RESEARCH ARTICLE

Increased Learning Outcomes of Class VIII D Students in Cultural Arts and Skills Subjects on Illustrated Image Materials Through Project Based Learning Models at SMP Negeri 3 Surabaya

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ABSTRACT

This study aims to determine the increase in learning achievement of students of class VIII D of SMP Negeri 3 Surabaya through the application of Project Based Learning (PjBL) methods in Cultural Arts and Skills subjects on illustrated image material. This type of research is classroom action research (CAR) carried out in 2 cycles of action. The research subjects were 38 people consisting of 15 male students and 23 female students. The research data was collected using observation methods and interview methods with assessment rubric instruments. Data from the research results were analyzed using descriptive statistical analysis methods and quantitative descriptive analysis methods. The results of data analysis showed that there was an increase in the learning outcomes of students of class VIII D of SMP Negeri 3 Surabaya from the application of the PjBL method in the first cycle of 78.56% who were in the low criteria experienced an increase in the second cycle to 91.23% classified as high criteria. Thus it can be concluded that the application of the PjBL method can improve the learning outcomes of class VIII D students of SMP Negeri 3 Surabaya on illustrated image materials.

1. INTRODUCTION

In the digital era, there are a lot of developing artworks. The development of this work of art produces diverse works. Millennials who master technology are often facilitated in terms of work. The young generation who are very fond of trying new things make educators demanded to be more creative to guide and provide stimulants to the younger generation in this case students in schools, especially at the secondary education level. One of the highlights for is illustrated image that is taught in secondary education.

The problem that is often experienced by students in drawing learning activities is because they do not understand carefully about drawing techniques easily, simply, and easily applied. So that we often listen to their complaints about the difficulty of drawing, lazy to draw, or their appreciation with this activity is very low. For that a teacher is required to apply various methods according to the needs of his students. So that all students - without exception - are able to make the image according to what is desired.Thus there is no single method that is the best, except if the method is used in accordance with the situation and conditions needed.

The main problem that is the object of the researcher's research is the weakness of students in drawing illustrations. So that this study focuses on the problem, the researchers took the subject of illustrative illustrations only. This time the researcher tries to combine the fun of children in the form of his favorite comic to be used as an example in developing his imagination in drawing illustrations. While the task of the writer is as a guide to show the easiest way to complete the comic image that is exemplified. While students observe and imitate the drawing steps that have been exemplified by the researcher.

Illustrated images are the result of visualization of an article with drawing, painting, photography, or other art techniques that emphasize the relationship between the subject and the intended writing rather than form.The purpose of the illustration is to explain or decorate a story, writing, poetry, or other written information. Hopefully with the help of visuals, the writing is easier to digest.

Selection of learning methods good is the method that corresponds to material to be delivered, conditions

students and infrastructure available as well as learning objectives. Thomas et al, (1999) said based learning project is a learning model which provides teacher opportunities to manage classroom learning by involving project work. Wena (2008) said that project-based learning is a learning method can help students build his thoughts and skills communicate. Based Learning Project (Project Based Learning) general has steps: Planning (planning), Creating (implementation) and Processing (processing). Project Based Learning can help students in group learning, develop skills and capable project give personal experience to students and can emphasize activities student-centered learning. Thus the teacher is no longer acts as a source of learning but only as a facilitator, meaning that the teacher helps more students to study, teachers too monitoring student activities inside learning process. In research, Bagheri (2013) in his journal project based learning can improve achievement and activity student learning. In research, Anggriani stated that students were given learning by method the project has a higher achievement compared to students who were given learning by using experimental method.

In this study, the researchers aim to improve learning achievement in cultural arts subject and skills on illustrated image materials on class VIII D, students of SMPN 3 Surabaya.

2. METHODS

The research was taken at SMP Negeri 3 Surabaya, located in Surabaya, where this place is also the place where researchers carry out teaching assignments. Researcher was now one of the teachers who taught at the school making it easier for researcher to carry out this classroom action research. The research was conducted for two (2) months starting from September to October 2018. The research subjects were students of class VIII D of SMP 3 Surabaya in the academic year 2018 / 2019. There are 38 students of VIII D. The research was conducted in 2 cycles.

Based on the initial reflection carried out classroom action research (PTK) through stages or procedures of planning, implementation of actions, observation and evaluation, and reflection in each cycle. In cycle 1, teacher demonstrated how to make an illustrated image. Students just watched for a while, and then they practiced to do the same thingby themselves. Their results were submitted and the teacher were looked for their ability in making arts. Based on the evaluation, the cycle 2 was began. The students are grouped and the teacher gave them a project. In their group, they should solve the projects. After conducting cycle 1 research and cycle 2, analysis of accurate data is obtained, from the results of research the teacher can implement it for reflection whether the results of research using PjBL can be applied in learning to students. The measure of the success of implementing classroom action research is that if the ability of students can reach a class average of $\geqslant$ 80.

3. RESULTS AND DISCUSSION

Cycle I

In cycle 1 the teacher has given special action to students by doing independent exercises, however the results of the first cycle test have not indicated the success of this study even though there is an increase in the average score of the test results.

Cycle II

Cycle 2 can be seen from the results of independent training 1 students skills in making arts in the first cycle of 78.56% in the second cycle of 91.23%. Thus there is an increase in students' understanding of the material provided.

Tabel of Daily Projects (DP) at Cylcle I and Cycle II

No	Notes	DT 1	DT 2
1	Minimum Value	65	75
2	Maximum Value	90	95
3	Average	74,50	86,63
4	Range	35	20

From the results of the test cycle 1 the lowest value is 65, the highest value is 90 and the average value is 74.50 while the second cycle is the highest value of 95, the lowest value is 75 and the average value of the class reaches 86.63. From the observer sheet to the teacher's ability to teach, the average score in cycle 1 was 4.24 and in cycle 2 was 4.89, while the maximum score was 5. The effectiveness of students in cycle 1 of active students was 84.51% and in cycle 2 is 100%.

The results of reflection on the implementation of cycle 2 are as follows:

Courage of students in asking questions, expressing opinions, creativity of students, understanding students better and appreciating the opinions of friends in one group which can then be developed to respect the opinions of other groups. Students are more confident and begin to work on projects. And the indicator of success has been achieved ($\geq$ 80%). Student learning achievement is quite satisfactory, that is from the class average of 44.30 in the pre-cycle 1 and 67.50 in the pre-cycle 2.

Student achievement in cycle 1 is 74.50 and the percentage of student learning outcomes is 84.51%, while the achievement of student learning outcomes in cycle 2 is 86.63 and the percentage of student learning outcomes is 100% Thus the indicator of success has been achieved. Based on the discussion of the results above, it turns out that the animation media can to improve learning achievement in cultural arts subject and skills on illustrated image materials on class VIII D, students of SMPN 3 Surabaya.

4. CONCLUSION

Based on the results of the study it can be concluded

that the application of Project Based Learning (PjBL) learning methods in class VIII D succeeded in achieving indicators of success, but only in cycle 2. In addition, PjBL can improve learning achievement in cultural arts subject and skills on illustrated image materials on class VIII D, students of   SMPN 3 Surabaya.

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