

Application of Project-Based Learning Models Using Popular Culture Media to Increase Students' Motivation and Learning Outcomes in History Subjects

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Abstract: This study aims to examine the application of a project-based model with popular culture media to increase student motivation and learning outcomes in historical subjects. This research uses a literature study or literature study approach. In this article, the author will examine the relationship between innovative learning models and increased motivation and learning outcomes in students in historical subjects. From the results of the author's study, it was concluded that there is a very close relationship between increased motivation and student learning outcomes by using innovative learning models in the classroom. Project-based learning itself can increase student motivation so that it can also improve student learning outcomes in historical subjects.

Keywords: Project Base Learning, Popular Culture Media, History Subject

Introduction

Education is a learning process that can also be interpreted as a positive process that shows a change so that at the final stage you can get new skills, skills, and understandings that are obtained from learning and experience. Learning is interpreted as a learning process. Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by the teacher so that the process of acquiring knowledge and knowledge can occur, mastering skills and character, as well as forming attitudes and beliefs in students. In other words, learning is a process to help students learn well (Djamaludin, 2019. Pg. 13).

The development and progress of a nation are strongly influenced by the quality of education. Education according to its form is divided into two, namely formal education and non-formal education. Formal education is education that takes place regularly, in stages, and continuously, while non-formal education is education that is carried out in a certain way but does not follow strict regulations. As providers of formal education, schools hold activities in stages and continuously. In addition, schools also try their best to improve the learning achievements of their students.

Talking about learning problems is very broad. Schools as education managers have made various efforts to obtain the quality and quantity of education to improve student learning achievement, which in turn manifested changes in class organization, use of learning methods, teaching and learning strategies, and acting as facilities to create conditions for a conducive learning process. effective.

Success in education is influenced by several factors. These factors can be grouped into two, namely internal or internal factors and external or external factors. Several factors from within students are thought to influence success in education, namely learning motivation and student learning outcomes.

Teachers must also understand the factors that can affect student learning (Sukmadinata, 2009, p. 88). First, internal factors, namely factors that influence

learning outcomes from within students such as psychological conditions and physiological conditions of students. Second, external factors, namely factors related to the environment, learning design, and so on.

One of the factors that determine the fluency of students in learning is learning motivation. According to Indaryati (2015), motivation is one of the drivers from within the individual's heart to achieve a goal. Students learning motivation can be fostered by involving students actively in the learning process. Motivation is needed by someone because motivation is a trigger for humans to take actions, determine direction, and select actions (Pratiwi, 2015, p. 25).

According to Hartono and Noto's research (2017) implementing a learning model is one way to overcome the problem of learning difficulties and understanding concepts. Among the learning models that can be used is a project-based model called the project-based learning (PjBL) learning model. The project-based learning model is a learning model that focuses on product creation by involving students directly in the learning process. research conducted by Siti Fitria Ratnasari and Abdul Aziz Saefudin (2018) states that direct learning is more effectively used to develop student's communication skills. In the learning process, the active participation of students is required. This is much better than passive students who only listen to information. For this reason, it is necessary to have a stimulus provided by the teacher so that students are motivated to learn better about the material presented (Munirah, 2018, p. 32).

In today's digital era, learning with the TPACK (Technological Pedagogical Content) approach is indispensable in classroom learning to increase student motivation and learning outcomes in historical subjects. This is because digitalization already exists in every line of everyday life. Apart from that, what is close to students' daily life is popular culture.

Popular culture (also known as pop culture or popular culture) is the totality of ideas, perspectives, behaviors, memes, images, and other phenomena that are selected by informal consensus within the mainstream of culture, particularly

by Western culture in the early to the mid-20th century. 20 and the global mainstream that emerged in the late 20th and early 21st centuries. With the great influence of the mass media, this collection of ideas penetrates people's lives.

Based on the introduction that the author has explained above, in this article, the author will examine the connection of project-based learning models with popular cultural media with increased motivation and student learning outcomes in historical subjects.

Research Methods

In this study, we used a type/research approach in the form of Library Research. A literature study is a study that is used to collect information and data with the help of various materials in the library such as documents, books, magazines, historical stories, etc.

Literature studies can also study various reference books and the results of similar previous studies which are useful for obtaining a theoretical basis for the problem to be studied (Sarwono, 2006, p.47). Literature study also means data collection techniques by conducting a review of books, literature, records, and various reports relating to the problem to be solved (Nazir, 2013, p. 27). Meanwhile, according to other experts, literature studies are theoretical studies, references, and other scientific literature related to culture, values , and norms that develop in the social situations studied (Sugiyono, 2012, p.83).

This library research method is used to examine the connectedness of the application of project-based learning models with popular cultural media to increase student motivation and learning outcomes in history learning. The steps in library research according to Kuhlthau (2002) are as follows:

1. Topic selection
2. Information exploration
3. Determine the focus of the research
4. Collection of data sources
5. Preparation of data presentation
6. Compilation of reports

Discussion

Project Based Learning

Project Based Learning (PjBL) is a model that organizes learning around projects. According to the definition found in the PjBL handbook for teachers, projects are complex assignments, based on challenging questions or problems, that involve students in the design, problem-solving, decision-making, or investigation of activities; allowing students to work structured over a while, and culminate in a realistic product or presentation (Thomas, 2000. p. 1).

Project-based learning is defined as a learning model in which students become the center of learning activities, they also get social responsibility in groups and they acquire scientific knowledge. It has been observed in many studies that successful learning outcomes are obtained by practicing project-based learning (Doğan, Batdı&Yildirim, 2013. p. 3).

Project-based learning provides a reference for students to design plans and execute projects that result in publicly exhibited outputs such as products, publications, or presentations. It is related to inquiry-based learning (also known as inquiry-based learning), and problem-based learning. The hallmark of project-based learning is the output (product) that is published.

The Project-Based Learning Approach is supported by constructivist learning theory which states that the basic structure of activity consists of the objectives to be achieved as subjects in the context of a society where the work is carried out utilizing tools, work regulations, division of tasks in application in class relies on active activities in the form of doing something (doing) rather than passive activities of "receiving" the transfer of knowledge from the teacher

The project-based learning model can provide the best value for science process skills. The project-based learning model defines learning as a process, in which knowledge is constructed through the transformation of experience. Someone learns much better through active involvement in the learning process, namely thinking about what is learned and then applying what has been learned in real

situations. This model focuses more on constructing students' knowledge, where students are expected to be able to find important information in constructing their knowledge (Siwa, Muderawan, & Tika, 2013. p. 7).

Based on these opinions, it can be said that the Project Based Learning approach was developed based on the philosophy of constructivism in learning. Constructivism develops a learning atmosphere that requires students to construct their knowledge (Bell, 1995. Pg. 98).

Popular Culture

Discussing the notion of "popular culture" helps us to understand first the word "culture", and then "pop". Furthermore, to define pop culture, we need to combine two terms, namely "culture" and "popular". First, culture can be used to refer to a general process of intellectual, spiritual, and aesthetic development (Williams, 1983, p. 90). Perhaps this is the easiest cultural formula to understand, for example; we can speak of the development of Western European culture regarding the intellectual, spiritual, and aesthetic factors of the great philosophers, artists, and great poets.

Second, culture means "a certain way of life of a particular society, period, or group (Williams, 1983, p. 90). If we discuss the development of Western European culture using this definition, it means that we are not only thinking about intellectual and aesthetic factors, but also the development of literature, entertainment, sports, and religious rites.

Third, apart from that Williams also says that culture can also refer to "works and intellectual practices, especially artistic activity (Williams, 1983 p. 90). In other words, these texts and practices are assumed to have the main function of showing, indicating (to signify), producing, or sometimes becoming events that create certain meanings. Culture in this third definition is synonymous with what structuralists and poststructuralists call "signifying practices". Using this definition we can perhaps think of several examples of pop culture. Call it for example; poetry, novels, ballets, operas, and paintings.

Thus, when talking about pop culture, it means combining the second cultural meaning with the third meaning above. The meaning of both particular worldviews allows us to speak of practices, such as beach vacations, Eid celebrations, and subcultural youth activities as cultural examples. All of these things are usually referred to as living cultures or cultural practices. The third meaning, the practice of meaningfulness allows us to talk about soap operas, pop music, and comics as examples of pop culture. These cultures are usually referred to as cultural texts.

But some use Williams' first definition of pop culture. While the word "pop" is taken from the word "popular". To this term, Williams gives four meanings namely: (1) many people like; (2) lowly type of work; (3) works done to please people; (4) culture that is created by people for themselves (Williams, 1983: 237). Then to define the pop culture we need to combine the two terms namely "culture" and "popular".

The Relationship Between Increased Learning Motivation and Student Learning Outcomes in History Subjects with the Use of PJBL and Popular Culture Media

Learning is an activity carried out by individuals to find out something or to achieve a goal while learning motivation is encouragement from within and from outside oneself to achieve certain goals. Learning is a change in behavior or response caused by experience, while motivation is a reason or encouragement (KBBI, 2016). Slameto (in Djamarah, 2015, p. 13) formulates that learning is a process of effort made by individuals to obtain a new change in behavior as a whole as a result of the individual's own experience in interaction with his environment. Psychologically, learning is a process of change, namely a change in behavior as a result of interaction with the environment in meeting the needs of his life (Slameto, 2013, page 2). Utami in Suparijono defines learning as a psycho-physical-social activity towards further personal development, learning is a change in behavior due to experience and the environment.

Motivation according to Wlodkowsky (Sugihartono et al, 2013) is a condition that causes or causes certain behavior and provides direction and resilience to this behavior. Amir Daim (in Habsari, 2005, p. 74) states that motivation is a force or force that can give impetus to the desired activity with the intended principles and objectives. Meanwhile, Wahgo Sumijo (in Habsari 2005, p. 74) states that motivation is a working drive that arises in a person to excel in achieving goals. Jhon W. Santrock (in Badaruddin, 2015, p. 14) explains that motivation is a process that gives enthusiasm, direction, and persistence in behavior. Motivation can also be said to be a series of efforts to provide certain conditions so that someone wants and wants to do something.

Hamalik provides an understanding of learning outcomes as changes in behavior in a person that can be observed and measured in the form of knowledge, attitudes, and skills. These changes can be interpreted as an increase and development that is better than before and those who do not know become aware (Hamalik, 2007. p. 30). According to Nana Sudjana, learning outcomes are abilities possessed by a person/student after he receives his learning experience (Sudjana, 2009. Pg 22). Meanwhile, according to Muhaibbin Syah learning outcomes are a relatively sedentary change in individual behavior as a result of interactions with the environment that involve cognitive processes (Syah, 2015. Pg 92).

Based on the explanation described above, learning motivation is closely related to learning outcomes. If student learning motivation is good then the tendency of learning outcomes will be good and vice versa. increasing learning motivation and student learning outcomes can be pursued through various innovative learning including project-based learning models.

Efforts to overcome the lack of student motivation to learn one of them by using the selection of new or varied learning methods. Among them is by using a project-based learning model. Project Based Learning (PjBL) or project-based learning is active learning by involving students independently with the criterion that this learning will also increase students' thinking power and make students think critically about the project to be worked on through problems

found by students. . According to Clegg (in Made Wena 2009, p. 144) through this learning model, students' creativity and motivation will increase. Because this learning model is student-centered, the teacher is only a facilitator.

In addition, learning history with a contextual approach can make students feel the benefits of learning history in everyday life. Popular culture is one of the media that is very close to students' daily lives so that students can easily connect events in history with events in their immediate environment. This can increase students' motivation in learning history.

Teachers need to apply several learning models so that students are not bored with historical subjects. In addition, the teacher must be able to generate activities and improve students' understanding by reading and writing. The indicators that appear are the lack of interest in reading and students' activeness in delivering historical material because learning history is considered monotonous learning to be boring and only makes students bored, but an innovative learning model for learning history will increase interest in learning which has an impact on improving learning outcomes history students, many learning models have been developed in schools today, one of which is the project-based learning model. This learning model focuses on the core concepts and principles of a discipline, facilitates students to investigate, problem solve, and do other meaningful assignments that are student centered, and produce tangible products. The results of Thomas' research (2000, pp. 11-12) show that student learning outcomes using the Project Based Learning model increased by almost 26% compared to the control class and there was a significant increase in the ability to solve a problem between the pretest and posttest for the experimental class using the project-based learning model. With project-based learning it is also hoped that students can work together with friends, can learn to solve a problem, and have sensitivity to the surrounding environment. Thus it is hoped that students can become active and there is an increase in history learning outcomes. students centered, and produce real.

Conclusion

Innovative learning models are indispensable in learning history in the classroom. One learning model that can increase learning motivation and student learning outcomes is project-based. The application of the Project Based Learning (PjBL) model raises issues that intersect with the daily lives of students. Project-based learning models, in general, can make students experience a meaningful learning process, students build their knowledge in the context of their own experience, and direct learning experience, can support developing skills (Wena, 2009, p. 71). The Project-based learning model in general can make students experience a meaningful learning process, students build their knowledge in the context of their own experience, and a direct learning experience can support developing skills. Research conducted by Wijayanto et al (2017) shows that the application of the Project Based Learning (PjBL) model in learning can improve student learning outcomes, especially in the cognitive realm. In addition, the use of popular cultural media in history learning can also increase students' interest and motivation in learning history because it is closely related to contextual events.

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