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THE EFFECT OF PROJECT-BASED LEARNING MODELS ON STUDENTS' LEARNING OUTCOMES ON HIGH PRINT ART MATERIALS FOR FOURTH-GRADE STUDENTS AT SD NEGERI LAMPEUNEURUT ACEH BESAR

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ABSTRACT

This paper analyzes the significant effect of applying the Project-Based Learning model on students' learning outcomes on high print art materials at grade IV of SD Negeri Lampeuneurut Aceh Besar. By using a quantitative methodology, the type of experimental research with a pre-experimental design uses one group pretest-posttest design. The research population was the whole fourth-grade students, which consisted of 4 classes with one class sampling using the Nonprobability Sampling or Purposive Sampling technique. Data collection was carried out using tests, which were skill tests with instruments in the form of performance tests in order to measure the students' initial and final skills. Meanwhile, data analysis techniques used SPSS Statistics version 24 and hypothesis testing with paired sample t-tests, which obtained a significance value (2-tailed) of 0.000 <0.05. Subsequently, the decision-making criteria were H_1 accepted and H_0 rejected. In addition, students were able to create innovation in their creativity, and even the project results made by students exceeded the researcher's expectations. Thus, it can be concluded that there is a significant effect of the use of the Project-Based Learning model on the students' learning outcomes on high print art materials for fourth-grade students at SD Negeri Lampeuneurut Aceh Besar.

Keywords*: *project-based learning model, students' learning outcomes, high print art material

PENGARUH MODEL PEMBELAJARAN BERBASIS PROYEK TERHADAP HASIL BELAJAR SISWA MATERI SENI CETAK TINGGI KELAS IV SD NEGERI LAMPEUNEURUT ACEH BESAR

ABSTRAK

Tulisan ini menganalisis pengaruh yang signifikan penggunaan model pembelajaran berbasis proyek terhadap hasil belajar siswa materi cetak kelas tinggi kelas IV SD Negeri Lampeuneurut Aceh Besar. Dengan menggunakan metodologi kuantitatif, jenis penelitian eksperimen dengan desain pra eksperimental menggunakan *one group pretest-posttet design*. Populasi penelitian adalah seluruh siswa kelas IV yang terdiri dari 4 kelas dengan pengambilan sampel satu kelas menggunakan teknik *Nonprobability Sampling or Purposive Sampling*. Pengumpulan data dilakukan dengan menggunakan tes yaitu tes keterampilan dengan instrumen berupa tes unjuk kerja untuk mengukur kemampuan awal dan kemampuan akhir siswa. Sedangkan teknik analisis data menggunakan statistik SPSS versi 24 dan pengujian hipotesis dengan uji *paired sample t-test*, yang diperoleh nilai signifikansi (2-tailed) sebesar 0,000 < 0,05. Kemudian kriteria pengambilan keputusan yaitu H_1 diterima dan H_0 ditolak. Serta siswa mampu menciptakan sebuah inovasi dalam berkreativitas, bahkan hasil project yang dibuat oleh siswa melebihi ekspetasi peneliti. Dengan demikian, dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan model pembelajaran berbasis proyek terhadap hasil belajar siswa kelas tinggi seni cetak kelas IV SD Negeri Lampeuneurut Aceh Besar.

Kata Kunci: model pembelajaran berbasis proyek, hasil belajar siswa, materi seni cetak tinggi

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INTRODUCTION

The purpose of implementing art learning in elementary schools according to the independent curriculum is to emphasize practical and exploratory aspects to train students' motor,

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cognitive and imaginative abilities. However, the problems found by researchers at SD Negeri Lampeuneurut Aceh Besar, especially in grade IV, the process of learning activities is more focused on the teacher, including the ideas made or painted by students are the same as the ideas created/painted by the teacher. Teachers are also not optimal in using/processing available natural materials for the learning process of Fine Arts in accordance with the material being taught. So that it has a negative impact on students, namely less active and less creative that arises from students in the process of learning activities that can affect student learning outcomes to be low.

The learning model that can influence student learning outcomes to be better is the project based learning (PjBL) model. According to Fathurrohman (2016: 119) the project based learning (PjBL) model is a learning model that uses projects or activities as learning tools to achieve attitude, knowledge, and skill competencies. The project itself can be interpreted as an activity that consists of a lot of work and requires coordination and specialist support staff to complete it.

This result is in line with the results of previous research conducted by this study which is also reinforced by the results of Fitri's research (2022) which states that SBdP learning using project based learning (PjBL) is very suitable for implementing student learning, which can increase student creativity and motivation in a learning process that is has a positive impact on student learning outcomes, as is the case with research conducted by Kristanto (2016) which says that using the project-based learning model is an alternative to increase motivation and student learning outcomes in learning arts and culture.

According to Adi (2021), the process of making high print art is considered easy because it uses simple tools and materials, so the artwork produced from this high print process is considered less creative and innovative, whereas according to Istanto (2015), making graphic art with cliches nature for children can be interpreted as a means of playing as well as learning. Through stories, children will be able to explore their creative ideas into an image. Natural materials that can be utilized are very diverse to become an ornamental pattern. Many natural objects have interesting objects to stamp, children are happy when the activity is successful and these activities can be done in groups so that they become interesting.

Based on these two studies, there is a gap, namely differences of opinion regarding the use of high printing techniques, where Adi's opinion on the use of high printing techniques leads to negative things, while according to Istanto the use of high printing techniques leads to positive things, in this case the researcher wants to study back research on the use of high-art printing techniques. In this study, researchers wanted to see whether there was a significant effect of using the project-based learning model on student learning outcomes for high-grade print art class IV SD Negeri Lampeuneurut Aceh Besar

LITERATURE REVIEW

Project Based Learning Models

The project based learning (PjBL) model is a project-based learning model as a medium in the learning process. According to Luqyana, et al (2020: 13), the project based learning model is learning that directs students to work in groups in order to create or carry out a project together, and present the results of the project before other students. project based learning is a learning approach that confronts students with practical problems through stimulus in learning (Lindawati, 2013).

According to Rahmazatullaili, ddk (2017:169-170) learning with the project based learning (PjBL) model, the teacher is responsible for monitoring student activities while completing projects, so that students are able to develop an idea and produce satisfying results. Testing or assessing project results also needs to be done to assist teachers in evaluating student progress and providing feedback on the level of understanding students have achieved. This is also because the teacher as a facilitator in learning uses the project based learning (PjBL) model. According to Wajdi (2017) project-based learning provides a detailed, detailed, challenging, and longer-term learning experience with the target of completing projects that produce a product, satisfying student work.

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Project based learning is a model that produces a project, in making a project students will make a product, which in making products can give freedom to students to make products that will be presented to classmates (Elisabet, 2019). The project based learning model needs to be applied because it will allow students to have great potential to make learning experiences more interesting and meaningful, help students develop thinking skills, problem solving, and intellectual learning skills, through involving them in real or simulated experiences and becoming learners. autonomous and independent (Yusikah, 2021).

The project based learning (PjBL) model is a project-based learning model to be able to increase student collaboration in groups to create a project, build knowledge based on experience. Learning experiences built by students based on the products produced in the project-based learning process. The project based learning (PjBL) model is expected to be able to enable students and their groups to develop the ability and skills to conduct research and observation which will be beneficial for the development of their academic abilities. The students design, solve problems, make decisions, and carry out their own investigative activities to create a project.

The steps for the project based learning model according to Sudrajat (2020: 29-30), namely: (1). Introduction to the problem (fundamental questions) (2). Preparation of project design (3). Preparation of work plans (4). Project implementation and monitoring (5). Test results (6). Evaluation and reflection.

Learning Outcomes

Learning outcomes are something that is obtained from the process of teaching and learning activities. According to Nurhasanah, 2016), student learning outcomes are influenced by two factors, namely internal factors and external factors. Susanto (2013: 5) states that, learning outcomes are changes that occur in students, both concerning cognitive, affective, and psychomotor aspects as a result of learning activities. The procedure for measuring learning outcomes, measurement in writing, orally and observation. Written procedures are used to measure cognitive and affective learning outcomes, while observational procedures are used to measure psychomotor

learning outcomes. Suhardi (2016), states that there are two ways to measure learning outcomes that are psychomotor in nature, namely the direct method through observing students who are demonstrating skills that are the result of the learning process and can also be through an indirect method where skills are measured through specially designed written tests.

Psychomotor focuses on physical abilities and muscle work, in its development the subjects given to students are more on movement and emphasize physical reactions and hand skills. According to Suardi (2020: 118) the psychomotor domain is a domain related to aspects of skills that involve the functioning of the nervous system and muscles and psychological functioning.

The psychomotor domain includes motor skills, manipulation of objects, neuromuscular coordination namely: connecting, and observing (Andriani, 2019). This realm consists of readiness, imitation, habituation, adjustment and creation. In this study, the assessment of learning outcomes focused on the psychomotor area in the form of a product created by students.

Fine Arts

In the independent curriculum, there are art lessons, where art lessons are divided into 3, one of which is fine arts. Fine art is a science that studies beauty, both in theory and in practice. According to Mayar (2022: 5) fine art is a branch of art that is created by using visual elements or elements and can be appreciated through the senses of the eye. These visual elements or elements include, point, line, shape, proportion, perspective composition, color, texture (impression of material), content, space, and light (dark and light) shading. According to Febrianto (2014: 153) students are able to explore the elements of art they have learned into an image object and students are also more able to develop their creativity in creating fine arts. Fine art based on its type is divided into 2, namely two-dimensional art and three-dimensional art. According to Fadillah et al (2021: 65) two-dimensional works of art have two sides, namely

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width and length, they do not have thickness, while three-dimensional works of art can be seen from various sides, have length, width, height and also volume. Two-dimensional works of art are works of art that have two dimensions, namely length and width (Yasmen, 2021).

The branch of two-dimensional art referred to by researchers in this study is graphic arts. According to Rohidi (2015), graphic art is a two-dimensional art expression, usually in the form of writing and images with the basic ingredients of printing ink on paper, which is born from a tera process with reference to high print (relief print), deep print (intaglio), print flat (planography), and filter print (serigraphy, screen print). The printmaking technique that researchers mean in this study is a high-printing technique that uses natural materials.

High Print Art Material

High print art material is taught in the Fine Arts book unit 6. High print technique is one of the techniques of printmaking. According to Istanto (2015: 147) high print when viewed from the way the clichés are made can be divided into three, namely: with stamp techniques, cut techniques, collage or collage techniques. High printing is one of the techniques in printmaking (Syakir, 2015). According to Sulistyo in Khanifah (2017: 21), relief printing is an art work that uses high clichés, namely the high part of the cliché that is inked and will leave an imprint on the paper. Simply put, printing this height will get results that are exactly the same as the image/shape motifs that are on the surface of the tool used for printing. High printing art is very easy to do because it only uses simple tools and materials (Luzar, 2011).

According to Wulandari (2015: 4) media made from natural materials is a medium that can be used for interesting learning activities for children. Printing activities using natural materials can improve children's fine motor development.

In this study, the use of materials in the high printing technique comes from natural materials such as: carrots, potatoes and banana stems which are then gouged/chipped so that the surface of the media has a height difference which is then smeared with ink/paint and then printed on paper and forms an image.

REASERCH METHOD

This research uses a quantitative approach, this type of experimental research uses a pre-experimental design with the form of a One Group Pretest-Posttest Design. Arif (2017: 111), states that by using a quantitative approach, in this study many are required to use numbers, starting from data collection, interpretation of the data and the appearance of the results. This design is described as follows:

$$O_1 \ x \ O_2$$

Figure 1. ***One Group Pretest Posttest Design***

Information :
O_1 = Pretest value (before being given action)
X = Independent variable (given action)
O_2 = Posttest value (after being given action)

Time and place of research

The location in this study was SD Negeri Lampeuneurut, Aceh Besar. The population in the study were all fourth grade students at SD Negeri Lampeuneurut Aceh Besar, consisting of 124 students from class IVA to class IVD. The sample in this study was class IVB. The method of collecting data uses tests in the form of skills tests. Data were analyzed t test using SPSS version 24.

Tools and materials

The tools and materials used in this research are: (1). Natural ingredients: potatoes, carrots and banana fronds (2). Container (3). Ink/dye (4). Cutting blades (5). Needle/nail (6). Brush / Pad (cotton) (7). A4 picture book.

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Research Instruments

In this study, researchers used an instrument in the form of a tool to measure students' abilities in the form of a performance test. The assessment instrument uses a rubric to measure students' initial and final abilities.

Data collection technique

According to Sugiyono (2019: 296), data collection techniques are the most important step in research, because the main goal of research is to obtain data. In this study, researchers used a data collection technique in the form of a test in the form of a skill test to measure students' initial and final abilities. In this study, the skills test was given twice, namely the pretest before being given action using the project based learning (PjBL) model and the posttest after being given action. with the project based learning (PjBL) model.

Data analysis technique

In this study, data analysis techniques used the Statistics Program for Social Science (SPSS). This study uses SPSS STATISTIC Version 24. The activities in this data analysis are to perform calculations to answer the problem formulation, average values, normality tests, homogeneity tests and paired sample t-tests, as well as perform calculations to test the hypotheses that have been proposed.

RESULTS AND DISCUSSION

The data obtained from this study are the learning outcomes of class IVB students on high print art at SD Negeri Lampeuneurut Aceh Besar. The data was obtained from the results of the pretest-posttest on high print art material. This research was conducted for 5 meetings.

The results of the research that has been carried out show that there is a significant difference between the pretest and posttest scores. These results indicate that the pretest score was 44.35 and the posttest average score was 92.10.
The following are the results of the normality test.

Table 1. Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	Df	Sig.
Student learning outcomes	Pretest	.176	31	.015	.954	31	.206
	Posttest	.182	31	.010	.909	31	.012

The basis for decision making in the Kolgomorov Smirnov normality test is: 1. If the Significance value (sig) > 0.05, the research data is normally distributed. 2. If the Significance value (sig) < 0.05, the research data is not normally distributed. The results obtained by researchers in this study were more than 0.05. So it can be concluded that the data obtained is normally distributed.

Next, a data homogeneity test will be carried out

Table 2. Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student learning outcomes	Based on Mean	2.206	1	60	.143
	Based on Median	1.528	1	60	.221
	Based on Median and with adjusted df	1.528	1	52.390	.222
	Based on trimmed mean	1.984	1	60	.164

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The basis for decision making in the homogeneity test is seen in the Based on Mean value, namely: 1. If the significance value (sig) on the Based on Mean is > 0.05, the research data is homogeneous. 2. If the significance value (sig) on Based on Mean <0.05 then the research data is not homogeneous. Based on the table. 2 shows that the value (sig) of the Base on Mean is 0.143. If 0.143 > 0.05 then the research data is declared homogeneous.

Then a paired sample t-test will be carried out

Tabel 3. Uji Paired Sample t-test

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest – Posttest	-47.742	9.733	1.748	-51.312	-44.172	-27.311	30	.000

The basis for decision making in the pair sample t-test is based on the sig (2-tailed) value, namely: 1. If the (2-tailed) significance value is <0.05, then H0 is rejected and H1 is accepted. 2. If the significance value (2-tailed) > 0.05, then H0 is rejected and H1 is accepted because the data on student learning outcomes is homogeneous. The significance value (2-tailed) is 0.000 <0.05. So that there is an effect of using the project based learning model on student learning outcomes.

Based on the average results of the final test, students get a score of 92.10 compared to the initial test, namely students get an average pretest score of 44.35. It was also proven in testing the hypothesis with the paired sample t-test, the significance value (2-tailed) obtained was 0.000 <0.05.

Then H1 is accepted and H0 is rejected. So it was decided that the research hypothesis "there is an influence of the project-based learning (PJbL) model on student learning outcomes of high-grade printing material for class IV SD Negeri Lampeuneurut Aceh Besar is accepted"

Discussion

According to Sugiyono (2019: 114), pretest is a test given before any treatment is given. Now here the researcher gives students a pre-test to find out the students' initial abilities before the action is implemented, namely by using the project based learning model. after the pretest was given, the researcher applied a project based learning model to high print art material.

According to Nurfitriyanti (2016: 154), the steps for implementing the project based learning (PjBL) model include the following: namely: (1). Introduction to the problem (fundamental questions) (2). Preparation of project design (3). Preparation of work plans (4). Project implementation and monitoring (5). Test results (6). Evaluation and reflection.

The steps for implementing the project based learning (PjBL) model on high print art materials include the following: namely: (1) Problem solving, the researcher explores students' abilities regarding graphic arts material by asking a number of triggering questions. For example, researchers ask whether there is someone in their environment who makes stamps, what are the functions of stamps that they know. (2) Preparing a project design, the researcher begins to compile a high print art project design which includes materials and materials needed in making a high print art project as well as the steps for making a high print art project. The researcher divided the students into several groups in which each group consisted of three students. (3) Preparation of a work plan, in which the researcher makes a work

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plan schedule, both at the start of the project (timeline) and at the end of the project (deadline). (4) Project implementation and monitoring, at this stage, the teacher monitors each group in the implementation of making a high-print art project from the LKPD that has been given to each group. (5) Testing the results, the researcher asked students to show and present the results of the high print art project in front of the class, and the researcher gave suggestions on the results of the high print art projects that had been made. (6) Evaluation and reflection, researchers evaluate the results of projects made by students and researchers with students reflect on activities while carrying out project activities, representatives of students are asked to express experiences while completing projects about what they get, like, dislike, as well as the conveniences and constraints that students face in working on high-print art projects and the researchers provide reinforcement by asking students whether students already understand the material that has been taught, namely high-printing graphic art material.
According to Sugiyono (2019: 114), posttest is a test given after the treatment has been given. After finishing implementing the steps of the project based learning model, the researcher gave students posttest questions to find out the students' final abilities after implementing the project based learning model. From this final test, the data obtained is then processed using the t-test statistical formula.

After completing the implementation of the research in class IVB SD Negeri Lampeuneurut Aceh Besar, student learning outcomes were obtained in the form of pretest and posttest scores, then a normality test was carried out with Kolgomorov Smirnov so that the data resulted in a pretest value of 0.015 and a posttest value of 0.010 based on decision making in the test Kolgomorov Smirnov that is, if the significance value (sig) > 0.05 then the data is normally distributed, so it can be stated that the data is normally distributed. Then a homogeneity test is carried out on the basis of homogeneity test decision making, that is, if the significance value (sig) on the Based On Mean > 0.05 then the research data is homogeneous, it is obtained from the data that the results of the significance value (sig) on the Based on Mean are 0.143 indicating that sanya 0.143 > 0.05, which means the data in this study is homogeneous. Also seen based on the average value of the pretest and posttest which increased, namely the pretest value of 44.35 and the posttest value of 92.10 as evidenced by the paired sample t-test with a significance (2-tailed) of 0.000 <0.05 then H0 is rejected and H1 Thus the hypothesis in this study is accepted "There is an influence of the project-based learning model on student learning outcomes for high-grade printing art class IV SD Negeri Lampeuneurut Aceh Besar".

The impact of accompaniment or other findings besides learning outcomes that occur in students when carrying out teaching and learning process activities using a project based learning model, namely students have an attitude of helping each other towards friends who do not understand in project work, where students continue to try to help friends who experience difficulty in carrying out the project. Then students are able to create an innovation in creativity, namely students can combine several colors to make it more attractive, even the project results made by students exceed the expectations of researchers, where students can express their creative ideas to the fullest in working on high-print art projects and produce a project that is nice and interesting.

CONCLUSIONS AND RECOMMENDATION

Based on the results of research on the effect of the project-based learning model on student learning outcomes for high-grade print art material for class IV SD Negeri Lampeuneurut Aceh Besar, testing the hypothesis by testing the paired sample t-test on the basis of decision making in the paired sample t-test based on the significance value (2 -tailed), namely: 1. If the significance value (2-tailed) <0.05, then H0 is rejected and H1 is accepted 2. If the significance value (2-tailed) is > 0.05, then H0 is accepted and H1 is rejected. Because the data on student learning outcomes are homogeneous. The significance value (2-tailed) is 0.000 <0.05. Where the decision-making criteria are H0 rejected and H1 accepted. So that it can be concluded that there is a significant effect of

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using the project based learning (PJbL) model on student learning outcomes in high-grade print material for class IV SD Negeri Lampeuneurut Aceh Besar.

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