

The Implementation of Project-Based Learning Models and Learning Behavior to Improve Economic Learning Achievement through Learning Motivation



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ABSTRACT: This research aims to analyze the influence of Project-Based Learning models and Learning Behavior on Economic Learning Achievement through Learning Motivation in Grade XII Social Science at SMA N 3 Bantul.

The type of research is associative quantitative. The population of this research includes all Grade XII Social Science students at SMA N 3 Bantul for the academic year 2023/2024, totaling 71 students. The sampling technique used in this research is saturated sampling, meaning all members of the population are used as research samples. Data collection techniques use questionnaires, and data analysis techniques use Partial Least Square (PLS).

The research results indicate that: 1) Project-Based Learning models have a significant influence on Learning Motivation; 2) Learning Behavior has a significant influence on Learning Motivation; 3) Project-Based Learning models have a significant influence on Learning Achievement; 4) Learning Behavior has a significant influence on Learning Achievement; 5) Learning Motivation has a significant influence on Learning Achievement; 6) Project-Based Learning models have a significant influence on Learning Achievement through Learning Motivation; and 7) Learning Behavior has a significant influence on Learning Achievement through Learning Motivation.

KEYWORDS: Project-Based Learning Models, Learning Behavior, Learning Motivation, Learning Achievement

I. INTRODUCTION

This research is motivated by several main issues in the context of education at SMA N 3 Bantul. First, there has been a significant decline in academic performance among twelfth-grade IPS students, particularly in the subject of Accounting Economics. Initial observations indicate that this low achievement is attributed to low learning motivation among students.

Factors such as lack of interest in the subject and inability to relate the material to real-life situations are major contributors. Additionally, the impact of the Covid-19 pandemic, which necessitated the adoption of distance learning, has resulted in negative changes in students' learning behaviors, including decreased study discipline, motivation, and social interaction. These conditions have exacerbated the low academic performance of students in the school.

Second, the predominantly conventional teaching approach has not been effective in improving students' understanding of concepts and learning motivation. Project Based Learning (PjBL) has emerged as an alternative approach aimed at increasing student engagement through relevant and challenging projects. However, suboptimal implementation of PjBL often results in poorly structured projects that fail to effectively engage students. A major constraint lies in teachers' insufficient understanding and support in designing and managing projects, which impacts the success of this model in enhancing students' learning achievements. Therefore, this study aims to explore the direct impact of PjBL and learning behaviors on students' learning motivation, with the hope of identifying more effective teaching strategies to improve the quality of education at SMA N 3 Bantul.

II. METHODOLOGY

This study adopts an associative quantitative research approach where each hypothesis is evaluated using the Smart PLS application to examine the correlations between variables. The target population comprised all 71 students enrolled in the twelfth-grade IPS class at SMA N 3 Bantul during the academic year 2023/2024. The research employed Partial Least Square (PLS) analysis to validate its findings.

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III. RESEARCH RESULT

Hypothesis		Original Sample	Sample Mean	Standard deviation	T statistics	P Values	Results
No	information						
1	PJBL ->	0.547	0.533	0.104	5.246	0.000	Significant
2	Learning Behavior -> Motivation to learn	0.381	0.394	0.100	3.798	0.000	Significant
3	PJBL -> Student Achievement	0.375	0.372	0.078	4.807	0.000	Significant
4	Learning Behavior -> Student Achievement	0.262	0.276	0.078	3.350	0.001	Significant
5	Motivation to Learn -> Student Achievement	0.686	0.698	0.061	11.295	0.000	Significant
6	PJBL -> Motivation to Learn -> Student achievement	0.375	0.372	0.078	4.807	0.000	Significant
7	Learning Behavior -> Motivation to Learn -> Student achievement	0.262	0.276	0.078	3.350	0.001	Significant

The results of each hypothesis test in this research are as follows:

- a. Hypothesis Test Result 1: The Influence of Project Based Learning Model on Learning Motivation. The influence of the project based learning model on learning motivation has a p-value of 0.000, which is less than 0.05. Therefore, based on these results, the decision is that the Project Based Learning Model significantly influences Learning Motivation.
- b. Hypothesis Test Result 2: The Influence of Learning Behavior on Learning Motivation
The influence of learning behavior on learning motivation has a p-value of 0.000, which is less than 0.05. Based on these results, the decision is that Learning Behavior significantly influences Learning Motivation.
- c. Hypothesis Test Result 3: The Influence of Project Based Learning Model on Academic Achievement
The influence of the project based learning model on academic achievement has a p-value of 0.000, which is less than 0.05. Based on these results, the decision is that the Project Based Learning Model significantly influences Academic Achievement.
- d. Hypothesis Test Result 4: The Influence of Learning Behavior on Academic Achievement
The influence of learning behavior on academic achievement has a p-value of 0.001, which is less than 0.05. Based on these results, the decision is that Learning Behavior significantly influences Academic Achievement.
- e. Hypothesis Test Result 5: The Influence of Learning Motivation on Academic Achievement
The influence of learning motivation on academic achievement has a p-value of 0.000, which is less than 0.05. Based on these results, the decision is that Learning Motivation significantly influences Academic Achievement.
- f. Hypothesis Test Result 6: The Influence of Project Based Learning Model on Academic Achievement Through Learning Motivation
The influence of the project based learning model on academic achievement through learning motivation has a p-value of 0.000, which is less than 0.05. Based on these results, the decision is that the Project Based Learning Model significantly influences Academic Achievement through Learning Motivation.
- g. Hypothesis Test Result 7: The Influence of Learning Behavior on Academic Achievement Through Learning Motivation
The influence of learning behavior on academic achievement through learning motivation has a p-value of 0.001, which is less than 0.05. Based on these results, the decision is that Learning Behavior significantly influences Academic Achievement through Learning Motivation.

IV. DISCUSSION

- a. Project Based Learning and Motivation; Project Based Learning (PBL) significantly boosts learning motivation among Grade XII IPS students at SMA N 3 Bantul. It involves real-world projects that enhance critical skills and intrinsic motivation, reinforcing academic success.

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- b. Learning Behavior and Motivation; Positive learning behaviors, such as discipline and active participation, significantly enhance motivation among students, positively impacting their learning outcomes at SMA N 3 Bantul.
- c. Project Based Learning and Academic Achievement; PBL significantly improves academic achievement among Grade XII IPS students through engaging, collaborative projects that develop critical thinking and teamwork skills.
- d. Learning Behavior and Academic Achievement; Positive learning behaviors directly contribute to higher academic achievements by fostering effective study habits and classroom engagement among students.
- e. Motivation and Academic Achievement; High levels of learning motivation lead to improved academic performance among Grade XII IPS students, emphasizing the importance of intrinsic motivation in achieving academic success.
- f. PBL, Motivation, and Academic Achievement; PBL not only enhances academic achievement directly but also through heightened motivation levels, demonstrating its effectiveness in promoting both learning and motivation.
- g. Learning Behavior, Motivation, and Academic Achievement; Positive learning behaviors significantly enhance academic achievement through increased motivation levels, highlighting their integral role in student success.

In summary, the study underscores the critical impact of Project Based Learning, learning behaviors, and motivation on academic achievements among Grade XII IPS students at SMA N 3 Bantul. These findings advocate for educational strategies that foster active engagement, positive behaviors, and intrinsic motivation to support long-term academic success and readiness for future challenges.

V. CONCLUSIONS

Based on the research conducted, it can be concluded that the implementation of the Project Based Learning Model and learning behavior has a significant influence on student learning motivation at SMA N 3 Bantul. Apart from that, there is a positive relationship between Project Based Learning Model Learning, learning behavior, learning motivation, and student economic learning achievement. The research results also show that the Project Based Learning Model and learning behavior can improve economic learning achievement through learning motivation. However, there are limitations in this research such as time limitations, sample size, and external variables that can influence student motivation and learning achievement. Therefore, this research makes an important contribution to understanding the factors that influence student learning achievement and can be a reference for further research in the same field.

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