



# The Impact of Project Based Learning (PBL) Method on Motivation and Interest in English Learning Among Eleventh Graders at SMAN 1 Karangrejo

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**Abstract** This research is driven by the principles of Project Based Learning (PJBL). PJBL is an educational approach that utilizes real-world problems as the starting point for integrating new knowledge. The research question posed is whether the PJBL method affects motivation and interest in learning English among eleventh-grade students at SMAN 1 Karangrejo. The objective is to examine the impact of PJBL on motivation and interest in English learning at this school. This study employs a quantitative approach, specifically a non-experimental quasi-regression design, with data collection conducted via a questionnaire using purposive sampling. Data analysis involves descriptive statistics to determine mean values, followed by testing for normality assumptions. If the data meets normality criteria, Pearson correlation analysis is used to examine relationships between variables (X and Y1, X and Y2). Additionally, simple linear regression tests the effects of variables Y1 and Y2 on X. The findings indicate that implementing PJBL in English language education for eleventh-grade students is expected to enhance both motivation and interest in learning at SMAN 1 Karangrejo.

## Abstrak

Penelitian ini didorong oleh prinsip-prinsip Pembelajaran Berbasis Proyek (PJBL). PJBL adalah pendekatan pendidikan yang menggunakan masalah dunia nyata sebagai titik awal untuk mengintegrasikan pengetahuan baru. Pertanyaan penelitian yang diajukan adalah apakah metode PJBL mempengaruhi motivasi dan minat belajar bahasa Inggris di kalangan siswa kelas sebelas di SMAN 1 Karangrejo. Tujuannya adalah untuk menguji dampak PJBL terhadap motivasi dan minat dalam pembelajaran bahasa Inggris di sekolah ini. Penelitian ini menggunakan pendekatan kuantitatif, khususnya desain quasi-regresi non-eksperimental, dengan pengumpulan data dilakukan melalui kuesioner menggunakan sampel yang dipilih secara sengaja. Analisis data melibatkan statistik deskriptif untuk menentukan nilai rata-rata, diikuti dengan pengujian untuk asumsi normalitas. Jika data memenuhi kriteria normalitas, analisis korelasi Pearson digunakan untuk menguji hubungan antara variabel (X dan Y1, X dan Y2). Selain itu, regresi linier sederhana menguji efek variabel Y1 dan Y2 terhadap X. Temuan menunjukkan bahwa penerapan PJBL dalam pendidikan bahasa Inggris untuk siswa kelas sebelas diharapkan dapat meningkatkan baik motivasi maupun minat dalam pembelajaran di SMAN 1 Karangrejo.

**Kata Kunci** : Pengaruh Metode Project Based Learning (PJBL), Motivasi Belajar, Minat Belajar.

## 1. INTRODUCTION

Education encompasses various perspectives depending on how it is viewed. It is perceived as a means to nurture the nation and enhance the quality of Indonesian society. Mentioned in

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Article 3 of Law No. 20 (2003) on education which is defined as the improvement and development of student expertise. Human development is facilitated by education. The concept of transferring, preserving, and advancing culture through education has been present since humans first aspired for progress.

As societies progress, education remains a paramount concern for advancing future generations in accordance with societal needs. Education is aimed at nurturing and enhancing human resources, making both formal and informal learning processes crucial for improving educational quality (Haryanti and Rochmat 2023). The relationship between educators and learners significantly impacts educational outcomes. In Indonesia, the primary goal of teaching English as a foreign language is to enhance students' proficiency across reading, listening, writing, and speaking skills. The evolution to an independent curriculum has transformed English language education, necessitating teachers to be innovative in integrating it into senior high school settings effectively. This adaptation encourages teachers to explore various teaching approaches, such as the contextual and scientific methods outlined in the 2013 curriculum guide, to create diverse learning experiences in the classroom.

Learning English in schools primarily focuses on imparting knowledge rather than fostering deeper proficiency. In today's globalized world, English proficiency significantly enhances one's value, offering broader career opportunities. Student motivation profoundly influences their learning achievements. Thus, the current approach emphasizing content mastery alone does not stimulate students to be proactive, creative, and innovative. Consequently, there is an imperative to adopt effective and efficient learning strategies that encourage active engagement and maximize learning outcomes.

In the context of implementing the independent curriculum, one engaging learning approach that can significantly boost motivation and interest among students is Project Based Learning (PBL). This method emphasizes understanding through practical application, utilizing projects or activities as learning tools. PBL is particularly effective for teaching students how to tackle interdisciplinary tasks, manage resources efficiently, and collaborate with peers. Widyastiwi and Nasucha (2019) Teachers familiarize students to be able to do it themselves without being directly guided by the teacher.

## **2. THEORETICAL REVIEW**

### **Learning Motivation**

The success of students in their learning is often influenced by their level of enthusiasm. Students who exhibit high motivation generally achieve better results, whereas those with lower motivation tend to perform less effectively. Low motivation can lead to low effort or enthusiasm to participate in certain activities, and of course low enthusiasm will affect the results obtained (Rahman 2021) . The concept of "motivation" is frequently employed to elucidate the outcomes of nearly any intricate undertaking (Haryanti and Rochmat 2023). Most experts concur that motivation theory revolves around understanding the factors that propel behavior and provide it with direction. The internal and external drives that encourage students to change behaviour are known as learning motivation (Gulo 2022).

Students who underperform are often not lacking in ability; instead, they may lack the necessary motivation to fully realize their potential (Sulistio and Haryanti 2022). In traditional learning environments that rely on the expository approach, teachers occasionally overlook the importance of motivation. They sometimes compel students to simply accept the information they provide.

This study utilized components of learning motivation derived from the Motivated Strategies for Learning Questionnaire (MSLQ), developed by Pintrich and De Groot in 1990. The MSLQ is designed to gauge students' motivation for learning and their utilization of different learning strategies during lectures. However, this study solely evaluated students' learning motivation without investigating its correlation with their learning strategies.

### **Project Based Learning Model**

The PjBL learning model is one of the student-centred or student-centred learning models widely used around the world. This model allows students to conduct project-based activities and process the results of their work to gain the knowledge they need (Istarani and Muhammad 2014). The PjBL learning model allows students to convey project ideas and ideas by involving them in solving project problems Ahmar et al. (2020). That students' science process skills improved after PjBL learning Sutrisna, Sujana, and Ganing (2020).

### **The Relationship between Project Based Learning (PjBL) and Interest in Learning English**

Project-based learning (PjBL) is an educational approach that places students at the center of their learning process, with the teacher taking on the role of a facilitator. PjBL involves using multiple approaches or solutions to simulate real-world work scenarios, prompting students to actively seek information relevant to the project. Projects hold significant potential to transform teacher-student dynamics by reducing classroom competition and fostering collaboration among students instead of individual effort. Moreover, projects can shift the focus of learning away from rote memorization towards exploring and understanding concepts. By emphasizing independent learning and creativity, the PjBL model encourages students to develop their own learning plans and successfully execute projects based on those plans.

Therefore, it is anticipated that adopting the PBL learning model will enhance students' motivation to learn English. Moreover, supported by research from various articles on classroom projects by Moursund, Bielefeldt, and Underwood, which provide evidence regarding teachers' use of projects and their perceived effectiveness, this study underscores the benefit of fostering increased enthusiasm among students for learning English.

### **Previous Related Studies**

The first research was conducted by Anggraini and Wulandari (2020) from the State University of Malang with the title “Influence Of Project Based Learning On Student Learning Motivation, Creativity, Critical Thinking Ability, And Cognitive Ability In Biological Learning”.

The second research was conducted by Handayani and Koeswanti (2021) from the State University of Malang with the title “Effectiveness of STEM-Integrated Project-Based Learning Model (PjBL-STEM) on Creative Thinking Skills of Class X”.

The third research was conducted by Rika Niswara in 2019 from PGRI Semarang University with the title “The Effect of Project Based Learning Model on High Order Thinking Skill. Thinking Skill, Based on the results of research and discussion, it can be concluded that the level of students' high critical thinking skills is influenced by the application of a project-based learning model assisted by puzzles”.

The fourth research was conducted by Melinda and Zainil (2020) from Padang State University with the title “Application of Project Based Learning Model to Improve Mathematical Communication Skills of Elementary School Students. Mathematical Communication Skills of Elementary School Students (Literature Study).

The fifth research was conducted by Widyanti (2022) from Tidar University with the title “Influence Of Project Based Learning Model (PjBL) On Cognitive Abilities And Saint Process Skills Of Students Grade Xi IPA Man Temanggung On Respiration System Materials”. Hypothesis testing shows that the use of the PjBL (Project Based Learning) model has a significant impact on the cognitive abilities of grade XI students on the topic of respiration system.

The sixth result was conducted by Silpia (2019) research which shows that the Project Based Learning (PjBL) learning model can affect motivation and achievement. Based Learning (PjBL) learning model can affect the motivation and learning achievement of students in the material of the human circulatory system of class VIII MTs An-Nur Palangka Raya. VIII MTs An-Nur Palangka Raya.

The next research is research conducted by Insyasiska, Zubaidah, and Susilo (2015) which concluded that the project-based learning model can increase student motivation to learn is higher, students' creativity increases, critical thinking skills increase, and students' cognitive abilities also increase.

### **Framework of Thinking**

The framework of this study builds upon the aforementioned theory, emphasizing the critical role of motivation and interest in the school learning environment, particularly in learning English through the Project Based Learning method. To enhance both learning outcomes and students' motivation in English education, a more engaging and meaningful approach to learning is essential. This approach empowers students to independently discover the knowledge and skills they require, moving beyond traditional teacher-centric instruction.

The Project Based Learning (PjBL) model strives to enhance students' critical thinking skills and their ability to solve project-related challenges. Additionally, it facilitates deeper comprehension of learning materials and expands knowledge through project-based exploration. To foster increased motivation in learning English, various methods can be employed to make learning enjoyable. Implementing a teaching approach that captures students' interest and enthusiasm can effectively enhance their engagement and skills, with the Project Based Learning model serving as a significant tool in achieving these goals.

As mentioned earlier, project-based learning strategies enhance students' motivation and interest in education. This is because, unlike traditional methods, it requires students to actively engage in critical thinking processes such as gathering information, drawing conclusions,

selecting, organizing, planning, investigating, questioning, and making decisions relevant to real-life situations.

### **3. METHODS**

This study employs a quantitative approach, characterized by extensive use of numerical data throughout the processes of data collection, interpretation, and visualization of results. Quantitative research follows a positivist paradigm and is typically utilized to investigate specific populations or samples using research instruments. This research was conducted using a non-experimental quantitative method, which means not using experiments or experiments Pantiwati and Permana (2020). To be specific, this research used Multivariate Correlational Design.

A concept described in its definition lacks observable or measurable symptoms in practice. Operational definitions are necessary to make concepts measurable and observable in real-world contexts. Research variables refer to characteristics, properties, or values of individuals, objects, or activities that researchers select for study to draw conclusions. This study involves two types of variables: the independent variable, denoted variables X, and the dependent variable, denoted variables Y.

Researchers utilize research instruments to facilitate data collection and improve the accuracy of results. These instruments are tools or facilities designed to be meticulous, comprehensive, and systematic, thereby simplifying data processing.

Statistics used to analyse data are known as descriptive statistics. It is used to analyse data by describing or describing the data that has been collected without intending to make conclusions that can be generalised or generalised Sugiyono (2019). The normality test aims to test whether the regression model made is normally distributed or not. A good regression model is to have normal or near normal data distribution. Pearson correlation analysis, also referred to as product moment correlation, is an analysis intended to measure the closeness of the linear relationship between two variable.s with normal data distribution (Mutohar and Haryanti 2024).

### **4. RESULT**

Based on the criteria of descriptive analysis presented in the table, it is evident that students demonstrate a strong grasp of the PjBL data. Moreover, the data indicates robust levels of motivation and high interest in learning.

**a. Validity Test**

The test results showed that the questionnaire consisted of 3 variables: PJBL Variable (X1), Motivation Variable (Y1), and Learning Variable (Y2). Variable X1 includes 20 questionnaires, Variable Y1 includes 20 questionnaires, and Variable Y2 includes 20 questionnaires. The data obtained was tested for validity using the SPSS version 26 application with the following presentation.

**b. Reability Test**

The test results show that the questionnaire consists of 3 variables: X1, Y1, and Y2. Variable X1 has 20 statements, variable Y1 has 20 statements, and variable Y2 has 20 statements. According Durrotunnisa and Nur (2020) The reliability criteria based on the Cronbach's Alpha method is that the questionnaire instrument is considered reliable if the Cronbach's Alpha Coefficient is more than 0.60, and unreliable if it is less than 0.60. The results of data testing with this method are presented as follows. Based on reliability calculations using Cronbach's Alpha with SPSS 26, all indicators in variables X1, Y1, and Y2 have values above the 0.60 criterion, so they can be declared reliable.

**c. Normality Test**

Normality testing using the Shapiro-Wilk method has the criterion that the data is normally distributed if the Shapiro Wilk coefficient value is  $> 0.05$ , and abnormal if the Shapiro-Wilk coefficient value is  $< 0.05$ . The following are the results of the Shapiro-Wilk. The calculation is found in the asymp. Sig. (2 tailed) which is the Shapiro-Wilk coefficient of 0.420, 0.301, and 0.383. Because the Shapiro-Wilk coefficient is  $0.420 > 0.05$  on variable X1,  $0.301 > 0.05$  on variable Y1, and  $0.383 > 0.05$  on variable Y2, the data obtained with a Likert scale questionnaire instrument is normally distributed.

**d. Regresi Linier : Adjusted r Square**

This test is used to measure the model's ability to explain variance in the independent variable. Adjusted R Square testing in this study was carried out using the SPSS 26 application, with the criteria that values  $> 0.75$  are considered strong, values between 0.50 - 0.75 are considered moderate, and values 0.25 - 0.50 are considered weak. The following is the calculation table for the Coefficient of Determination. The value obtained in the data from the research instrument results obtained a value coefficient at 0.726 with details of  $0.726 = 72 \times 100\% = 72\%$ . So the effect of Motivation on Learning is 72% and is in the strong category because it is more than 0.70.

**e. Linear Regression: Test T**

After the researcher gets the data about PjBL, motivation and also students' learning interest, the next step is to test the hypothesis. This test is used to show whether there is an individual influence of an independent variable in representing the dependent variable. The X1 variable obtained a  $t_{\text{count}}$  of 5.045 with a significance level of 0.000. By using a significance level of 0.05,  $t_{\text{table}}$  of 1.69 is obtained, which means that the  $t_{\text{count}} > t_{\text{table}}$  and the significance of  $0.000 < 0.05$ , which means that  $H_a$  is accepted. So that there is a striking impact between PjBL X1 partially on motivation Y1. The X1 variable obtained a  $t_{\text{count}}$  of 2.767 with a significance level of 0.000. By using a significance level of 0.05,  $t_{\text{table}}$  of 1.69 is obtained, which means that the  $t_{\text{count}} > t_{\text{table}}$  and the significance of  $0.000 < 0.05$ , which means that  $H_a$  is accepted. So that there is a striking impact between PjBL X1 partially on Learning Y2. The X1 variable obtained a  $f_{\text{table}}$  of 13.362 with a significance level of 0.000. Which means that the  $f_{\text{count}} > f_{\text{table}}$  and the significance of  $0.000 < 0.05$ , which means that  $H_a$  is accepted. Because the three criteria made above show that  $H_a$  is accepted, then the result of the Hypothesis test is that there is a simultaneous influence of the implementation of PjBL on the students' motivation and interest.

## **5. DISCUSSION**

This research aims to create a website called Busworld as an alternative medium for teaching and learning to increase the business vocabulary of marketing students at vocational schools. Busworld is a digital learning media designed according to the needs of marketing students at vocational schools, with content in the form of 100 lists of verbs, 100 lists of nouns, 50 abbreviations in business, and 50 business-themed conversations.

The Busworld website proves to be a great alternative medium to enhance the business vocabulary of marketing students. This was proven through material validation by three experts and media validation by three experts which resulted in a validity level of 98%, which means it is very valid. Apart from that, teacher and student responses also showed positive results with 88.5% from three teachers and thirty marketing students. Furthermore, the Busworld website is considered effective in increasing students' business vocabulary achievements, in line with Neeley's (2012) opinion which states that the role of English as a global language for business and marketing cannot be ignored.

From the results of the questionnaire given to teachers and students, it appears that they are motivated to use the Busworld website as an alternative media to increase the achievement of

marketing students' business vocabulary. This is in line with the opinion of Herman Dwi Surjono (2008: 1), who states that web-based learning media can be accessed at any time and from anywhere, and learning materials can be enriched with various learning sources and references. This study titled "The Impact of Project Based Learning (PjBL) on Motivation and Interest in Learning English among Grade XI Students at SMAN 1 Karangrejo" will now proceed to discuss the findings outlined earlier.

This study explores how the Project Based Learning approach influences students' motivation and interest in English language classes. Findings indicate a significant enhancement in both motivation and learning interest among students using the PBL method. The research was carried out on May 8, 2024, specifically targeting Class XI D for sampling. The researchers employed a non-experimental quantitative methodology, omitting experimental approaches in their study design.

Data collection involved utilizing motivation scales, questionnaires, and documentation. Researchers employed motivation scales to assess students' motivation levels when using PBL. Questionnaires were used to gauge the impact of the project-based learning method on students' learning interest. Documentation techniques were employed to gather school-related data, such as student profiles and school information, which constituted the research sample and provided insights into the school's profile.

From the aforementioned explanation, it is evident that implementing the project-based learning model can influence students' motivation and interest in learning English at SMA N 1 Karangrejo. Hence, English teachers should consider adopting the project-based learning model in their teaching approach.

## **6. CONCLUSION**

There is a significant influence of Project Based Learning (PjBL) learning model on English learning motivation of eleventh grade students of SMAN 1 Karangrejo as variable X1 obtained tcount value of 5,045 with significance level of 0,000. By using the significance level of 0.05, the t table of 1.69 is obtained, which means the tcount > t table and the significance of  $0.000 < 0.05$ , which means  $H_a$  is accepted. So that there is a significant influence between PjBL X1 partially on Motivation Y1.

There is a significant influence of Project Based Learning (PjBL) learning model on the interest in learning English of eleventh grade students of SMAN 1 Karangrejo which is shown by variable X1 obtained tcount value of 2,767 with significance level of 0,000. By using the significance level of 0.05, the t table is obtained as 1.69 which means the tcount > t table and the significance of 0.000 < 0.05 which means Ha is accepted. So that there is a striking influence between PPA X1 partially on Y2 Learning.

There is an effect of the Project Based Learning (PjBL) learning model simultaneously on student motivation and interest in learning, it can be seen from the data results of The X1 variable obtained a ftable of 13.362 with a significance level of 0.000. Which means that the fcount > ftable and the significance of 0.000 < 0.05, which means that Ha is accepted.

## **7. SUGGESTION**

Implementing the Project Based Learning model can serve as an alternative approach in English language education to enhance students' motivation and interest in learning at SMAN 1 Karangrejo. Students should consistently engage actively and earnestly in every learning endeavor to fully achieve the intended learning outcomes. Future researchers are encouraged to utilize the findings of this study for broader implementation. Additionally, this research can be expanded upon in various studies to advance knowledge, particularly in understanding learning models that effectively enhance student motivation.

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