Implementation Of the Project-Based Learning Model In The Pancasila Education Subject For Class X Students at SMA Negeri 1 Malang

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ABSTRACT

This study aims to analyze the implementation, driving and inhibiting factors, and solutions provided in the implementation of the Project Based Learning learning model in the subject of Pancasila Education for grade X Students at SMA Negeri 1 Malang. The type and design of research is qualitative descriptive. The results of the study stated that the implementation of the Project Based Learning learning model in Pancasila Education lessons was carried out through two project implementations, including critical reasoning and cooperation projects, and the resulting products were posters and piggy banks. In the implementation of PjBL implementation in the classroom, several driving and inhibiting factors are obtained. The driving factors are learning becomes more flexible, discussions are more in-depth, and learning is more done in groups and presentations. While the inhibiting factors are, lack of activeness, creativity from some students, assignments that are considered too burdensome for students, costs that are felt to be quite a lot, and the duration of time needed is longer than class hours. The solution to deal with this obstacle is more intense assistance from the lesson teacher to less active students, forming student cohesiveness, minimizing costs, and carrying out reflection after the lesson is over.

Keywords: Learning Model, Project Based Learning, Pancasila Education
INTRODUCTION

The independent curriculum is an effort to restore learning by implementing curriculum guidelines issued by the Minister of Education. Three curriculum options for schools in the Minister of Education, Culture, Research and Technology (Permendikbudristek) Regulation No. 58 of 2022 concerning the independent curriculum learning renewal scheme by the independent curriculum design, learning and assessment methods, and teacher workload. This aims to respond to the educational lag following the Covid-19 pandemic.

The Ministry of Education and Culture has launched the implementation of the Independent Learning Curriculum at the school level, as confirmed by the Mayor of Malang. The independent curriculum is a process to humanize humans and improve skills. Schooling can be carried out in the community because learning resources do not only come from formal schools and teachers. Likewise, SMA Negeri 1 Malang has implemented an Independent Curriculum, which in its implementation can foster students’ learning motivation to improve their abilities with teachers acting as facilitators (Bidang Komunikasi dan Informasi Publik, 2023).

Improving human resources (HR) and quality infrastructure is the embodiment of the Golden Indonesia Vision 2045. Excellence, quality, integrity, hard work, and character are the embodiment of mature human resources. Golden Indonesia can be created from the movement of its young generation (Novrizaldi, 2022).

Amid learning developments, Project Based Learning (PJBL) emerged. Completion of the project is expected to be able to develop knowledge, skills, creativity, and collaboration ability.

Bie (Monti et al., 2016) said that Project Learning is focused on scientific disciplines using students participating in solving a problem or issue individually or in groups so that the final result is a real and valuable product. Project-based Based Learning creates independent learning, which moves innovatively by providing opportunities for students, and then the teacher will act as a facilitator and motivator (Anggraini & Wulandari, 2020).

In reality, the research journal from Sari and Angreni, with the title "Application of the Project Based Learning (PjBL) Learning Model to Increase Student Creativity" explained that a teacher who is expected to provide support for learning so that pleasant learning conditions are created. Teachers are expected to make improvements to classroom learning, such as by implementing Project Based Learning (PjBL).

A previous research journal from Monti et al regarding "Project Based Learning Model on Mathematical Problem Solving Ability" explains the problems in Mathematics lessons that students feel, namely feeling bored,
considered difficult and afraid. Teachers can carry out solutions by developing learning creativity (Monti et al., 2016).

The next reality in the research journal titled "Project Based Learning Based on Lesson Study to Increase Activeness" by Yulianto et al, explained that the problem lies in the students at MTs Sunan Kalijogo Malang not responding enough during learning, there are no textbooks, most teachers still use lecture method, then students' low interest in visiting the library (Yulianto et al., 2017). Reflecting on this situation, it is hoped that Project Based Learning can be implemented by teachers to create an effective learning environment.

Based on three previous studies, there are differences and similarities with the themes raised by researchers. Researchers found similarities in the research conducted by Sari, Monti et al, and Yulianto et al, namely the theme raised regarding the Project Based Learning learning model which is expected to create students’ creativity, skills and collaboration abilities. Then the differences are in the subject, place and time of the research. Referring to several problems that have been explained, the researcher took the title Implementation of the Project Based Learning Model in Pancasila Education Subjects for Class X Students at SMA Negeri 1 Malang.

METHOD

The design and type of research are descriptive and qualitative. This qualitative research is scientific in nature to obtain systematic information about incidents or incidents (Umar Sidiq, 2019). Implementation of research at SMA Negeri 1 Malang in August 2023.

Muhammad Idrus (Rahmadi, 2011), stated that the data is in the form of information that is relevant to the research objectives. Using primary data sources from the Head of Curriculum, Pancasila Education teachers, and students through a process of observation, interviews, documentation, and secondary data obtained from other supporting documents. Data analysis is obtained from data reduction, data presentation and data verification or concluding, and data validity techniques using triangulation methods.

RESULTS AND DISCUSSION

Implementation of the Project-Based Learning (PjBL) Learning Model in Pancasila Education Subjects for Class X Students at SMA Negeri 1 Malang

Based on the results of the researchers’ findings regarding the application of the Project Based Learning learning model in Pancasila Education lessons, it was carried out through the Critical Reasoning project by making posters with the theme 'Application of Pancasila in the National and State Context' and
'Challenges of Pancasila in Global Life', and the Gotong Royong project by making creations 'Piggy bank'.

Implementing learning in schools is a collaborative effort between school leaders, curriculum, teachers, students and other stakeholders. As in SMA Negeri 1 Malang, teachers hold discussions about what they have learned to use in class. Teachers collaborate with the curriculum to discuss what models, strategies and media to use. SMA Negeri 1 Malang is implementing the Merdeka Curriculum in the 2022/2023 academic year, but its implementation is still for class X. Project-based learning is implemented in several subjects, including Physics, Pancasila Education, Biology, and Indonesian.

Teachers use the material ‘Opportunities and Challenges for Implementing Pancasila’ in critical reasoning projects. The teacher will provide material and form groups. Students will be assigned to prepare brochures/leaflets/posters. This project has objectives that must be completed by each group in the class. The product that will be produced is a poster. The final results of this product were presented by each group in front of the class. The teacher expects the audience to convey reactions to the work completed by each group, and the teacher also evaluates it.

In the ‘Gotong Royong’ project, the teacher provides material about the "Citizenship Mutual Cooperation Project". The teacher describes the material in detail and then forms the class into 4 large groups. Where each group is given the task of analyzing and describing the concept, meaning and examples of mutual cooperation. Followed by a presentation of the results of the discussion with the group in front of the class. After the presentation session, the teacher gives a project to be completed with each group member with a mutually agreed target time, namely during 1 meeting. In this project, students are required to have a high social sense of their surroundings. The project takes the form of creating a 'piggy bank' creation, filled with social donation money from each group member. The collection of social donations will be given a timeline of up to 1 semester. This distribution of social donations will later be donated at the end of the semester. The money from the donation will be distributed to those in need. After the activity ended, the teacher gave instructions to the students to complete a simple report, and then present it to the class.

Encouraging and Inhibiting Factors for Implementing the Project Based Learning (PjBL) Learning Model in Pancasila Education Subjects for Class X Students at SMA Negeri 1 Malang

Based on the findings regarding the driving and inhibiting factors for implementing the Project Based Learning learning model. The driving factors include: a) learning becomes more flexible, b) learning is more in-depth, and c) more learning is done through group work and presentations. Meanwhile, the
inhibiting factors are: a) requiring a longer duration than class hours, b) assignments that make students more burdened, c) lack of activity and creativity on the part of some students, and d) the costs incurred are quite large.

Based on the theory from Handayani (2020), regarding student participation and activities in this learning, namely, problem-solving through projects, and time limits are set to produce valuable products. The teacher provides encouragement to students to complete the project. Providing a time limit for project work provides enthusiasm so that students are able to complete it quickly. Cooperation/collaboration is also carried out as a determinant of project implementation so that the results obtained are more meaningful and valuable. Collaboration is carried out to build relationships of full mutual trust with fellow group members.

The inhibiting factor based on the theory from Titu (2015) states that solving problems requires a long duration, and the expenditure of funds required is quite large. Based on the theory that has been explained, it can be analyzed that the smoothness of a project implementation is influenced by how long the duration required to carry out a task or project, will have an impact on the efficiency of the product that will be produced. Time effectiveness is very important and paramount so in completing a product it is necessary to establish time management and a timeline for completion. In addition, sufficient funds are needed to support the smooth implementation of a project. Funding for project completion needs to be thought through carefully and planned well in order to anticipate future problems. This funding is very useful for determining the essentials of project implementation so that the resulting project will have value and even be worth selling.

**Solutions to Obstacles to Implementing the Project-Based Learning (PjBL) Learning Model in Pancasila Education Subjects for Class X Students at SMA Negeri 1 Malang**

In the implementation of a project, both in terms of implementation and other technical aspects, there will certainly be problems. So there needs to be a solution to resolve the problems that arise in the future. Based on the inhibiting factors, solutions can be found, namely: a) minimizing costs, b) intense mentoring for students who are less active, c) forming student solidarity, and d) reflection between teachers and students.

The existence of obstacles can be a benchmark for the implementation of learning. This requires an attitude of being aware of the importance of the obstacles that must be considered. Like the theory put forward by Pratama & Prastyningrum (2016), namely regarding feedback that is expected to emerge internally from students to sharpen their thinking abilities. As in learning activities, after the end of the lesson, there will be a reflection. Where this
reflection is something that must be done in the Independent Curriculum. Reflection is needed to measure how much students understand and input and suggestions from them which will then become material for consideration for project activities that will be carried out in the future.

Widiasmoro (2016) revealed a solution to the obstacles encountered in the implementation of Project Based Learning, namely that students are facilitated by minimizing the costs incurred. This can be done through contribution activities with members of each group. Another solution is that cooperation is needed between the parties involved because spending costs also greatly influence the smooth implementation of a project. One of them is that in the learning process in class, direct interaction is carried out by the teacher and students. Some students were found to be active, so there was a need for more intense assistance from the teacher. This assistance is carried out to help students to be able to complete the responsibilities that must be completed. The smooth running of a project must be supported by all parties, including students, as the implementing factor greatly influences the optimal product that will be produced.

CONCLUSION

Based on the results of the researcher's analysis regarding the implementation of the Project Based Learning learning model in the Pancasila Education subject for class by creating a 'Piggy Bank' creation, which will be filled with social donations with a timeline of 1 Semester. There are 2 factors that can be felt in this learning, namely encouraging and inhibiting factors. The driving factors are: a) learning becomes more flexible, b) discussions are more in-depth, and c) learning is mostly done in groups and presentations. Meanwhile, the inhibiting factors are, a) requiring time that is longer than class hours, b) assignments that make students more burdened, c) lack of activity and creativity on the part of some students, and d) the costs incurred are quite large.

Solutions to the obstacles to implementing this learning model can be found, namely: a) minimizing costs, b) providing intense assistance to students who are less active, c) forming student solidarity, and d) reflection between teachers and students.

REFERENCES


