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The Effect of Project Based Learning Model on Learning Interest of Vocational Students in Surakarta

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ABSTRACT

The background of the study was to determine the effect of Project Based Learning model on learning interest of vocational students in Surakarta. The purpose of this study is to increase the learning interest of vocational students by applying the Project Based Learning model. This research uses qualitative methods with methods for gathering data through surveys and observations. The research subjects were vocational students and teachers of public vocational schools in Surakarta. Which consisted of 36 students and 1 subject teacher. The results showed that 75% of students liked the learning process with the Project Based Learning model, while 25% liked other learning models. From these results it can be seen that the majority of students like the Project Based Learning model. So, it can be said that Surakarta's vocational students' interest in learning can be piqued by the Project Based Learning approach.

Keywords: Learning interest, Project Based Learning model, Students, Vocational School

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INTRODUCTION

Improving human resources cannot be separated from the important role of education. Indonesia's aims, as expressed in the fourth paragraph of the 1945 Constitution's prologue, are to educate the people of the country, beginning with the formal and informal

education systems. According to (Meilany et al., 2020) Education is a conscious and planned effort planned that aims to make learning to be active so that the learning process runs smoothly and students can develop every potential that they have.

The quality of education is closely related to the learning process. A number of factors, including students' motivation in studying, affect how well students learn in schools. According to (Harahap & Zahari,

2023) interest in learning is a desire for readiness combined with focus and intentional activity, which eventually results in a sense of fulfillment when behavior, knowledge, attitudes, and abilities are changed. High interest in learning will foster high enthusiasm for learning. High learning enthusiasm affects the achievement of maximum learning achievement by students.

Increasing student interest in learning cannot be separated from the important role of a teacher. Teachers are people who have cognitive and psychomotor potential for the continuity of the development process and also for the development of learning abilities (Najoan et al., 2023). Teachers must be able to choose a learning model that suits the characteristics of students. According to (Harefa et al., 2022) A learning model is a conceptual framework that outlines methodical steps for setting up educational opportunities in order to meet predetermined learning goals. The selection of an appropriate learning model can create a situation that stimulates students' interest in learning, increases enthusiasm and optimizes understanding of the material in the learning process. According to (Fadilah et al., 2019) Teachers need to apply a more varied learning model to train students' creativity and psychomotor skills. Therefore, the learning model that will be applied by the teacher during learning must use a student centered model. The ability to carry out the functions and roles of the teacher as a facilitator and motivator in the student-centered learning process will encourage the emergence of creative students (Boiliu & Sinaga, 2021).

To foster students' interest in learning and their enthusiasm, teachers must apply a learning model that is not monotonous. A varied learning model supported by a conducive learning environment will facilitate the achievement of learning objectives. According to (Sinaga et al., 2023) the learning environment is a setting where educational activities occur and are impacted by external factors on their ongoing nature. While a less conducive learning environment might lower student interest in studying, a conducive learning environment with sufficient resources can boost the positive benefits of interest in learning. A conducive learning environment can be realized if there is stakeholder collaboration, both from educators and educational institutions.

The innovative project-based learning paradigm prioritizes student-centered learning and positions the teacher as a facilitator and motivator (Alhayat et al., 2023). According to (Mustikaningrum et al., 2017) Through their own learning, constructivist learners can develop their knowledge and comprehension of the notion of branching control through the use of the project-based learning model, and they can also generate a product. According to (Salma et al., 2021) by creating an original course that fosters students' creativity, critical thinking, and learning competencies, project-based learning can encourage new thought. The steps of the Project Based Learning model according to (Anggraini & Wulandari, 2020) are as follows: (1) Submission of the topic by the educator, (2) Developing a plan for the project's completion;

(3) creating a timeline for its implementation; (4) finishing the project with facilities for teachers and oversight; (5) Report preparation and project results presentation, (6) Project evaluation. According to (Suciani et al., 2018) the advantages of the project-based learning model can boost enthusiasm, sharpen problem-solving abilities, and foster better teamwork., improve skills in managing resources. While the disadvantages of the Project Based Learning model are (1) Class conditions are a little difficult to condition and become not conducive, (2) Students who struggle with experiments and information collection will have challenges; (3) There's a chance that some students won't participate as much in group projects.

According to (Hanun, 2023) interest in learning is a person's desire to be able to take part in teaching and learning activities. Two things affect students' interest in learning, notably: (1) internal factors. Internal factors come from within students who have great curiosity and motivation to achieve learning achievements without anyone's coercion. (Mesra, Kuntarto dan Chan, 2021) in (Putri et al., 2022). (2) External factors, factors that come from the environment (family, friends, and teachers). Considering the findings of the survey that was carried out, on average, students answer that they prefer to do learning activities if they get teachers who are friendly, kind, fun, and teachers who are able to apply various learning models, methods and media.

Through the previous literature review on the Analysis of the Use of Project Based Learning Model, (Anggraini & Wulandari,

2020) the results showed that the project-based learning model was able to influence the increase in students' interest in learning.

Through a review of previous literature on the factors that influence student interest in learning (Putri et al., 2022) Interest in learning is a feeling of pleasure that arises within oneself when the learning process takes place. Learning will be fun if the teacher is able to apply various learning models, methods and media.

This research focuses on the influence of the Project Based Learning model on student interest in learning at one of the State Vocational Schools in Surakarta. Through this focus, it is hoped that this research can provide additional insight for teachers in choosing learning models that are in accordance with student learning interests.

RESEARCH METHODS

The researcher used a qualitative research method approach. According to (Waruwu, 2023) natural, authentic, subjective, and interactive events involving people are the main focus of qualitative approaches.

Researchers used two data sources, namely primary data sources from informants and secondary data sources in the form of books, journals, articles, and data from related agencies.

Data collection techniques were carried out using survey and observation techniques. Survey techniques are used to obtain the necessary data from respondents. The observation technique was used to determine students' interest in learning as seen from students' participation in classroom learning.

The research location is in one of the State Vocational Schools in Surakarta. The research was conducted within 3 months, from October to December 2023.

The sampling method used purposive sampling technique where the researcher selected participants based on certain criteria relevant to the research objectives. The research sample consisted of 37 respondents consisting of 36 students and 1 subject teacher.

Details of the participants are in Table 1 below:

Tabel 1. Details of the participants

No	Participants	Gender	Amount
1	Student	Female	21
		Male	15
2	Teacher	Female	1
Totally			37

RESEARCH RESULT AND DISCUSSION

Survey Result

According to (Febrilia et al., 2023) A survey is an activity carried out to obtain or collect certain data. Surveys are required to determine which learning model pupils prefer. Researchers conducted a survey with 36 respondents in the form of a non-cognitive diagnostic assessment. Non-cognitive diagnostic assessments can be used to explore students' learning interests and non-academic tendencies.

This assessment helps teachers to gain insight into students' motivating factors for learning. Students' interest in learning is known through completing the non-cognitive diagnostic assessment survey.

The survey results are presented in Figure 1 below:



Figure 1. Diagram of survey results

From the survey results, it can be seen that 75% of students like trial-based learning, trial and practice. It may conclude that project-based learning is the preferred learning approach among students.

In the theory developed by (Gradner, 1983) where this theory reflects Howard Gardner's disagreement with the idea that had developed since the early 20th century that only a single score from an intelligence test could be used to measure a child's intelligence. Gardner contends that IQ tests primarily evaluate pupils' aptitudes in the logical-mathematical and verbal-linguistic domains, from which a score is derived. He believes that these scores are not enough to measure a child's intelligence. Gardner asserts that children have a wide range of intelligence, which can be demonstrated through a variety of abilities, not only linguistic, verbal, and mathematical aptitude. These skills encompass the various ways in which kids learn and engage with both their surroundings and themselves.

This theory is very important to help teachers and educators create learning models that can increase students' interest in learning so that they can develop all their abilities optimally. The Project Based Learning model can facilitate various types of intelligence according to the interests of learners, creating

an environment that supports the process of developing their potential.

Observation Result

According to (Sarita & Imawati, 2022) Observation is a tool used as a measure of individual behavior, or an activity process that is being observed. Observation and recording of symptoms of the research subject is called observation. The record contains evidence that can be seen and heard by the observer.

The observation results are shown in Table 2 below:

Table 2. Observation Result

Tanggal	Materi Observasi	Hasil Observasi	Interpretasi Hasil Observasi
31 Oktober 2023	<p>Minat belajar</p> <ul style="list-style-type: none"> • Apakah Anda menampak antusiasme belajar dari para peserta didik? • Apakah peserta didik aktif merespon pertanyaan guru selama pembelajaran berlangsung? Jelaskan 	<ul style="list-style-type: none"> • Iya, kami menampak antusiasme belajar para peserta didik. Hal ini sesuai pengamatan kami dimana beberapa peserta didik berani mengangkat tangan untuk memberikan pertanyaan kepada peserta didik lain yang sedang presentasi, memberikan feedback dari jawaban peserta didik lain. • Iya, peserta didik aktif merespon pertanyaan guru selama pembelajaran berlangsung. Hal ini terbukti melalui pengamatan yang kami lakukan peserta didik menjawab pertanyaan yang diberikan oleh guru dengan baik dan antusias dengan mengangkat tangan. 	<p>Minat belajar peserta didik di kelas X PPLG SMK N 6 Surakarta sudah baik dimana peserta didik antusias saat pembelajaran berlangsung dan terlibat aktif menjawab pertanyaan yang disampaikan oleh guru.</p>

Based on the observation during learning with project-based learning model, there are some students dare to raise their hands to ask questions to other students who are presenting and give feedback from other students' answers. Students also actively responded and were enthusiastic in answering the teacher's questions during the learning process.

The results showed a positive influence of the variable use of project-based learning model and learning interest of students of State Vocational Schools in Surakarta.

CONCLUSIONS AND SUGGESTIONS

Student learning interest is a key factor that needs to be considered to create success in the learning process. The selection of learning models must be adjusted to the material and characteristics of students. From the research, it is concluded that the project-based learning model can increase the learning interest of students of State Vocational Schools in Surakarta. Students' active participation in learning can be realized through the selection of student-centered learning models. Teachers as promoters of education should always innovate to create interesting learning models for their students.

A supportive learning environment, inspiring teaching, and the relevance of learning materials to the world of work can increase students' enthusiasm and interest in learning, which in turn will create SMK graduates who are ready to compete in the world of work.

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