so that for the application or use of the Project Based Learning learning model on other materials, adjustments are needed so that it can run well and optimally.
2. Learning using the learning model Project Based Learning takes quite a lot of time so teachers must be able to manage time as well as possible.
3. This class action research is only applied to 1 class, namely class V.

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