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Implementasi Model Pembelajaran Project Based Learning (Pjbl) Untuk Meningkatkan Konsentrasi Belajar Mahasiswa Pada Matakuliah Pembelajaran Sains SD

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Abstract

This research aims to increase the learning concentration of students in the third semester of the PGSD study program in the Science Learning course. The data collection method is carried out by interviews and direct observation of the learning process in the classroom. The research technique of classroom action (PTKI) was carried out in two cycles with 5 meetings, namely cycle I and cycle II in accordance with the theory developed by Kemmis and mc.Taggart. The results of the study showed that in cycle I by varying teaching techniques by adding audio visual media obtained results of 63% The average level of student learning concentration, out of 30 students there were 10 students who were still very lacking in learning concentration. This shows that the learning process has not been successful in cycle I, therefore the researcher continues to cycle II, the researcher has applied the PJBL model and obtained an increase in student learning concentration seen from each indicator studied. The data produced in the second cycle was 83% of the average student learning concentration. This shows that the use of the PjBl model in increasing student learning concentration consistently has been tested.

Keywords ; Model PJBL, Konsentrasi Belajar. Pembelajaran Sains

INTRODUCTION

Education is something that continues uninterrupted from generation to generation anywhere in the world. Education is an effort carried out by a person or group of other people in order to become an adult or achieve a higher level of living or livelihood in a mental sense. Efforts to humanize human beings through education are carried out in accordance with the outlook on life and in the socio-cultural context of each particular society. According to Ihsan (2008:2) that education is defined as a

result of the nation's civilization developed on the basis of the nation's own view of life (societal values and norms). The purpose of education is normative, namely to contain elements of norms that are coercive, but not contrary to the essence of student development and can be accepted by the community as a good value of life.

According to the educational curriculum in higher education, the educational goal of the 2024 college curriculum is to improve the quality of education and the relevance of education. The Independent Curriculum is one of the options that universities can choose. Objectives of the Independent Curriculum: Improving the quality of learning, Providing flexibility to educators to implement more in-depth learning, Facilitating educators to focus on strengthening character, Prioritizing literacy that is relevant to the times, Providing greater trust to teachers to design learning.

Based on the experience so far in the class of semester students in science learning courses, the level of student concentration can still be categorized as not optimal, and this has an impact on many things, for example to learning outcomes or learning outcomes and creativity also has an impact on not being maximized.

The low concentration of student learning which has an impact on creativity and learning outcomes obtained in students in the science learning process which takes place in Semester 3 of students at the PGSD Study Program of Al-Muslim University Peusangan is caused by students not hearing the explanation of the material delivered by the lecturer properly, there are still many students who are not able to do the tasks given by the lecturer, In the classroom there are still many students who are still busy with other things that are not related to the material, students are not actively involved in following the learning process. To be able to overcome problems that occur in the learning process, lecturers must be more skilled to provide meaningful services for students in achieving educational goals can be pursued in various ways. One of these efforts is to implement learning innovations.

One of them is one of the learning models that is relevant to the needs of students today, the Project Based Learning (PjBL) learning model. In this model, students are directed to study material based on the problem faced or related to efforts to solve a problem. The PjBL model can encourage active student involvement, stimulate cooperation in learning, and give students the freedom to determine what material they want to learn and the way they choose to learn (Saputro & Rayahub, 2020: 187). In addition, the PjBL model also provides a more contextual, interesting, and in-depth learning experience, with the hope of increasing students' understanding and concentration on Islamic religious teachings (Andrias et al., 2024: 168) Basically, the aspect that is a priority for students in learning is mastery of the material studied. However, it is also important for lecturers to stimulate students to pay attention to the scope of student interaction with their peers (social attitudes). It can be said that a person's social attitude is a reflection of their level of self-awareness, which ultimately influences how they respond to diverse social situations. When looking at the correlation, science learning with the PjBL model has a significant positive impact on the development of students' social attitudes. This model not only invites students to

work together, but also encourages appreciation for diversity, strengthens a sense of responsibility, and improves effective communication skills. The social attitudes formed from this model include the ability to collaborate, respect differences, take responsibility, and communicate effectively in group situations (Junita et al., 2023: 53).

METHOD

This type of research is Classroom Action Research (PTK). The implementation of the research is precisely in Unit F semester IV of the PGSD program of Almuslim University. This study uses a cycle model developed by Kemmis and Mc.Taggart which consists of several stages, namely planning, *acting*, *observing* and *reflecting*, (Sari 2019). This research was carried out in two cycles, namely cycle one before UTS, namely from October 3 to 17, 2024 with a total of 3 meetings, and cycle two before the final exam, namely from November 7 to 28, as many as 4 meetings.

The instruments used in this study are in the form of interviews, observations, assessments, and tests. Interviews are conducted to find out how ready the learning process is and after the learning process is carried out to find out the response or assumptions of students to the learning process. Observation is carried out to see the level of concentration during the learning process, as well as to assess the results of the teaching aid project and other tasks. The test is carried out to determine the value of learning outcomes in the form of cycle test questions. The purpose of implementing the two cycles is to verify the results regarding the use of the PjBl model whether it can increase students' concentration in learning.

RESULT AND DISCUSSION

Pre-cycle data analysis

Action Research starts from initial observations that so far student learning concentration is still lacking, this can be seen from the seriousness of students in learning which seems to be still not optimal. It can also be seen from the ability of students to do assignments that are still not carried out perfectly. The ability to give opinions also seems to be very lacking, this is because students do not know what to say because at the time the material was delivered was not well understood, this started because the concentration of students was still not good. This condition causes students' interest in learning to decrease, learning concentration also decreases, resulting in poor learning outcomes.

Cycle I data analysis

In the first cycle of learning, learning is carried out by varying teaching methods to observe how the concentration of learning in students is, the methods carried out are discussion methods, questions and answers and visual audio media in the form of ppt in the form of slides of teaching materials. In addition, learning is also carried out by providing *ice breaking* with the aim of attracting students' attention in learning, and the learning process becomes not monotonous.

Learning concentration is classified as a cognitive realm so that at the end of each action, it is necessary to carry out a test or give evaluation questions to see the extent of the effectiveness of the use of learning methods and media and to find out students' understanding of the concepts that have been conveyed on that day. Based on the results of the implementation of Cycle I, the following is a description of the results obtained:

Table 1
Results of Observation of Concentration Cycle 1

No	Indicators studied	Percentage
1	Concentration of attention. pay close attention to the source of information (lecturer or book), focus the gaze on the teacher or the board, and pay attention to other things (looking at the friend who asks questions or responds to answers).	90 %
2	Verbal response. That is, asking for additional information about the examiner, his hypothetical opinion, becoming a speaker.	75%
3	Psychomotor welcome. By taking notes or writing information, making answers or doing assignments.	50%
4	Give a statement. Such as corroborating, approving and opposing and refuting or comparing (with reason, without reason).	50%
5	Answer. Answering the answers of the results of the discussion or the answers of friends according to the problem or deviating from the problem (hesitating).	50%
Average percentage		63%

Sumber : Hasil Penelitian 2023

Cycle II data analysis

After conducting cycle 1, the researcher followed up in the form of continuing the meeting to cycle II by applying the PjBl model with a small group strategy. This regrouping into small groups aims to further improve the level of concentration in learning. With this small group consisting of 6 people, each group will reduce the noise and each group will be more focused on the project tasks that will be carried out. The series of learning steps in this cycle are: **first**, students are divided into small groups with a total of 6 members, there are 6 groups in one class. **Second**, each group was given the task of analyzing the syllabus of different grades to choose one of the themes that they wanted to develop further. **Third**, each group determines the topic or title of the project they want to design in the form of learning tools and simple teaching aids. **Fourth**, each group prepares the materials needed to design props according to the chosen topic. **Fifth**, at the next meeting, the group completed a project in the form of

props that had been planned with the group. Based on the actions carried out in the second cycle, Actions Idan II, the following is a description of the results of the observation of the concentration of students in the second cycle:

Table 2
Results of Observation of Concentration Cycle II

No	Indicators studied	Percentage
1	Concentration of attention. Pay close attention to the source of information, focus your eyes on the lecturer or the board, and pay attention to other things (looking at friends who ask questions or respond to answers).	95 %
2	Verbal response. That is, asking for additional information about the examiner, his hypothetical opinion, becoming a speaker.	85%
3	Psychomotor welcome. By taking notes or writing information, making answers or doing assignments.	80%
4	Give a statement. Such as corroborating, approving and opposing and refuting or comparing (with reason, without reason).	75%
5	Answer. Answering the answers of the results of the discussion or the answers of friends according to the problem or deviating from the problem (hesitating).	75%
Average percentage		82%

Sumber : Hasil Penelitian 2023

Based on the results of observations from cycle II, there was an increase in student learning concentration in learning using the PjBl model. In cycle II, more than one meeting was also held, this aims to see the consistency of the specified indicators, there is a difference of only a few percent in each meeting. It can be mentioned that using the PjBl learning model immediately helps to increase student learning concentration.

Discussion

Before the implementation of the first and second cycle actions, interviews were conducted with students regarding their learning readiness and the problems faced during studying. It was found that learning motivation is still low and concentration in learning has not been maximized. This is because teaching techniques have not varied. Therefore, the researcher seeks to provide a solution in the form of varying teaching methods and techniques, namely by using audio visual media in the form of PPT and

other video displays which are expected to help increase student learning concentration, so that it has a great impact on learning outcomes later. This teaching variation was applied in the first cycle, and the results were still not optimal, there were 10 students who were still very lacking in concentration.

Based on the results of the reflection of the first cycle, in the second cycle to further improve the concentration of student learning, the researcher used the PjBl model in carrying out the learning process. The application of the PjBl model has a positive impact on students in increasing their concentration on learning and increasing their understanding, of course. This can be seen from the increase in the percentage of indicators studied from each cycle. To increase the teaching perspective, in the 2nd meeting of cycle II, the researcher varied the teaching technique by adding a competition, namely with each group exhibiting or demonstrating the goodness of the project in the form of the resulting teaching aids. The work of the props is assessed by the researcher to foster motivation in the future, by providing simple rewards in the form of entertainment prizes. This shows that the use of the PjBl model can be achieved even more optimally.

The PjBl model can also increase student activity, students are more involved in learning. It can be seen from the number of students in asking questions and giving opinions. This is because students are enthusiastic and serious in working on projects assigned by lecturers. The success of the implementation of this model is supported by the formation of small groups that make students more focused on learning while working on the given project. Thus, the researcher's assumption with the application of the PjBl model to increase student learning concentration has been successful and consistent in its success.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the application of the PjBl model to increase student learning concentration can increase. As for the improvement points in terms of concentration, psychomotor readiness to do the project, classroom conditions are conducive, and the activeness of students in the classroom is very good, this is shown by the percentage increase from the first cycle of 63% and the second cycle increased to 83%.

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