

IMPLEMENTATION OF PROJECT-BASED LEARNING STRATEGIES AT SDN 1 SUKOREJO ULUJAMI PEMALANG

Chandra Widya Kesumadyanintyas¹, Cintami Rizaningtya², Widia Devi Arlinda³, Hanifatul Fadilah⁴, Fatmawati Nur Hasanah⁵

UIN K. H. ABDURRAHMAN WAHID PEKALONGAN

chandra230705@gmail.com¹, cintamiriza@gmail.com², widiadeviarlinda@gmail.com³,
hanifatulfadilah@gmail.com⁴, fatmawati.nur.hasanah@uingusdur.ac.id⁵.

ABSTRAK

Pendidikan merupakan landasan penting dalam membentuk individu yang kompeten dalam menghadapi tuntutan dunia modern. Dalam upaya memperbaharui metode pengajaran, strategi pembelajaran berbasis proyek telah muncul sebagai pendekatan yang efektif dalam merangsang keterlibatan siswa dan meningkatkan pembelajaran yang berarti. Dalam era pendidikan yang terus berkembang, strategi pembelajaran berbasis proyek telah menjadi fokus utama dalam pendidikan moderen. Hal ini karena pendekatan ini tidak hanya meningkatkan keterlibatan siswa tetapi juga mengembangkan keterampilan mereka dalam pemecahan masalah, kerja sama tim, dan pemikiran kritis. Dengan mengintegrasikan proyek-proyek berbasis kehidupan nyata ke dalam kurikulum, siswa dapat belajar dengan lebih mendalam sambil mempersiapkan diri untuk menjadi pemimpin masa depan yang inovatif dan terampil. Metode pembelajaran berbasis proyek mampu menciptakan pribadi yang ingin tahu dan dapat bekerja sendiri maupun kelompok. Penelitian ini bertujuan untuk menganalisis keefektifan strategi pembelajaran berbasis proyek serta antusiasme siswa yang nantinya dilihat dari hasil karya atau proyek yang dikerjakan. Penelitian ini memakai metode pendekatan kualitatif. Teknik pengumpulan data yang dilakukan pada penelitian ini yaitu Observasi, wawancara dan dokumentasi dengan melibatkan guru dan kepala sekolah di SDN 1 Sukorejo Ulujami Pemalang. Data dianalisis secara kualitatif. Dengan data direduksi, disajikan dan diambil kesimpulan. Hasil dari penelitian ini adalah peneliti dapat melihat hasil karya siswa melalui metode pembelajaran berbasis proyek yang diterapkan menjadi bukti bahwa mayoritas siswa dapat menerima dan antusias terhadap metode pembelajaran tersebut. selain sebagai salah model pembelajaran yang diterapkan di SDN 1 Sukorejo, Ulujami Pemalang model pembelajaran proyek juga bisa menunjang siswa mengasah bakat yang ia miliki.

Kata kunci : *Strategi, Pembelajaran Berbasis Proyek, SDN 1 Sukorejo, Ulujami Pemalang.*

ABSTRACT

Education is an important foundation in forming competent individuals to face the demands of the modern world. In an effort to renew teaching methods, project-based learning strategies have emerged as an effective approach in stimulating student engagement and enhancing meaningful learning. In an era of education that continues to develop, project-based learning strategies have become the main focus in modern education. This is because this approach not only increases student engagement but also develops their skills in problem solving, teamwork and critical thinking. By integrating real-life based projects into the curriculum, students can learn in greater depth while preparing to become innovative and skilled future leaders. The project-based learning method is able to create curious individuals who can work alone or in groups. This research aims to analyze the effectiveness of project-based learning strategies and the enthusiasm of students who will later be seen from the results of the work or projects carried out. This research uses a qualitative approach method. The data collection techniques used in this research were observation, interviews and documentation involving teachers and school principals at SDN 1 Sukorejo Ulujami Pematang. Data was analyzed qualitatively. With the data reduced, present it and draw conclusions. The results of this research are that researchers can see the results of students' work through the project-based learning method applied, which is proof that the majority of students can accept and are enthusiastic about this learning method. Apart from being one of the learning models applied at SDN 1 Sukorejo, Ulujami Pematang, the project learning model can also support students to hone their talents.

Keywords : *Strategy, Project Based Learning, SDN 1 Sukorejo Ulujami Pematang.*

INTRODUCTION

Basic education is an important foundation for everyone's academic development. However, the challenge of strengthening effective learning practices at the elementary school level has become a major concern in the education community. A deeper understanding of how to approach project-based learning influences Learning success is increasingly being discussed. Global developments in the field of education highlight the need for innovative and relevant approaches in the learning process. Use of technology, integration of contextual curriculum, and emphasis on approaches Student-centered signifies a shift in the educational paradigm.

In this context, the use of project-based learning methods has received attention because it can increase students' understanding of concepts and participation in the learning process. Project-based learning is learning using problems as an initial step to collecting and integrate new knowledge based on experience in real-world activities. Thomas et al. states that learning is based project is learning that gives teachers the opportunity to direct learning in the classroom by including project work (Wina, 2009). On the other hand, Martinis (2013) states that this learning model aims to create analysis of individual students or learners. Focuses on the core principles and concepts of the discipline and engages student in problem-solving investigations and meaningful challenge activities other. Apart from that, it also provides opportunities for students to work and produce products (Wena, 2009).

Project-based learning has great potential to create more interesting and rewarding learning experiences for students. Project-based learning encourages students to be more active in their learning. The teacher only acts as a moderator and assesses the results of the student's work, which will appear in the results of the project the student is working on. This project-based learning method aims to make teaching and learning activities more interesting and motivate students to participate in learning. Students can easily understand concepts that are still abstract by creating their own teaching materials as a product creation task and also as a learning resource. Students have the opportunity to gain direct

experience and are usually able to go through the learning process more quickly to understand the subject matter. The more knowledge you learn meaningful, it will be easier for students to remember what they have learned. However, students still need reference books and other sources to support the teaching and learning process that leads to the next product.

The project-based learning (PBL) method provides a dynamic approach to improving learning performance at the basic education level. By emphasizing active engagement, development of essential skills, and practical application of knowledge, PBL not only promotes improved academic performance but also overall student growth. Therefore, the aim of this research is to find out how to implement project-based learning strategies at SDN 1 Sukorejo, Ulujami Pematang

DISCUSSION

Strategy Project Based learning is a learning strategy that uses problems as the first step in collecting and integrating new knowledge based on experience in real activities. Project based-learning provides opportunities for a learning system that is student-centered, more collaborative, where students are actively involved in completing projects independently and working together in teams and integrating real and practical problems. The goals to be achieved by students are very diverse, for example thinking skills, social skills, psychomotor skills and process skills. Because learning leads to students' independent learning constructing their own knowledge is still very low. Even though learning has been directed through Student Activity Sheets (LKS) which aims to ensure that learning is not centered on the teacher and includes discussion material and questions, the teacher still plays a large role in solving the questions presented in the Student Activity Sheet (LKS).

The lack of total student involvement in learning is due to students not making enough effort to find information themselves, and this reduces the meaning of active and effective learning. Students tend to learn to be able to answer test questions by memorizing lesson material rather than understanding, analyzing problems, and solving problems that they may face every day, so their

critical thinking is less trained. As a result, from a cognitive perspective it is also lacking, as evidenced by the average learning outcome scores in previous competencies that are still less than the minimum competency standard, it is not uncommon for teachers to have to remedial.

To overcome these problems, it is necessary to carry out effective learning activities in forming students so they can learn independently without forgetting cognitive, affective and psychomotor aspects, one of which is by using project-based learning. Project based learning is a learning model in the form of real tasks such as project work, in groups, and in depth to gain a meaningful learning experience. Lesson based projects improve the quality of learning and lead to higher levels of cognitive development through student engagement with complex problems. The hope is that students will have the ability to solve problems with all the creativity they have. By itself, students' cognitive abilities will increase.

Strategy Learning is a very important part in the process of teaching and learning activities. One form of learning strategy implemented at SDN 1 Sukorejo, Ulujami Pematang is a project-based learning strategy. The following are general characteristics of project-based learning methods

1. Problems that are structured and have not yet found a solution.
2. Students act as process designers to achieve learning goals
3. Students are given responsibility for capturing and managing the information they obtain.
4. Be sure to evaluate ongoing programs and activities
5. Students are given the opportunity to review what they have learned in class
6. Evaluate the product or final result of the activity.

Apart from that, there are also principles of project-based learning strategies. The principle of project-based learning is that it is a complex process, and each process requires a pre-planned problem analysis. The steps used in this strategy are planning, problem identification, processing, and implementation. The principles contained in Project-based learning methods include:

1. Driving Principle

This principle focuses on asking questions that can encourage students to do more fight in getting the concept used as a solution to the question. So, this

project can build students' motivation to become more independent in carrying out assignments given by the teacher.

2. Centralist Principle

This learning strategy is the center of learning where students learn the core things of scientific disciplines through this project-based learning strategy.

3. Principle of Autonomy

This principle can be interpreted as an independent attitude possessed by each student in carrying out every activity included in the learning process with a project-based strategy. In this principle, students are more emphasized are free to make their choices, and are responsible for their choices too. Therefore, Student Worksheets (LKS) are an application form of project learning.

Project-based learning is learning that increases knowledge and skills through product creation. Products created by a series of planning, search and collaboration activities. As said by the class 3 teacher at SDN 1 Sukorejo, Ulujami Pematang, he implemented a project-based learning strategy, namely in arts and culture subjects in the form of handicrafts, namely in the form of mosaics from dry leaves, and communication tools from used cans. Here is how to make communication equipment crafts from used cans, namely:

1. Tools and materials:

- a. Two used cans that have been cleaned
- b. Corn rope or twine approximately two meters long
- c. A nail
- d. A hammer

2. How to make

- a. First, make holes in the bottom of the two cans using nails and a hammer.
Ask an adult for help to make holes
- b. Make sure the hole you make is not too big and is enough to be the size of the corn string or twine you are going to use
- c. Once the hole is made, insert the prepared rope. Then tie the end of the rope so it doesn't fall off the can
- d. Do the same thing with the other end of the rope by inserting it into another can.

- e. If so, decorate the can with colorful pictures to make it more attractive to look at
- f. Next we can use it to communicate.

Making this project shows that students are the main actors in its implementation and the teacher is only a facilitator.

The participation of grade 3 students at SDN 1 Sukorejo, Ulujami Pemalang was very good and very enthusiastic as seen from the large number of students who were all present at that time where the teacher used group learning strategies in working on their students' projects. Apart from completing a project that is being worked on, students are also taught to instill an attitude of togetherness, cooperation and helping each other so that the project they are working on can be completed and in accordance with what was planned at the start of the lesson. Project learning is carried out on grade 3 students at SDN 1 Sukorejo, Ulujami Pemalang using Student Activity Sheets (LKS) so that the teacher delivers material and explains to students the project assignments contained in the Student Activity Sheet (LKS) which can later be realized or practiced with the students. to find out the final results of the project. But in its application, of course there are challenges that occur in using project-based learning strategies.

This means that the teacher must know the students' understanding of the material that he has studied with the 3rd grade students at SDN 1 Sukoarjo, Ulujami Pemalang, namely what tools and materials need to be brought, how the steps for making the project assignment must be understood by the students because if not then can cause problems, namely failure in the final result, but not all students experience this, there are only 3% of the students present who experience obstacles in making it. because the students' own modifications did not follow the procedures that had been explained.

Apart from the challenges faced, of course there are positive impacts and benefits obtained by students in the learning project, namely increasing students' skills and innovation in managing the ideas they receive, encouraging students to be more active in the classroom and responsive to problems related to learning. in class, gain experience at first you don't know, you know and of course you need to improve your skills to solve problems. Like the 3rd grade students at SDN 1

Sukorejo, Ulujami Pemalang, students understand and can prove what they learn in the teaching module. The positive impact of the child who previously didn't know was just looking at the picture. "Can this tool make a sound?" After practicing it, it turned out that a sound came out, so he had his own experience, but at first he didn't know, he finally found out. However, from these obstacles and challenges, of course there are special solutions that the teacher applies to deal with them, such as explaining again according to the guidelines in the Student Activity Sheet (LKS), apart from that the teacher also gives directions to continue using the steps that have been written, may be modified but must still be in accordance with the initial implementation procedures. Project-based learning at SDN 1 Sukorejo, Ulujami Pemalang has been effective as can be seen from the active participation of students in follow him, and the learning continues to run in a conducive manner in accordance with the initial learning objectives. Apart from that, it can also be seen from the work created by students that it is very collaborative, creative and innovative so that those who initially didn't know became aware so that they can gain experience and can be passed on to new knowledge that students have. After carrying out practice in implementing project-based learning strategies carried out between the teacher and students, the next procedure carried out by the teacher is to assess the process where the process is observed and conclude the results obtained. After that, assess the results or products of learning practices with the project-based learning strategy obtained from conducting project assignment trials. For example, in the communication equipment project from used cans, students and teachers can judge that if a sound is heard then the project can be said to be successful or successful, but if there is no sound then the students can analyze or try to make it a second time using the procedures previously explained so that the results can reach good targets.

CONCLUSION

Implementation Project-based learning strategies at SDN 1 Sukorejo show a significant increase in student participation and understanding. This strategy focuses on interactive and collaborative learning, where students are actively involved in the learning process through projects that are relevant to real life.

Teachers at SDN 1 Sukorejo act as facilitators who guide students in developing critical, creative and solving thinking skills. Each project is designed to integrate various lesson materials, allowing students to see connections between learning materials. It also helps in building social skills and teamwork, as many projects require group work. This implementation has shown positive results, such as increasing student learning motivation, critical thinking abilities and skills communication, improving students' skills and innovation in managing the ideas they receive, encouraging students to be more active in the classroom and responsive to problems related to classroom learning, gaining experience, improving their skills for solving problems. So students are more enthusiastic and involved in the learning process, because they see firsthand the relevance and practical application of the knowledge they have acquired. In addition, this strategy also helps identify and develop the individual potential of each student.

However, this implementation also faces challenges, such as the need for careful planning, adequate resources, and adequate teacher training sustainable. Support from all parties, including parents and the school community, is critical to the long-term success of this project-based learning strategy. In this way, SDN 1 Sukorejo has made significant strides in creating a more dynamic and effective learning environment.

REFERENCES

- Bistari, Aunurrahman, sulisyarini, dkk. (2021) *Buku pedoman metode berbasis proyek*.
- Chamo, N., Biberman-Shalev, L., and Broza, O. Nice to Meet You Again: When Heutagogy Met Blended Learning in Teacher Education, Post-Pandemic Era. *Education Sciences* 13(6) h.536,
- Justita, M, L. (2019). Implementasi model pembelajaran berbasis proyek (project based learning) untuk meningkatkan aktivitas dan hasil belajar siswa. *Jurnal Teori dan Praksis Pembelajaran IPS*, (4), hal 90-95.
- Martinis, Y. (2013). *Desain Pembelajaran Berbasis Tingkat Satuan Pendidikan*. Jakarta: Referensi.
- Ma, Y, C. (2023). Using Participatory Teaching in Hands-On Courses: Exploring the Influence of Teaching Cases on Learning Motivation. *Education Sciences* 13 (6), h.547.

- Melati, D, T. (2022) Project Based Learning: Praktik yang Bermanfaat untuk Dunia Nyata.
- Mudmainah, S. (2016). Penerapan Metode Pembelajaran Berbasis Proyek Untuk Meningkatkan Minat Belajar Siswa Kelas III Sekolah Dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, hal. 2837-2877.
- Purnomo, H., & Ilyas, Y. (2019). *Tutorial Pembelajaran Berbasis Proyek*. Yogyakarta: K-Media.
- Rineksiane, N. P. (2022). Penerapan Metode Pembelajaran Project Based Learning untuk Membantu Siswa dalam Berpikir Kritis. *Jurnal Pendidikan Manajemen Perkantoran*, 7(1), 82-91.
- Wena, M. (2009). *Strategi Pembelajaran Inovatif Kontemporer*. Jakarta: PT Bumi Aksara.
- Wina Sanjaya. (2009). *Penelitian Tindakan Kelas*. Jakarta: Kencana Prenamedia Group.
- Qingna Pan et al., (2023). Mapping Knowledge Domain Analysis in Deep Learning Research of Global Education. *Sustainability* 15(4). Hal. 3097.