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Increasing Primary Students Motivation and Learning Outcomes on Capital Letters through a Project Based Learning Model

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1. Abstract

This study aims to increase student motivation and learning outcomes regarding the Use of Capital Letters using the Project Based Learning (PjBL) model in grade 2 of a primary school students in Indonesia. This type of research is Classroom Action Research (CAR), using the Kemmis and McTaggart models which include planning, action and observation, as well as reflection on each cycle. The subjects in this study were in grade 2 of a primary school students in Indonesia, totaling 12 students. Data collection techniques using tests, observation, and documentation. Data were analyzed by descriptive quantitative and qualitative. Indicators of success are the average percentage of students' learning motivation of ≥85% and the average class score of ≥80 and the percentage of students who complete is ≥85% with the specified KKM of 80. The results showed that the application of the Project Based Learning (PjBL) model to material on the Use of Capital Letters could increase the motivation and learning outcomes of in grade 2 of a primary school students in Indonesia. The results showed. Increasing student motivation from pre-action reached 50.35%. to 72.22% in cycle I and in cycle II to 86.11%. The increase in learning outcomes can be seen in the class average score in the pre-action reaching 64.67 and experiencing an increase in cycle I and cycle II, from 81.67 to 88.33. An increase also occurred in the percentage of student completeness, namely from the pre-action where 5 students or 41.67% completed. to 10 students or 83.33% in cycle I and in cycle II to as many as 11 students or 91.67%.

Keywords: *Motivation, Learning Outcomes, Project Based Learning (PjBL)*

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2. Introduction

Improving the quality of formal education in schools is inseparable from the demands of success from the process of learning activities. The process of learning activities is influenced by several things that are interrelated with each other, including teachers, students, learning methods and supporting facilities. As an educator, teachers are required to have good and correct teaching skills, therefore to comply with these demands a teacher must be able to choose and use appropriate learning models and in accordance with the subject matter to be delivered, also taking into account the level of development of their students.

The learning model used by teachers should always pay attention to student factors that act as learning subjects. The abilities and ways of learning of students are different from other students. These differences lead to different needs of each individual. However, this does not mean that learning must be turned into individual learning, but rather that learning is needed in order to fulfill the individual needs of students.

Project Based Learning is a learning model that uses projects/activities as the core of learning. Students carry out exploration, assessment, interpretation, synthesis to produce various forms of learning outcomes. PjBL is an in-depth investigation of a real-world topic. The steps for implementing project-based learning are determining fundamental questions, compiling project plans, compiling schedules, monitoring, testing results, and evaluating experiences (Permendikbud). Project-Based Learning uses problems as a first step in gathering and integrating new knowledge based on experience in real activities.

Based on the observations the researchers made during the pre-teacher service in grade 2 of a primary school students in Indonesia the researchers found several problems. These problems include the learning method that still uses the lecture method. Students have not been placed as subjects in learning. Students are less motivated in

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learning. Students wait more for learning from the teacher than looking for the knowledge and skills they need themselves. The low impact of student learning motivation has an impact on student learning outcomes which are also low.

Motivation can be effective when done by paying attention to the needs of students. Diversifying ways of learning, providing reinforcement and so on, can also motivate students to be more passionate about learning. The role of the teacher as a motivator is very important in educational interactions, because it involves the essence of educational work that requires social skills, regarding performance in personalization and self-socialization (Syaiful Bahri Djamarah, 2005: 45).

A very common problem like that still has no treatment. Education problems like this certainly cannot be left alone, there must be handling to solve problems like this. Teachers need new innovations to advance education in Indonesia. There needs to be improvement in the way of teaching, innovation is needed to arouse students' enthusiasm for learning. Learning can be said to be successful if student learning motivation increases, so that student learning outcomes also reach optimal levels. Based on the above, the researcher intends to carry out classroom action research among grade 2 of a primary school students in Indonesia.

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3. Methods

This class action research was carried out in grade 2 of a primary school students in Indonesia. This class action research was carried out in the even semester of the 2022/2023 school year. Data collection was carried out in May 2023. The subjects of this action research were in grade 2 of a primary school students in Indonesia with a total of 12 students, consisting of 8 boys and 4 girls students in the 2022/2023 school year. The object of this research was motivation and student learning outcomes related to the use of capital letters.

The type of research to be conducted is Classroom Action Research. According to Kunandar (2013: 45), Classroom Action Research or Classroom Action Research is research conducted by teachers who also act as researchers by designing, implementing, and reflecting on collaborative and participatory actions to improve or enhance the quality of the learning process through a particular action in a cycle. Classroom action research is collaborative, meaning that there is cooperation between related and participatory parties, namely that each party contributes according to its roles and duties to the fullest (Kunandar, 2013: 81). Research design is a procedure that reflects how research will be carried out. This study will use the CAR research design model developed by Kemmis and Mc Taggart in the form of tools where one device consists of four components, namely planning, action, observation, and reflection. The four components are seen as one cycle. The action and observation components are combined as a single unit because both are inseparable and occur at the same time (Kusumah & Dwitagama, 2010: 21-27).

The data collection instruments used in this study were observation sheets and evaluation tests. Student and teacher observation sheets are adjusted to activities that show activities during the learning process. And evaluation questions are used to

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determine student learning outcomes and are carried out at the end of learning. In this classroom action research, researchers used data collection techniques including tests, observations, and documentation.

Suyadi (2010: 23) states that data collection techniques in a study are the most important step because the purpose of the research itself is to obtain data. In this classroom action research, researchers used data collection techniques including tests, observations, and documentation. Data analysis in classroom action research can be done with qualitative analysis and quantitative analysis (Sanjaya, 2010: 106). In this classroom action research also used qualitative and quantitative descriptive analysis.

Observation sheets are used to observe students and teachers during the learning process. The data from the observation sheets were then analyzed descriptively qualitatively and quantitatively. In quantitative description, the observed data were analyzed by giving a score of 1-4 to each indicator and then calculating the percentage. Student test results were analyzed in a quantitative descriptive manner. The data from the results of the evaluation test is used to find out how much the learning outcomes of the use of capital letters in class II students of SDN X have increased. Data analysis for test results is calculated to determine the class average value.

The guidelines for the formula used are as follows (Arikunto, 2007: 264):

$$M = \Sigma X/N$$

Information:

M = Grade point average

ΣX = Sum of final scores

N = Number of students

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The formula used to calculate the percentage of students who are able to achieve the Minimum Passing Grade (MPG) is as follows (Sudijono, 2006: 43):

$$P = f/N \times 100$$

Information:

P = Percentage Number

f = Number of students with grades ≥ MPG

N = Number of students

While the data from the observation sheet is then analyzed descriptively quantitatively. Observational data were analyzed by giving a score of 1-4 to each indicator and then calculating the percentage with the following formula:

$$P = 1/4 \times 100$$

Information:

P = Percentage of observations

I = Visible indicator

N = Many indicators are observed

As for qualitative descriptive, the data in this classroom action research were analyzed according to the steps according to Miles and Huberman (Sugiyono, 2009: 91), namely as follows:

1. Data reduction
2. Presentation of data
3. Conclusion/ verification

4. Results and Discussion

This research was carried out in 2 cycles and began with a pre-cycle where one meeting was held for the pre-cycle, and face-to-face learning was carried out in cycles I

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and II, two meetings each. Based on the analysis of observational data related to learning motivation in the pre-cycle, the average percentage result is 50.35%. This shows the low motivation of student learning.

Table 1. Percentage of Pre Cycle Learning Motivation

Subject	Percentage Motivation	Category
Pre cycle	50.35%	Less

At the pre-cycle stage, a pretest was also carried out before the implementation of the action. Then the results were obtained where the average value of 12 class II students who took part in the pretest was 64.67. Students who score ≥80 are declared complete, while students who score <80 are declared incomplete. As many as 5 students or 41.67% were declared complete, while 7 students or 58.33% had not completed.

Table 2. Average Pre-Cycle Value

Subject	Average Score	Category
Pre cycle	64.67	Enough

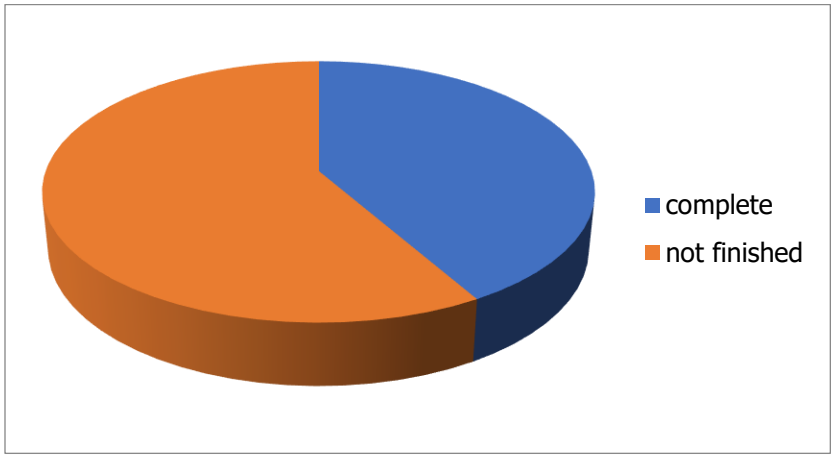

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Figure 1. Percentage of Completeness of Pre-Cycle

Student learning motivation is still low and the class average score is far below the KKM score and the percentage of completeness of student learning outcomes in the pre-action is also in the less category. Furthermore, the researchers collaborated with the Pamong Teachers and Field Supervisors to design an action plan to increase student motivation and learning outcomes. The next cycle was carried out by analyzing the data obtained in the pre-cycle. The results of the data obtained in the pre-action will be taken into consideration to determine the action in cycle I.

After taking action in the form of learning using the project based learning model, in the first cycle it showed that there was an increase in student learning motivation. The results obtained were 72.22% in cycle I.

Table 3. Percentage of Learning Motivation Cycle I

Subject	Percentage Motivation	Category
Cycle I	72.22%	Good

The increase also occurred in the class average score obtained by 81.67 and/or as many as 10 or 83.33% of students who completed and 2 or 16.67% of students who did not complete. From these results researchers and teachers will return to action so that the learning process can be optimally improved.

Table 4. Average Value of Cycle I

Subject	Average Score	Category
Cycle I	81,67	Good

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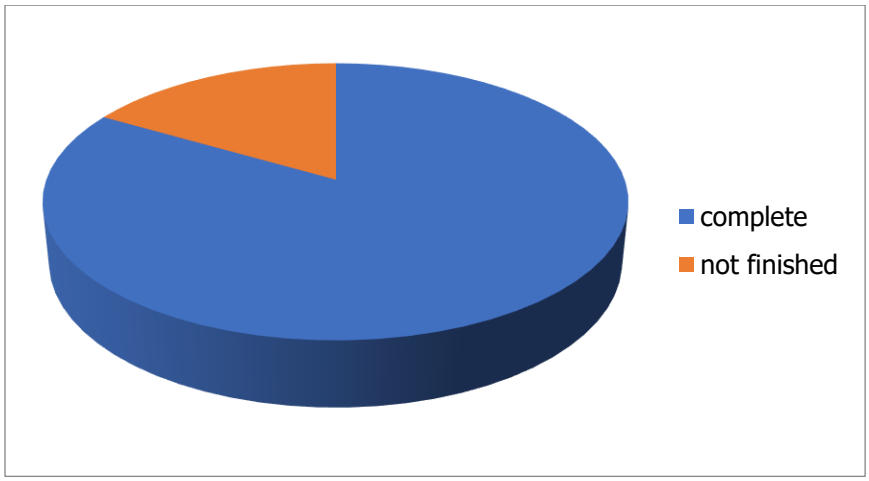

Figure 2. Percentage of Completeness of Cycle I

With the results obtained in the first cycle, it is said that it is still not enough because it has not reached the predetermined research success criteria, namely the average percentage of student learning motivation of ≥85%. The researcher and teacher then reflected and made efforts to improve the cycle II research so that the constraints and problems in cycle I could be corrected. Some of the things that are reflected include monitoring students and testing the results of student projects.

After the second cycle of action showed that the average percentage of students' learning motivation became 86.11%. And the class average value reached 88.33 with students who completed as many as 11 students or 91.67% and 1 student or 8.33% of students who had not completed.

Table 5. Percentage of Learning Motivation Cycle II

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Subject	Percentage Motivation	Category
Cycle II	86.11%.	Very Good

Table 6. Average Value of Cycle II

Subject	Average Score	Category
Cycle II	88,33	Very Good

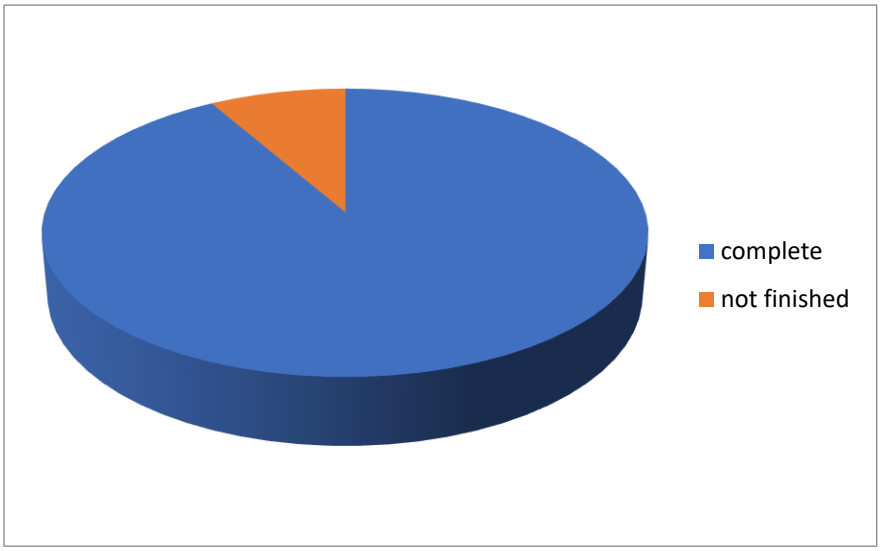

Figure 3. Percentage of Completeness of Cycle II

The following is a table of increasing the average percentage of learning motivation and class average scores as well as the percentage of completeness of student learning outcomes in the pre-cycle, cycle I and cycle II.

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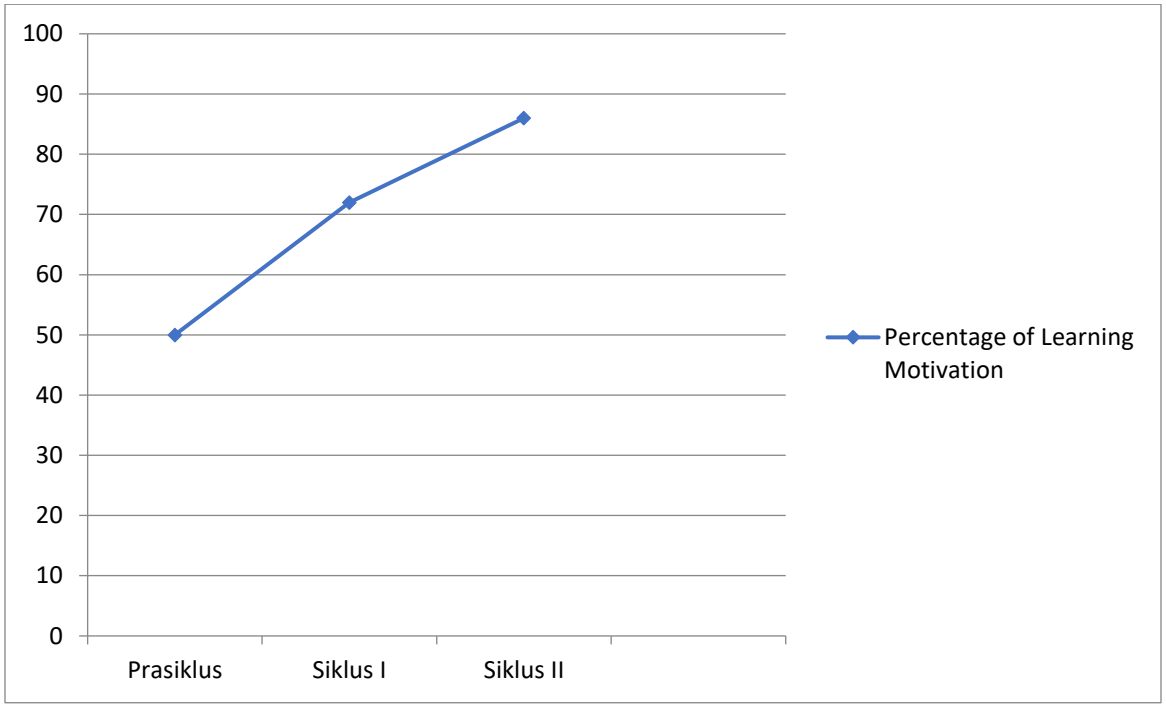

Figure 4. Increasing Percentage of Learning Motivation

Table 7. Increase in Average Pre-Cycle, Cycle I, and Cycle II

Subject	Average Score	Category
Pre cycle	64.67	Enough
Cycle I	81,67	Good
Cycle II	88,33	Very Good

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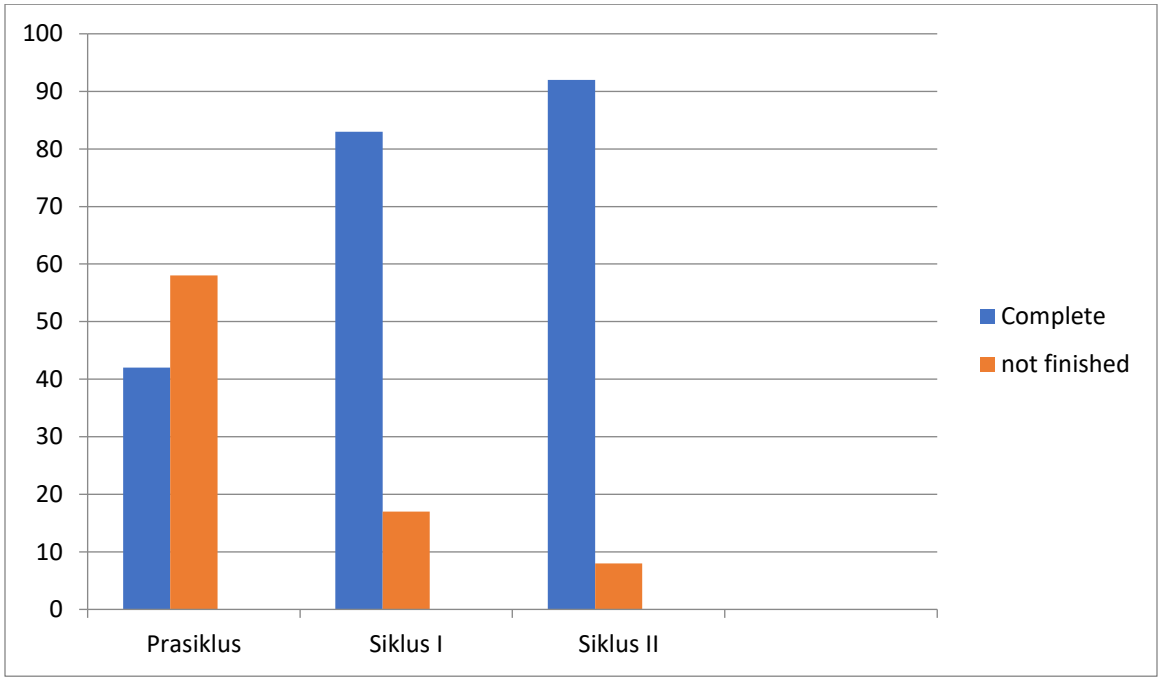

Figure 5. Increasing Percentage of Learning Completeness in Pre-Cycle, Cycle I, and Cycle II

The results obtained from cycle II were quite good and met the criteria for successful action so that the research ended in cycle II.

5. Conclusion

Based on the research results, it can be concluded that the use of the Project Based Learning (PjBL) model can increase motivation and learning outcomes regarding the use of capital letters in grade 2 of a primary school students in Indonesia. The indicator of success is the average percentage of students' learning motivation of ≥85% and the average value class reached ≥80 and the percentage of students who completed was ≥85% with the specified MPG of 80. The results showed that the application of the Project Based Learning model to material on the Use of Capital Letters could increase the

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motivation and learning outcomes of grade 2 of a primary school students in Indonesia. The research results show. Increasing student motivation from pre-action reached 50.35%. to 72.22% in cycle I and in cycle II to 86.11%. The increase in learning outcomes can be seen in the class average score in the pre-action reaching 64.67 and experiencing an increase in cycle I and cycle II, from 81.67 to 88.33. An increase also occurred in the percentage of student completeness, namely from the pre-action where 5 students or 41.67% completed. to 10 students or 83.33% in cycle I and in cycle II to as many as 11 students or 91.67%.

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