The Influence of Implementing the Project Based Learning Model on Students Geography Learning Motivation at SMA N 1 Tanjung Mutiara Agam Regency

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ABSTRACT

This research is motivated by the problem of low motivation to study geography, no concentration and low activity during learning, there is no student feedback when learning takes place. The purpose of this study was to find out and analyze data that had the effect of applying the Project Based Learning learning model on increasing students' motivation to learn Geography at SMA N 1 Tanjung Mutiara, Agam Regency.

The type of research used was aquasi-experimental research, the research design used was a non-equivalent Control Group Design. The population of all class X students of SMA N 1 Tanjung Mutiara, Agam Regency who were registered in the 2022/2023 school year consisted of 6 classes and the sampling in this study was conducted by random sampling, the instruments in this study were warm and the data analysis techniques were descriptive and inferential statistical analysis.

Research results: Is there an effect of applying the Project Based Learning learning model to increasing students' motivation to learn Geography at SMA N 1 Tanjung Mutiara, Agam Regency, research. Based on the descriptive analysis of the experimental class (Project based learning) which obtained a percentage value of 84% in the High category while students in the control class (Conventional) obtained a percentage value of 78% with High. Based on the independent sample t-test regarding student questionnaire answers, it can be concluded that the sig value is $0.002 < 0.05$ which states that the coefficient value is significant because tcount > ttable = $3.298 > $ ttable 1.670, thus it can be interpreted that H0 is rejected and Ha is accepted. so, there is an influence of the project based learning learning model on student learning motivation in the subject of Geography at SMA N 1 Tanjung Mutiara, Agam Regency.

1. Introduction

Education functions to assist students in self-development, namely the development of all potential skills and personal characteristics in a positive direction, both for themselves and their environment. The role of the educator is to actualize what is still budding, and further develop what is only slightly or only partially actualized, as much as possible in accordance with existing conditions. Students also have the ability to grow and develop on their own. In educational interactions students do not always have to be given or trained, they can seek, find, solve problems and train themselves. The abilities of each learner are not the same, so that there are those who really can be released to seek, find and develop on their own, but there are also those who need a lot of help and guidance from other people, especially educators (Jagantara, et al 2014).

Learning is a process carried out by students to gain knowledge while teaching is one of the teacher's potentials in the form of mastery and skills in carrying out the teaching process. The success of a teaching and learning process is inseparable from a learning model that is carried out so that the goals are achieved properly, because the learning model is a tool to achieve a goal (Yulaini and Anggraini 2020).

"Geography is a problem-oriented scientific discipline (problem oriented) in the context of interaction between humans and the environment" (Bintarto and Surastopo Hadisumarno, 1979:7). Geography is the study of natural and human phenomena that occur on the surface of the earth. The importance of studying Geography requires that everyone is able to understand the surrounding environment, natural phenomena and human activities. However, humans can never be separated from the surrounding natural environment. This is evidenced by all human needs which always depend on nature, especially in the necessities of daily life (Arianti, A. 2019).

Teachers have an important role in improving the quality of the nation's education, namely by educating students as well as possible in achieving educational goals. The teacher's role in increasing student learning motivation is one of the integral activities that must exist in learning activities. In addition to providing and transferring knowledge, the teacher is also tasked with increasing children's motivation in learning. To achieve educational goals, motivation is needed in learning and teaching. Learning motivation of students can be increased through the efforts of teachers in teaching.

In learning activities, motivation is needed to arouse student learning enthusiasm so that learning activities can run well. The meaning of learning motivation according to Sardiman (2018: 75) is the overall driving force within students that generates learning activities, which guarantees the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved. According to (Hanafiah in Salmiah (2021). Learning motivation is a power (power motivation), driving force (driving force) or a tool for building willingness and a strong desire in students to learn actively, creatively, innovatively and fun in the context of changing good behavior in cognitive, affective, and psychomotor aspects.

Previously the author had made observations on December 10 2022 at SMA N 1 Tanjung Mutiara located in Tanjung Mutiara District, Agam Regency, SMA N 1 Tanjung Mutiara had implemented the Merdeka Curriculum only in class X, while classes XI and XII still used the 2013 curriculum. From the results of observations it can be seen that the learning motivation of class X students in participating in learning is still low. As for the background of the low motivation to learn Geography is there is no concentration and liveliness of the desire to learn, there is no encouragement of students to learn can be seen from the interactions when learning takes place. It is clear from the observations that the researchers made during the lesson, that most students did not pay close attention when the teacher explained the material in class. In this condition the researcher asked the students after completing the lesson, the students revealed that learning was very boring, sleepy and lazy when participating in Geography lessons. In addition, the interaction between students and students and teachers and students was seen to be lacking, this was clearly seen during the learning process, there were no students who asked the teacher or expressed their opinions. So that it can be indicated that there is a lack of student learning motivation in the learning process.

For this reason, it is necessary to cultivate students' motivation to learn, because their learning motivation greatly influences the learning outcomes obtained. Motivation is one of the most important elements in effective teaching. Students who want to learn can learn about anything. For that as a teacher must have the ability to motivate students. Growing student learning motivation can be done in several ways, one of the efforts to increase student motivation is to choose the right learning model to apply. A variety of learning models will avoid the saturation of students in learning, students will get new experiences by using different learning models than before.

The Project Based Learning learning model is a learning model that uses the real world as learning. One of the advantages of the Project Based Learning learning model is to increase learning motivation. The Project Based Learning learning model has several advantages, one of which is to

increase students' learning motivation. This is in accordance with the statement of Majid and Rochman (2014, p. 164) in (Maylisan, Y. 2022) which states that: "the use of a project-based learning model has several advantages, including being able to increase learning motivation, increase problem solving abilities, increase activeness , improve collaboration, and more".

2. Method

The type of research used was a quasi-experimental research, the research design used was a non-equivalent Control Group Design. The population of all class X students of SMA N 1 Tanjung Mutiara, Agam Regency, who were registered in the 2022/2023 academic year consisted of 6 classes and the sample was taken in this study. by random sampling, the instruments in this study were warm and the data analysis techniques were descriptive and inferential statistical analysis.

3. Results and Discussion

The data analysis used in this discussion is the -t test. This model was chosen to find out the learning motivation of students using the Project Based Learning learning model with conventional models in class X SMA N 1 Tanjung Mutiara, Agam Regency as follows :

a. Normality Test

 The data normality test is intended to determine that the sample data comes from a normally distributed population. Sample data comes from experimental and control classes. This normality test uses the SPSS for windows test used by Kolmogorov-Smirnova with the test criteria if the significance is > 0.05 then the data is normally distributed, whereas if the significance is <0.05 then the data is not normally distributed. The normality test results of the questionnaire data on student learning motivation in class X.E for more details, see the table below:

Table 1. Normality test results for experimental and control classes

Tests of Normality

Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Eksperimen	.141	31	.119	.936	31	.065
	Kontrol	.076	30	.200[*]	.974	30	.661

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

*Level Signifikansi 0,05

The table above shows that the data source of class student learning motivation in the experiment using the Project Based Learning learning model obtained a significance of 0.119 0 > 0.05 so that it can be concluded that it is normally distributed and for the control class using the Conventional learning model it is obtained 0.200 > 0.05 normally distributed. It can be said that the control class and experimental data from learning motivation are normally distributed, because they have a significance value greater than 0.05 at (p> 0.05). So, this data has met the requirements for analysis.

b. Homogeneity Test

Homogeneity in a data aims to determine whether the sample used in the study was obtained from a population with homogeneous variance or not. With the help of SPSS, a score that shows a homogeneous variance is produced. The requirement for the variance to be said to be homogeneous is if it is significantly greater than 0.05 or. For more details, see the table below:

Table 2. Homogeneity Test Results Variance Data Learning motivation in control and experimental classes

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	3.552	1	59	.064

Based on Median	3.556	1	59	.064
Based on Median and with adjusted df	3.556	1	58.979	.064
Based on trimmed mean	3.579	1	59	.063

*Level Signifikansi 0,05

The hypothesis in this study is "there are differences in the motivation of Project Based Learning students with conventional learning models in class X students at SMA N 1 Tanjung Mutiara, Agam Regency." The analysis used was the t-test with the help of SPSS. The data requirement is significant if p is less than 0.05 or t_count>t_table.

c. Hypothesis Testing

The hypothesis in this study is "there are differences in the motivation of Project Based Learning students with conventional learning models in class X students at SMA N 1 Tanjung Mutiara, Agam Regency." The analysis used was the t-test with the help of SPSS. The data requirement is significant if p is less than 0.05 or t_count>t_table.

Table 3. Summary of t-test results between experimental and control classes

Data	t_{hitung}	db	p	keterangan
Conventional Project Based Learning motivational data	3.289	59	0,002	Signifikan

Based on SPSS calculations, it is known that the t_count is 3,298 and the t_count value with db 59 at a significant level of 5% is 0.682 The t_count>t_table value, or the p-value is less than 0.05 (p=0.002<0.05). Thus Ha is accepted so, there is an influence of the project based learning learning model on student learning motivation in Geography subject at SMA N 1 Tanjung Mutiara, Agam Regency between those using Project Based Learning learning strategies (experimental group) and conventional models (control group).

4. Conclusion

Based on the purpose of this study was to determine the effect of applying the Project Based Learning learning model on increasing students' motivation to learn Geography at SMA N 1 Tanjung Mutiara, Agam Regency. Descriptive test results for the experimental class (Project based learning) which obtained a percentage value of 84% in the High category, while students in the control class (Conventional) obtained an average learning motivation of 78% with High. Based on the independent sample t test regarding student questionnaire answers, it can be concluded that the sig value = 0.002 <0.05 which states that the coefficient value is significant because tcount is = 3,298 > ttable 1.670, thus it can be interpreted that H0 is rejected and Ha is accepted. so, there is an influence of the project based learning learning model on student learning motivation in the subject of Geography at SMA N 1 Tanjung Mutiara, Agam Regency.

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