Implementation of Project Based Learning
in Class X Sociology Learning

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Abstract: This study aims to improve the sociology learning outcomes of grade X students of SMA Negeri 11 MAROS, Maros Regency through the application of the Problem Based Learning model. This type of research is Classroom Action Research which consists of two cycles with 4 stages, namely: planning, action, observation and reflection which is carried out repeatedly. This research was conducted at SMA NEGERI 11 MAROS. The subjects of the study were class X students with a total of 36 students, consisting of 17 male students and 19 female students. The results showed that there was an increase in student sociology learning outcomes in cycle I average score of 71.43 to 77.86 in cycle II. In addition, this learning model can increase student attendance, student attention, student activeness, and reduce students who engage in negative activities during the learning process.

Keywords**:** kurikulum merdeka, project based learning, PTK

Abstrak: Penelitian ini bertujuan untuk meningkatkan hasil belajar sosiologi siswa kelas X SMA Negeri 11 MAROS Kabupaten Maros melalui penerapan model Problem Based Learning. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas yang terdiri dari dua siklus dengan 4 tahapan yaitu: perencanaan, tindakan, observasi dan refleksi yang dilakukan secara berulang-ulang. Penelitian ini dilakukan di SMA NEGERI 11 MAROS. Subyek penelitiannya adalah siswa kelas X yang berjumlah 36 siswa, terdiri dari 17 siswa laki-laki dan 19 siswa perempuan. Hasil penelitian menunjukkan bahwa terdapat peningkatan hasil belajar sosiologi siswa pada siklus I dengan skor rata-rata 71,43 menjadi 77,86 pada siklus II. Selain itu, model pembelajaran ini dapat meningkatkan kehadiran siswa, perhatian siswa, keaktifan siswa, dan mengurangi siswa yang melakukan aktivitas negatif selama proses pembelajaran.

Kata Kunci: kurikulum merdeka, pembelajaran berbasis proyek, PTK

Introduction

One of the learning techniques that can be applied to students actively to support the smooth teaching and learning process is that students are required to think critically about the lessons they learn, especially sociology subjects. Critical thinking in the teaching and learning process can be in the form of solving problems given by the teacher, it is difficult to accept if the students' logical minds reject the lessons delivered by the teacher, or connect the lessons delivered with students' daily experiences related to the lesson,

then a learning model is needed, namely the Problem Based Learning (PBL) model that can realize it all (Niland et al., 2020).

The Problem Based Learning (PBL) learning model is expected to be able to answer questions arising from existing learning process problems. The Problem Based Learning (PBL) learning model requires students to think actively and creatively in the learning process. The minds of students are stimulated to be able to solve or solve existing problems. In the Problem Based Learning (PBL) model can also increase cooperation and cohesiveness of students and train leadership in a group (Ayirezang, 2015).

This implies that the learning process is a skill that is displayed in an easy way by being seen whether or not students are active in responding to events that occur in their environment is realized (Tobrani &; Mustofa, 2011), so that it contains the meaning of constructivism learning theory. Constructivism is rooted in pragmatism, meaning that knowledge cannot be separated from being a separate fact, but knowledge is a reflection of an applied skill. Constructivism abandons the pattern of uniformity and gives rise to the pattern of diversity, precisely with diversity will be a tremendous strength, as well as the color of diversity becomes beautiful and not boring (Yamin, 2011). In developing constructivist learning, there are various models in carrying out the learning process, one of which is the problem-based learning model (Ramadhan, 2021).

This independent curriculum has begun to be applied in every level of education and every subject, one of which is in learning sociology. In learning sociology, it discusses the pattern of interaction relationships in society, whether it causes conflict, social mobility or others because interaction is the basic thing that creates new conditions in society (Suminar, 2019). To improve the quality of students in learning sociology, there must be development of media, models and learning strategies in it. For learning media, it is related to the development of current technology in 21st century education. Teachers and students must be able to adapt and be able to use technology to improve the quality of learning with creative learning media. In addition, so that learning does not seem boring, there must be the development of learning models and strategies which are developed by the independent curriculum. Teachers can develop their learning strategies to be more creative so that students become enthusiastic in learning sociology subjects (Wulandah et al., 2023).

Curriculum Merdeka is a diverse intra-curricular learning program where content will be optimized to give students enough time to explore concepts and build skills. Teachers can flexibly choose from a variety of teaching devices so that learning suits the needs and interests of students. Projects to strengthen the record achievement of Pancasila students have been developed based on certain themes identified by the government. The project is not intended to achieve specific learning objectives, so it is not related to the subject content (Dani &; Nurlizawati, 2023).

Teachers are executors in the field in translating and implementing the curriculum, teachers have an important role to compile quality learning activities (Hadi &; Andrian, 2018). In this case, there is a presumption that the low ability of students is caused by the ability of teachers who cannot translate and apply the curriculum at the education unit level (Goh et al., 2020). The uneven support and improvement of skills possessed by teachers could be a factor that supports this happening. Whatever the name of the curriculum applied by the education unit, it will clearly determine and set standards and expectations for learning outcomes. In the learning process, student interaction with teachers and other learning resources shows dynamic learning behavior in making decisions (Pianta, 2015). This shows that learning behavior is a chain of previous decision making. It can be perceived that learning behavior is based on the level of teacher-student

involvement (subject) in making decisions in the planning (pre-impact), implementation (impact) and evaluation (post-impact) phases. As someone who plays a direct role in the success of learning programs in the implementation of the Independent Curriculum, teachers are also inseparable from this role (Indahwati et al., 2023).

Curriculum change is an effort by the government to improve the quality of education, as stated and regulated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which is the juridical and philosophical basis for implementing curriculum policies for independent learning, freedom of thought, freedom to innovate, freedom to learn independently and creatively where students and teachers as facilitators have freedom in learning and prepare learning in this regard. The Ministry of Education, Culture, Research, and Technology adapts to changing times in order to prepare the golden generation in the future, one of which is the realization of quality education through the independent learning program (Hendri, 2020). Merdeka Belajar revitalizes the education system to build key competencies so that learning activities become fun. In the pedagogy category, independent learning encourages competency-based and values, curriculum, and assessment; and an individual, student-centered needs-based approach. In the curriculum category, Merdeka Belajar forms a curriculum based on competence, focuses on soft skills and character development, while in the assessment system category, Merdeka Belajar presents formative assessments, as well as portfolio-based. (Ministry of Education, Culture, Research and Technology, 2020) (Syriac et al., 2023).

The independent curriculum is designed to catch up in literacy and numeracy. An independent curriculum that will provide solutions for curriculum improvement, this can be implemented gradually according to the readiness of each school. Since the 2021/2022 school year, the Independent Curriculum has been implemented in 2,500 schools and according to data, the participating educational institutions are the Driving School Program (PSP) and around 901 SMK for Centers of Excellence (SMK PK) in the context of renewal as part of the new paradigm education. This independent curriculum is applied from the most basic education, namely kindergarten-b, SDLB class I and IV, junior high school and SMPLB class VII, SMA, SMALB and SMK Class X. Meanwhile, in the 2022/2023 Academic Year, each education unit will be able to determine and adjust to its readiness to implement it in each education unit from the kindergarten-B, grade I, IV, VII, and X levels. Assessment for self-preparation using the independent curriculum, in this case the government provides questionnaires to support education units in assessing the level of readiness for the implementation and implementation of the Independent Curriculum (Arisanti, 2022).

Implementation Method

This study used the Classroom Action Research (PTK) method. Classroom Action Research (PTK) is a research method used by teachers to identify and solve specific problems in the context of classroom learning. The research method used in this study is the Classroom Action Research (PTK) method. The stages of PTK begin with direct observation that finds problems followed by analyzing and formulating problems, then planning PTK in the form of corrective actions, observing, and reflecting. Researchers go into the field and try to collect data assisted by an observer to obtain the necessary information. Determination of data collection techniques is adjusted to the problems in the study. Data collection techniques used in this study were observation, field notes and tests (Rahmawati, 2012). PTK is a method that can help teachers to systematically

improve the quality of learning in the classroom and provide concrete solutions to problems that arise in the educational context.

Results and Discussion

Classroom Action Research (PTK) in sociology subjects is a research method conducted by a teacher to understand and improve the learning process and student learning outcomes in the classroom. Here is an abstract of the potential of PTK in sociology subjects. This Classroom Action Research (PTK) aims to improve the effectiveness of learning sociology subjects in class X through the application of more interactive and participatory learning strategies. Research is carried out in two cycles with each cycle consisting of planning, implementation, observation, and reflection. The participants of this study were class X students consisting of two classes, where one class as an experimental group followed the implementation of planned learning strategies, while the other class as a control group that still followed conventional learning. Data was collected through classroom observation, tests, student questionnaires, and teacher reflections.

The results showed a significant increase in the understanding of sociological concepts and student learning motivation in the experimental group. Students show more active engagement during learning, and test results show increased learning achievement. This research contributes to the practical understanding of effective learning strategies in enhancing sociology learning. The implications of this research can be applied in the development of more interesting and effective sociology learning methods to improve the quality of learning in class X.

A PTK report is a formal statement of research results, made by a person or teacher who is required to do so. The purpose of writing scientific articles on research results is simply to record, inform, and recommend research results in the form of new findings in the form of theories, concepts, methods, and procedures, or problems that need to be solved. In the preparation of scientific articles, research results should be used a variety of standard languages. In scientific writing, symbolic functions are emphasized more than emotive and affective functions so that the language used is reproductive, that is, the ideas conveyed by the author can be understood appropriately by the reader. The language scale used is a scientific language scale, which has characteristics: objective, careful and precise, systematic, and not emotive (Slameto, 2016).

After compiling the teaching module, the teaching and learning process can begin. The implementation of the teaching module includes the Opening in accordance with the activities that have been made, explanation of Competency Standards and Basic Competencies, conveying predetermined learning objectives, delivery of learning methods implemented, delivery of material, group formation, directing students in their groups, making conclusions and closing. Classroom evaluation is carried out in the form of individual assignments, group assignments and cycle tests. Furthermore, it can be seen in the appendix regarding teaching modules and evaluation tools.

The procedure for implementing this research is carried out in 2 cycles, namely cycle I and cycle II. Each cycle is carried out for 4 meetings, namely 3 meetings for the teaching and learning process and 1 meeting for learning outcomes tests. Each cycle is carried out according to the changes to be achieved. For this reason, each end of the cycle is given a test to determine the level of mastery of students after the learning process.

In general, the class action research procedure is as follows:

Cycle I

1. **Acton Planning Phase**

   The activities carried out at this planning stage are:
   a. Create learning scenarios and syntax of Project Based Learning learning models that are arranged based on the material to be taught.
   b. Create a student worksheet.
   c. Develop learning evaluation tools.

2. **Action Implementation Stage**

   There are several stages taken in the Project Bsaed Learning learning model, namely:

   1) Initial activities (Conveying goals and motivating students)
      a) The teacher greets and checks the attendance of students.
      b) The teacher conveys the learning objectives to be achieved.
      c) Teachers provide motivation to students to learn.

   2) Core Activities

      a) *Stimulation*

         First of all at this stage the learner is faced with something that causes his confusion, then proceed not to generalize, so that the desire to investigate on his own arises. In addition, teachers can start PBM activities by asking questions, encouraging reading books, and other learning activities that lead to preparation for problem solving.

      b) *Problem Statement*

         After stimulation, the next step is for the teacher to give students the opportunity to identify as many problems as possible that are relevant to the subject matter, then one of them is selected and formulated in the form of a hypothesis (temporary answer to the problem question) (Syah, 2014), while according to the selected problem it must then be formulated in the form of a question, or hypothesis, which is a statement as a temporary answer to the question posed.

         Giving students the opportunity to identify and analyze the problems they face is a useful technique in building students up to get used to finding a problem.

      c) *Collection*

         When the exploration takes place, the teacher also gives the opportunity for students to collect as much relevant information as possible to prove whether or not the hypothesis is true (Syah, 2004: 244).

      d) *Processing*

         Students conduct interviews, observations, and so on, and then interpret. Data processing is also called coding/categorization which functions as concept formation and generalization. From these generalizations, students will gain new knowledge about alternative answers/solutions that need to be proven logically.

      e) *Verification*

         At this stage students conduct a careful examination to prove whether or not the hypothesis set earlier is true with alternative findings, connected with the results of data processing (Syah, 2004: 244).

      f) *Generalization*

         The generalization stage/drawing conclusions is the process of drawing a conclusion that can be used as a general principle and applies to all the same

events or problems, taking into account the results of verification (Syah, 2004: 244).

3) Final Activties
   a) Teachers assign homewor.
   b) The teacher delivers the material to be discussed at the next meeting.
   c) The teacher ends the lesson with a greeting.

3. Observation and Evalation Phase

Observation is carried out when the teaching and learning process takes place using observation sheets. Things recorded in observation are the activities of students and teachers during the teaching and learning process. In addition, at this stage an evaluation (learning outcomes test) is also carried out to determine the extent of improvement that has been achieved by students in cycle I.

4. Reflection Stage

The results obtained at the observation and evaluation stage are collected and analyzed. At this stage, reflection is carried out to find out the extent of success that has been achieved in cycle I. The results of reflection in cycle I are used as a reference to plan improvements in the next cycle.

Cycle II

1. Action Planning Pase

In cycle II it is planned to continue the program in cycle I. Things that are considered:

1) Analyze test results to determine the level of students' ability to learn sociology through discovery learning (Project Based Learning).
2) Follow up on the results of the first cycle.
3) Students are directed to find and write sentences back
4) Prepare practice questions according to the material taught to students.
5) Record all events that are considered important, both regarding student activities in following lessons, doing questions and responses and statements given by students.

2. Action Implementaton Stage

a. In each meeting in cycle II, continue to explain the concepts in order and in accordance with the learning modules that have been made. In this case, continue to use the Project Based Learning learning model by paying attention to the results obtained by students in cycle I and being taken into consideration in taking action in cycle II. The learning procedure is as in cycle I.
b. Learners discuss issues that are considered important as in cycle I.
c. Any issues that are considered difficult, are immediately discussed. At the end of cycle II is given cycle II test.

3. Observation and Evaluation Phase

At the stage of execution of actions. An observation process is carried out using observation sheets that have been made and carrying out evaluations.

4. Reflection Stage

Reflection is done at the end of each cycle. The results obtained in the observation and evaluation stages are collected and analyzed. Thus researchers can see and reflect on whether the activities carried out have been able to improve student learning outcomes by looking at the results of observational data. The results of the data analysis carried out in this stage as a reference for carrying out the next cycle.

The essence of classroom action research (PTK) is that there are actions that are needed to overcome practical problems faced by teachers in their daily tasks. Thus, the purpose of PTK is not only to try to uncover the causes of learning problems faced by teachers, but more than that is to provide solutions to overcome learning problems faced by teachers. PTK begins with awareness of problems that are felt to interfere with the implementation of learning and are considered to affect the achievement of student learning outcomes. Based on the awareness of a problem that may still be unclear, the next step is to set the focus of the problem more sharply. Sharper formulation of problems can be done by diagnosing possible causes of the emergence of problems, so that opportunities are open to explore alternative actions needed to overcome problems. Alternatives to best address the problem are translated into corrective action programs. The results of corrective actions will be assessed and reflected by referring to the established improvement criteria. To meet this goal, a procedure or design of PTK is needed (Sri Astutik et al., 2021).

Learning Process Documentation

Conclusion

Classroom action research (PTK) on sociology subjects showed that the application of more interactive and participatory learning strategies significantly improved the understanding of sociological concepts and learning motivation of grade X students. This research makes a practical contribution to the understanding of effective learning strategies in improving sociology learning in grade X. The implications can be applied in the development of more interesting and effective learning methods to improve the quality of learning.

The PTK report provides a clear picture of the planning, implementation, and evaluation of actions taken to improve the learning process. This process is carried out in two cycles, and the results show positive improvements. Thus, PTK becomes an effective tool to overcome practical problems in learning sociology. In addition, the implementation of teaching modules and evaluation tools provides a concrete foundation for the teaching and learning process. The procedure for conducting this research includes cycle I and cycle II, with each cycle adjusting the desired changes. Evaluation is done through individual assignments, group assignments, and cycle tests to measure students' mastery levels. PTK proves that actions taken to address learning problems can provide effective solutions. The essence of PTK is that there are concrete efforts to improve the quality of learning, and this research has succeeded in achieving its goals by providing relevant and widely applicable solutions.

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