



THE EFFECT OF *PROJECT BASED LEARNING* THROUGH ART PERFORMANCE ON STUDENT LEARNING MOTIVATION

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Abstract

Purpose: Students' in participating in art learning with art performances need motivation to be able to learn and achieve optimal learning outcomes. One of the learning strategies that can increase learning motivation with the presence of art performances can use Project Based Learning (PBL). The purpose of this study was to examine the effect of Project Based Learning through art performances on student learning motivation.

Research methods: The research method uses experimental research methods with a one-shot case study design. Participants in this study were 79 students' of the PIAUD Department, State Islamic University Sunan Gunung Djati, Bandung. The research instrument used a student learning motivation questionnaire. The data analysis technique used one-sample t test.

Findings: The results of the study concluded that there was an effect of PBL through art performances on students' learning motivation.

Implications: Using PBL can provide motivation to learn and solve problems in participating in learning.

Keywords: Project based learning, art performances, student learning motivation.

INTRODUCTION

Learning art at university is great different with learning art at level school. At the university of learning art expected more emphasis on how art could taught by students at school through experience study they for teach later. Learning art at Sunan State Islamic University Mountain Jati Bandung in particular through eye studying art music for child age early in the Early Childhood Education Study Program, students given experience about application art appropriate music _ for child age early so that could stimulate level development child. In eye studying this student expected capable explore study art music that can help level religious and moral development, physical motor, social emotional, cognitive, language, and artistic. Whole aspect development this expected capable processed in learning art.

This thing could done through learning art directed music for make a performance musical drama art. Inside a musical drama naturally there is various element applied art with use element art music, dance, art visuals and art theater. Thus, that whole element art processed and can motivate student in follow learning eye studying art music for child age early. Performance is form final activity of results exercise art presented to audience crowded or viewer [1].



Performance is activity showing results creation create, action, sound and motion to audience crowded [2]. More carry on again that performance art could give information to audience and can give encouragement motivation to executor performance [3].

Motivation by special related with activities that reflect achievement destination certain for shape related meaningful behavior with why and how reach the destination [4]. Related with study this motivation is one very important aspect in learning. Motivation is needs emotional and cognitive influences involvement in learning [5]. Motivation is important aspect in achievement results study and if student no have motivation no will reach optimal results in study [6] and has function as determination effort student in the learning process [7]. More carry on again in the learning process at the university that motivation have very important function in determine effort student for learning and in the teaching process [8]. Because of that motivation Belar is very much needed by students in the learning process and also related with performance art that can give encouragement motivation.

Because of as teacher already of course must have a learning strategy that can grow motivation in poured learning in performance art. This related that with use appropriate learning strategies will grow motivation so that could reach results learn more good [9]. One strategy learning that can increase motivation and implement performance art with use *Project Based Learning* (PBL). PBL is strategy empowering instruction participant educate for chase contents knowledge and show understanding new they through presentation [10]. Besides that that PBL that uses project built on authentic learning and can _ motivate student [10]. Learning using PBL shows efficiency for increase motivation study students and help student involved for study [11], [12]. More carry on again that with PBL no only develop knowledge participant educate with existence problem but could motivate participant educate for reflect the things they learn in learning in a the project. Thus, that related with presentations and projects in PBL implementation can use art performance.

In Indonesia, PBL at the university level has many carried out and researched. Proven PBL could used in student learning like could increase creativity [13], [14], results study [15], [16], *life skill* [17]. However still a little reference made related to PBL against motivation student in follow learning, plus with existence use performance art in the learning process and carried out to student studying in learning art.

Due to not yet there is research using PBL on motivation study student added with not yet the existence of PBL studied in students who took part in learning art that is in the process of learning through activity performance art. Thus, research this aim for knowing motivation study student using PBL via performance art in accordance criteria evaluation with more goals special for test PBL influence through performance art to motivation study student.

RESEARCH METHODS

Method in- house research study this use method study experiment with use design *one-shot case study*. Thus, there is one class given treatment then given

posttest and so on observed result [18]. Participants in study this as many as 79 students of the PIAUD Study Program at the State Islamic University of Sunan Gunung Djati Bandung who follows eye studying art music for child age early. Instrument study use questionnaire motivation study student with adapt from grille motivation learn and shape statement as many as 44 test items [7]. For grille instrument used can be seen in Table 1.

Table 1. Instrument Grid Motivation Study Student

| Aspect | Sub Aspect | Test Item Number | | Total |
|---|----------------------------------|------------------|----------|-------|
| | | Positive | Negative | |
| Perseverance in study | • Attendance at lectures art | 1,3,5 | 2,4 | 5 |
| | • Follow rehearsal art in class | 6,8 | 7,9 | 4 |
| | • Study at home | 10,12,14 | 11,13,15 | 6 |
| Tenacious in face difficulty | • Attitude to difficulty | 16,18,20 | 17,19,21 | 6 |
| | • Efforts to overcome difficulty | 22 | 23 | 2 |
| Interest and sharpness attention in study | • Habit in follow study | 24,26 | 25,27 | 4 |
| | • Spirit in follow study | 28,30 | 29,31 | 4 |
| Achievement in learning | • Desire for achievers | 32,33 | 34 | 3 |
| | • Qualification results | 35,37 | 36,38 | 4 |
| Independent in study | • Perseverance study | 39,41 | 40 | 3 |
| | • Use opportunity outside study | 43 | 42,44 | 3 |
| Total Item Tes | | | | 44 |

Instrument the has tested to 80 students of the PGMI Study Program at the State Islamic University of Sunan Gunung Djati Bandung. Test results instrument from 44 test items used a total of 38 test items suggested valid with reliability of 0.89. For grille instrument used after tested can be seen in Table 2.

Table 2. Instrument Grid Motivation Study Student After Trial

| Aspect | Sub Aspect | Test Item Number | | Total |
|---|----------------------------------|------------------|----------|-------|
| | | Positive | Negative | |
| Perseverance in study | • Attendance at lectures art | 1,3,5 | 2,4 | 5 |
| | • Follow rehearsal art in class | 6,8 | 7,9 | 4 |
| | • Study at home | 10,12,14 | 11,13,15 | 6 |
| Tenacious in face difficulty | • Attitude to difficulty | 16,18,20 | 17,19,21 | 6 |
| | • Efforts to overcome difficulty | 22 | 23 | 2 |
| Interest and sharpness attention in study | • Habit in follow study | 24,26 | 25,27 | 4 |
| | • Spirit in follow study | 28,30 | 29,31 | 4 |
| Achievement in learning | • Desire for achievers | 32,33 | 34 | 3 |
| | • Qualification results | 35,37 | 36,38 | 4 |
| Independent in study | • Perseverance study | 39,41 | 40 | 3 |
| | • Use opportunity outside study | 43 | 42,44 | 3 |
| Total Item Tes | | | | 38 |

Related with design research used which is associated with criteria assessment in PIAUD Study Program at the State Islamic University of Sunan Gunung Djati Bandung and results score maximum from motivational data study student, researcher target by 70% or of 133 for score constant with B value in

achievement motivation study. For score maximum from instrument study of 190. For more clear from conversion criteria evaluation PIAUD Study Program at the State Islamic University of Sunan Gunung Djati Bandung can be seen in Table 3.

Table 3. Conversion Evaluation on the Value of Motivation Study Student

| Percentage Range Evaluation UIN Sunan Gunung Djati Bandung | Range Evaluation Motivation Study Student | Score |
|---|--|-------|
| 85% | 162 - 190 | A |
| 70% | 133 - 161 | B |
| 55% | 105 - 132 | C |
| 40% | 76 - 104 | D |
| 0% | 0 - 75 | E |

Data analysis techniques in study this with use description statistics and *one-sample t test* use help SPSS app follow procedure calculation according to [19].

FINDINGS

Calculation result description statistics obtained an mean of 142.89 and the deviation raw of 8.78 which can be seen in Table 4. While for knowing motivation study student using PBL via performance art in accordance criteria assessment. As much two people or by 3% get value A with range score between 162-190. A total of 67 people or by 85% get B value with range score between 133-161. A total of 10 people or by 13% get C value with range score between 105-132. For more clear can be seen in Figure 1 related frequency and related Figure 2 with percentage.

Table 4. Calculation Results of Mean and Standard Deviation

| Variable | Mean | Standard Deviation |
|--------------------------|--------|--------------------|
| Motivation Study Student | 142.89 | 8.78 |

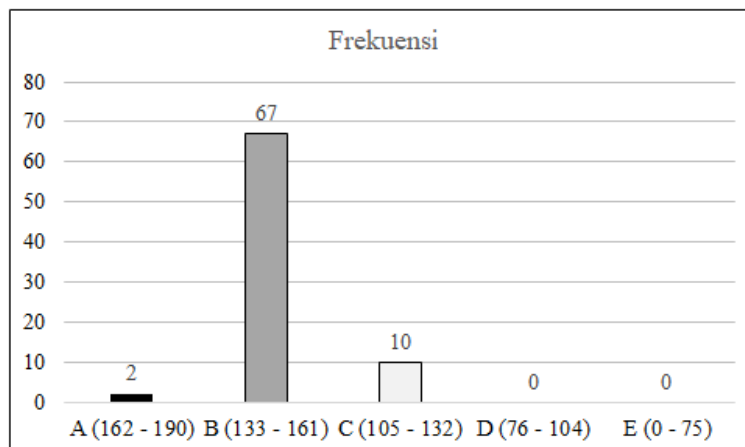


Figure 1. Frequency Motivation Study Student

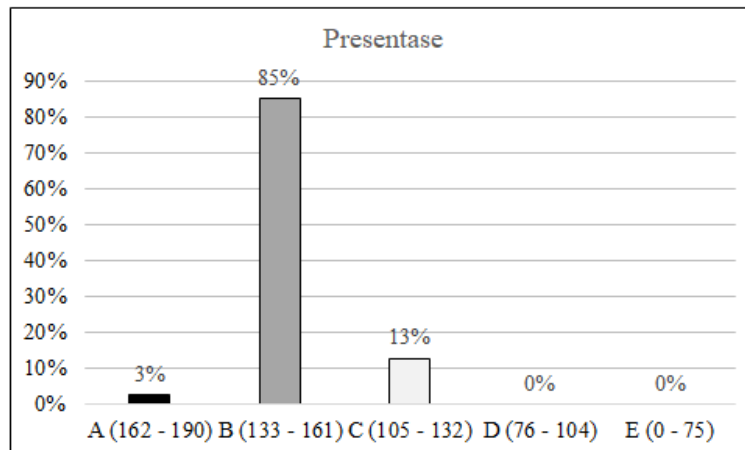


Figure 2. Percentage Motivation Study Student

From Table 4 if seen from overall mean score motivation study student of 142.89 then enter to in value B. While for testing PBL influence through performance art to motivation study student. Get t count of 10.01 with score constant of 133 and Sig. $0.00 < 0.05$ which means there is PBL influence through performance art to motivation study student. For more clear results calculation can be seen in Table 5.

Table 5. Calculation Results *One-Sample t Test*

| Variable | Constant | t count | Sig. | Information |
|--------------------------|----------|---------|---------------|-------------|
| Motivation Study Student | 133 | 10.01 | $0.00 < 0.05$ | Significant |

In accordance with destination special inside study this then PBL can used in learning art for motivate student During follow the learning process. In line with statement that PBL can motivate student in follow the learning process [10], [20], [21]. Research results this also adds results study related the use of PBL in Indonesia at the university level where PBL in addition to creativity [13], [14], results study [15], [16], and *life skill* [17], also can motivate student During follow the learning process that has been confirmed in this study.

Study it also gives description new related with the use of PBL especially in learning art at the university level. Most interesting it turns out that PBL is the right strategy used in learning art that is in the learning process use projects in the form of performance art so that support results study previously used PBL at the level unit education with using PBL via existence performance art could motivate student follow learning [22], [23]. Thus, researcher this confirm both PBL as a learning and performance strategy art as form or learning media could made solution in motivate student nor student for learn and follow learning.

However thereby although results data analysis shows significant results by overall, still there is ten students who are still not enough motivated in follow the learning process which is still under score constant that has set, but in general when see to score converted graduation from score maximum instrument motivation study student still pass the eye lectures taught.

In PBL through performance art inside study this use musical drama performances which have also published in mass media *on line* with title

Musical Drama Performance " Friendship " [24]. For more details of the news that has been published can be seen in Figure 3.

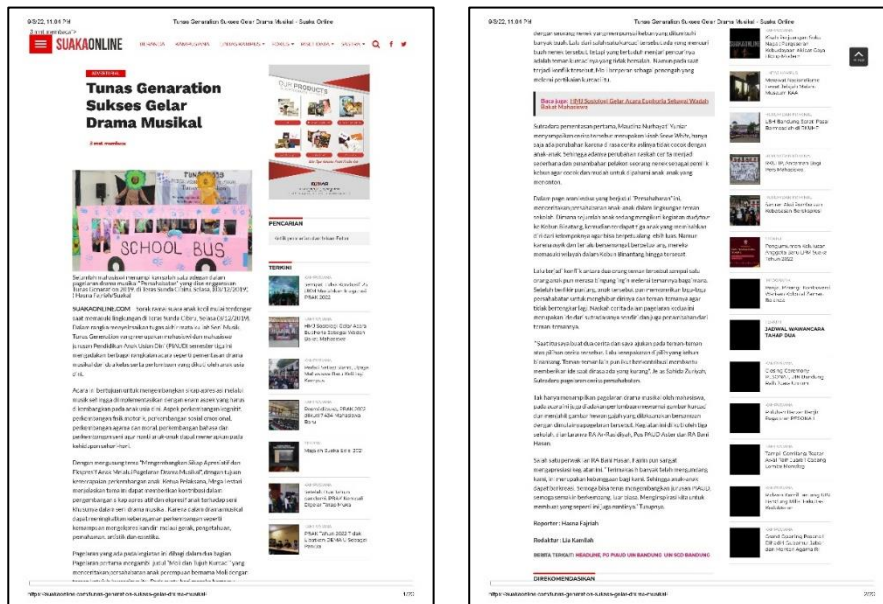


Figure 3. Publications Musical Drama Performance " Friendship "

In the process of its application in learning. At first, make a plan by making a PBL learning scenario. At the first meeting, students are given an understanding of the learning objectives that will be carried out for one semester. Next, Students are given a basic theme related to the material to be delivered. The theme raised is making a musical drama performance as the main theme in the Music Arts course for AUD. At this first meeting, students focused on what the theme of the musical drama would be. The stimulus used is that students look for the latest phenomena that are close to the world of children. Students are divided into five groups to discuss the theme of the musical drama that will be raised. After all finished discussing, each group then presented the results of their group discussion in front of the class. Furthermore, all students agreed on the theme to be displayed in the musical drama.

In the second meeting, students were directed to design a performance that would be made. The initial plan that must be done is to create a committee from students in carrying out musical drama performances later. The committee that was created was divided into two, namely the production committee and the artistic committee. Therefore, in forming the committee, students were divided into two groups, namely the production committee and the artistic committee. The production committee includes the head of the organizer, secretary, treasurer, secretariat, public relations section, documentation section, business fund section, consumption section and transportation section. The artistic committee covers the event section, the artistic section, the costume section, the makeup section, and the stage manager. After the committee has been divided into two parts, then students divide each committee task to each student according to their abilities.

In the third meeting, a student who had been appointed as the head of the organizer then held a meeting to discuss and understand the job description of

each student according to their duties. After this activity was carried out, each committee understood their respective duties.

At the next meeting, students focused on preparation for making musical drama performances according to the duties of each committee. Each preparation process certainly has many obstacles, one of the most influential is a permit letter addressed to government agencies that must follow several procedures that must be followed, but the secretarial section and public relations section always work together and synergize in finding solutions to problems that occur. In this learning process, students are able to take solutions to each problem in the process of preparing for a musical drama performance. This provides a new and real experience for students, not only pictures but students are directly involved in this process. This shows the level of student motivation in attending lectures is processed and there are changes. Students are not only given theories but here students are the pioneers. In addition, the results of the performance of this musical drama can also be used as teaching media that can be used by students when teaching directly at school.

Another thing that is seen from each learning process is the emergence of creativity that arises especially from the artistic committee of the costume, artistic and make-up sections. Creativity arises when exploring the supporting elements for the required artistic. Thus, the result study this support that PBL can motivate for involved in learning [25] and also ability in solve problem [12].

CONCLUSION

Based on to results calculation technique data analysis that has been done, result study this conclude there is PBL influence through performance art to motivation study student. With PBL as a learning and performance strategy art as form or learning media both could made tool for motivate student in follow the learning process.

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