IMPLEMENTATION OF PROBLEM BASED LEARNING TO INCREASE STUDENT'S MOTIVATION AND LEARNING OUTCOMES BY USING VIDEO MEDIA ON CREATIVE PRODUCTS AND ENTREPRENEURSHIP LESSONS IN CLASS XI TKJ INDONESIAN PRIVATE VOCATIONAL SCHOOL BUILDING

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ABSTRACT
This research was carried out at the Indonesian Private Vocational High School Building in Class XI Computer Network Engineering where the learning outcomes of students for the material for Business Opportunities for Goods and Services Products online in the subjects of Creative Products and Entrepreneurship were low. This study aims to increase student motivation and learning outcomes in the subjects of Creative Products and Entrepreneurship Class XI TKJ during the Covid 19 pandemic with a distance learning model (Online learning). The results of observations made turned out that in the distance learning process and face-to-face there were many obstacles and problems, especially for students, It is not easy in this distance learning to provide an understanding of the material that is conveyed / given to students through the Google Classroom application platform and very low meet rooms which result in very low student learning outcomes. The research method used in this distance learning uses the google classroom application platform with the research subjects of class XI TKJ students. Data collection techniques using evaluation in the form of knowledge assessment (google form) and LKPD. The data analysis method is descriptive. The results obtained from this study are the application of Data collection techniques using evaluation in the form of knowledge assessment (google form) and LKPD. The data analysis method is descriptive. The results obtained from this study are the application of Problem based learning by using video media can improve student motivation and learning outcomes on the subjects of creative products and entrepreneurship. This is evident from the results obtained at first that only 38.46% of students mastered the material, in the first cycle it reached 65.38% of students who completed and in the second cycle reached 80.76% of students who completed. The conclusion obtained from this research is the application of Problem based learning by using video media can improve student motivation and learning outcomes on the subjects of creative products and entrepreneurship.

1. PRELIMINARY
Learning is one step to increase knowledge and add insight for students. However, in reality now, the application of effective and active learning to students in schools is still difficult to implement because many students are still less active in participating in learning. One of the factors causing the lack of student activity in participating in learning is because the delivery of learning materials is always teacher-centered. Teachers convey more information to students through lectures, resulting in a lack of opportunities for students to actively participate in learning. Students are more silent and cannot catch the lesson optimally. Another factor is due to the lack of awareness from students that learning is a necessity.

Education today has problems that can be said to be quite complex. During the teaching and learning process, students are very passive in capturing teaching material because
students feel bored with the old method, for example teacher-centered lectures used by teachers during learning and all students do is sit, be silent, listen, take notes, and memorize as a result, there is no active learning process. The obstacle that occurs is the lack of learning facilities and infrastructure in schools which makes students’ learning motivation low. Thus, many students do not understand the subject of Creative Products and Entrepreneurship. In addition, the teacher has never applied a learning model that can attract the attention of students to make it easier to understand the material in Creative Products and Entrepreneurship Lessons, especially the material for Business Opportunities for Goods and Services Products. Many students have no motivation to study Creative Products and Entrepreneurship because students think they will become Job Seekers.

One of the efforts made by Vocational Schools to help increase students' interest in entrepreneurship is by providing teaching supplies to students regarding entrepreneurship education in each skill competency so that students have a spirit based on the entrepreneurial spirit. Vocational High Schools have a strategic role in producing young entrepreneurs through learning that not only emphasizes the mastery of competencies in the cognitive domain but also on skills, both hard skills and soft skills as well as an attitude that supports graduates not to depend on available jobs but can open a business independently. Sutrisno, 2017: 14).

The subjects of Creative Products and Entrepreneurship are included in the C3 group (Skill Competence) for students of Indonesian Private Vocational High Schools Building. at Vocational High Schools (SMK) and equivalent in both grades XI and XII. Therefore, this factor is one of the possible causes of the low achievement of students in the subjects of Creative Products and Entrepreneurship, because students consider learning Creative Products and Entrepreneurship only lessons that have no benefits and are less interesting because for students graduating from Vocational Schools want to find work instead of looking for work. Job Creator. The end result of these subjects is that students can produce a project. In addition, it can also produce an authentic assessment, starting from the preparation, process, to the results achieved.

Problem-Based Learning is a Problem-based learning model and activities as its medium. Projects carried out by students can be in the form of individuals, groups and can be done within a certain time, both collaboratively and individually which are expected to produce a product that can be presented.

The implementation of learning must be carried out by students both collaboratively, innovatively, and uniquely that focuses on solving problems that are interrelated or related to the daily lives of students. Related to the conditions or problems above, it is necessary to take an action, in the form of research and observations that we made with the title and topic "2021 Implementation of Problem Based Learning For Improving student motivation and learning outcomes by Using Video Media in Creative Products and Entrepreneurship Subjects In Class XI TKJ, Indonesian Private Vocational Schools Build Even Semester of Academic Year 2020/2021".

2. DISCUSSION

A. Understanding Problem Based Learning and Motivation and learning outcomes

Problem-Based Learning can be interpreted as a learning activity that emphasizes the process of solving problems faced scientifically. According to Wina Sanjaya (2010: 214-215) there are three main characteristics of PBL. First, PBL is a series of learning activities, meaning that in the implementation of PBL there are a number of activities that students must do. PBL does not expect students to just listen, take notes, then memorize the subject matter, but through PBL students actively think, communicate, search and process data, and finally conclude. Second, learning activities are aimed at solving problems. PBL places the
problem as a key word in learning. That is, without problems there is no learning process. Third,

Ngalimun (2013: 90) suggests the characteristics of the Problem Based Learning model as follows: Learning begins with a problem, Ensuring that the problems given are related to the real world of students/students, Organizing lessons around problems, not around disciplines, Giving great responsibility to students in establishing and directing their own learning process, Using small groups, Requires students to demonstrate what they have learned in the form of a product or performance. To implement PBL, teachers need to choose learning materials that have problems that can be solved. These problems can be taken from textbooks or from other sources, for example from events that occur in the surrounding environment,

B. Understanding Learning Motivation

Winkel, 2003 in Puspitasari, 2012 the definition of learning motivation is all efforts within oneself that lead to learning activities, and ensure the continuity of learning activities and provide direction to learning activities so that the desired goals are achieved. Learning motivation is a psychological factor that is non-intellectual and plays a role in fostering the spirit of learning for individuals.

Learning motivation is the impetus of the learning process and the purpose of learning is to benefit from the learning process. Some students experience problems in learning which result in learning achievements that are not as expected. To overcome the problems experienced, it is necessary to explore the factors that influence learning outcomes including the learning motivation of students, where learning motivation is an absolute requirement for learning, and has a major influence in providing passion or enthusiasm for learning (Puspitasari, 2012). Learning motivation is a distinctive role, namely as a growth passion in each individual, as well as creating a feeling of driving enthusiasm for learning. Students who have high motivation will have enthusiasm and a lot of energy to carry out daily learning activities. Sardiman, 2011 in Puspitasari, 2012.

C. Learning outcomes

According to Bloom (in Suprijono 2013:6) learning outcomes include cognitive, affective and psychomotor abilities. According to Suprijono (2013:7) learning outcomes are changes in overall behavior, not just one aspect of human potential. According to Jihad and Haris (2012:14) learning outcomes are the achievement of a form of behavioral change that tends to settle from the cognitive, affective, and psychomotor domains of the learning process carried out within a certain time. According to Caroll (in Sudjana 2009:40) there are five factors that influence student learning outcomes include: (1) student talent; (2) the time available for students; (3) the time it takes the teacher to explain the material; (4) teaching quality; and (5) the ability of students.

3. RESEARCH METHODS

The subjects of this research are Class XI TKJ students on the competence of computer and network skills at the Indonesian Private Vocational School Build, Academic Year 2020/2021 with a total of 26 students consisting of 8 male students and 18 female students who have the characteristics of as follows: Male students consist of 8 students and 18 female students. In this research subject, it is necessary to increase learning motivation and learning outcomes in the subjects of Creative Products and Entrepreneurship with Problem Based Learning models. Motivation, attention, discipline, and student learning participation in the subjects of Creative Products and Entrepreneurship are still very lacking, thus affecting student learning outcomes in the subjects of Creative Products and Entrepreneurship.

This study took place at the Indonesian Private Vocational School Mengmengun which is located at Jl. H. Adam Malik By Pass, Ujung Bandar Sub-district, South Rantau District, Labuhanbatu Regency. The time for conducting Classroom Action Research is carried out in
the Odd semester of the 2020/2021 academic year and adjusts to the learning schedule for Creative Products and Entrepreneurship Subjects in class XI TKJ. Data collection was carried out from October 13 to November 10, 2020.

The time of this research was carried out in the Odd Semester of the 2020/2021 Academic Year. The implementation of the action in this research is approximately one month. Where in cycle I (First) consists of 1 meeting and 1 time giving a test, cycle II (Second) consists of 1 meeting and 1 time giving a test, each meeting is held for 2 x 30 minutes.

In this study, the data used were qualitative data. The instrument was in the form of observation sheets to assess student motivation and teacher observations to measure learning outcomes tests. After the data is collected, the data is analyzed by reviewing any information obtained from the implementation of the actions in each cycle and the interpretation at the end of each cycle. Data analysis techniques in this study are: qualitative data analysis of learning outcomes that have been obtained are qualitative data.

As a performance indicator, the KKM (Minimum Completeness Criteria) is used which has been set in Medan Aviation Management Vocational School, namely KKM = 70. Students whose score is KKM are declared complete learning, while students whose score is <KKM is declared incomplete learning. Furthermore, to determine the percentage of students who have completed studying in the formula, the Directorate of Junior High School Development (2007: 20):

\[
\text{Percentage of completeness} = \frac{\text{Jumlah Siswa yang Tuntas Belajar}}{\text{Jumlah Seluruh Siswa}} \times 100\%
\]

To find out the overall learning outcomes, it is first determined the arithmetic average of student learning outcomes. The average count of student learning outcomes is determined by the formula Arikunto (2006: 46):

\[
\bar{x} = \frac{\sum X}{N}
\]

Information:

- \(\bar{x}\) = Average Score
- \(\sum X\) = Sum of all Values
- \(N\) = Total number of students

4. RESEARCH RESULTS AND DISCUSSION

a. Research result

The initial data obtained were initially only 38.46% of students who mastered the material, 65.38% of students who completed the first cycle and 80.76% of students who completed the second cycle. The initial data obtained is an average of 38.46%, indicating that students who have motivation and learning outcomes in the Creative Products and Entrepreneurship Subjects are very low considering that the students' learning completeness criteria for these subjects have not been completed. With a very low value like that, the researchers strive to be able to increase the motivation and learning outcomes of students using the Problem Based Learning Learning Model with Video media. So with the application of problem based learning in learning by using video media can Increase student learning outcomes on the subject of creative products and entrepreneurship in class XI TKJ INDONESIA PRIVATE VOCATIONAL SCHOOL BUILDING.

The results of the pre-test before the first cycle of learning obtained the results that initially only 38.46% students mastered the material, in the first cycle it reached 65.38% of students who completed and in the second cycle reached 80.76% of students who completed 26 students. After filling out the questionnaire, it turned out that the cause was that there
was no this lesson at the previous level of education, so that none of the students participated in the learning.

The planning stage, based on the problems that have been identified in the pre-cycle stage, has planned a learning model on the material of goods and services using the application of the Problem Based Learning model; for the implementation stage, carried out 2 times. The implementation of this learning refers to the Lesson Plan (RPP) that has been prepared. At this stage, the teacher conducts learning by applying the Problem Based Learning model.

The following are some of the stages carried out in the second cycle process: The planning stage, where the learning improvement plan in the second cycle is made based on the deficiencies in the first cycle. In this second cycle, the learning plan focuses on problem solving.

The observation stage, by giving observation sheets during the second cycle of learning activities, it can be seen that learning is better with the evidence of the number of students who are active and serious in learning. In addition, student learning outcomes obtained from tests After the Assessment Test through Google Form was carried out, student learning outcomes showed that 38.4% of the completed pre-cycles were completed, then continued with the first cycle of learning outcomes that increased to 65.3% of students who completed. After the second cycle was carried out, the learning outcomes rose again to 82.7% of students who completed. With this data, in this cycle the learning of Creative Products and entrepreneurship material on Business Opportunities for Goods and Services Products is better. From the research conducted with the Problem Based Learning model, the subjects of Creative Products and entrepreneurship class XI TKJ students can increase student motivation, as evidenced by the number of students who are active in learning gradually increases and in the second cycle the number has met the target set even though at the beginning the cycle of student participation is still far from the target and there are no participants at all. The teacher's attention is not only centered on active students, but all students have the same opportunity. In addition, there is a need for direct practice so that students can understand the aims and objectives of learning.

![Research Instrument Graph](image)

**Table:** Recapitulation of Research Result Instruments
5. CONCLUSIONS AND SUGGESTIONS

a. Conclusion

Based on the overall results in the improvement of learning that has been carried out, the following conclusions are drawn: From the research conducted with the Problem Based Learning model, the subjects of Creative Products and Entrepreneurship Class XI TKJ students can increase student motivation with evidenced by the number of students who are active in learning gradually. Gradually increased and in cycle II the number has met the target that has been set even though at the beginning of the cycle student participation is still far from the target even there are no participants at all, the teacher's attention is not only centered on active students, but all students have the same opportunity. In addition, there is a need for direct student-centered learning so that students can understand the aims and objectives of learning. There are differences in learning outcomes between Cycle I and Cycle II, where Cycle I and Cycle II are better. It takes patience and thoroughness of teachers in the teaching and learning process during this pandemic.

b. Suggestion

Based on the conclusions above, things that teachers can do in learning to improve student achievement include: With this Problem Based Learning Model, it can increase student motivation in learning, with teacher attention to all students with equal opportunities to increase student motivation. In learning, to understand the intent and purpose of this Creative Products and Entrepreneurship lesson activity, there is a need for direct student-centered learning, teachers should use more creative teaching materials and video media that are more interesting and appropriate with the learning materials delivered at the time of writing. In a pandemic like this, the teacher should give the opportunity to do an evaluation through the google form that is already available given because learning is done online.

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