



## **MANAGEMENT OF IMPLEMENTATION OF PROJECT-BASED LEARNING (PJBL) AT SMPN 2 SOLOKANJERUK**

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### **Abstract:**

This study aims to determine the application of project-based learning (PJBL) at SMPN 2 Solokanjeruk. The techniques used in this research are observation, interviews, and documentation studies. This research uses a descriptive qualitative method by conducting a survey of the school concerned to obtain information, data collection, and documentation as evidence in carrying out this research. The results of this study indicate that the application of project-based learning (PJBL) at SMPN 2 Solokanjeruk is optimal because it can develop students' creativity and entrepreneurship.

**Keywords:** *Management, Implementation, Project-based learning*

### **INTRODUCTION**

Education is essential for everyone. In education, there is a process of changing the attitudes and behaviour of a person or group to mature humans through teaching and training. Seeing the importance of this, educational plans are arranged in such a way by the government into a system called the curriculum. According to Nasution (in Bahri: 2011), a curriculum is a plan designed to expedite the teaching and learning process under the guidance and responsibility of a school or educational institution and its teaching staff. The curriculum includes not only all planned activities but events that occur under the supervision of the school.

In its development to meet the needs of students and teaching staff, Indonesia already had a total of 11 changes to the yaki curriculum in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revised curriculum 1994), 2004 (Competency-Based Curriculum), and the 2006 curriculum (Educational Unit Level Curriculum). In 2013 the government, through the ministry of national education, changed back to the 2013 curriculum (Kurtilas), and in 2018 there was a revision to the Ulinniam Revised Kurtilas (in Rahayu, 2022). The curriculum must be responsive and comprehensive in social life, not overloaded, relevant, and able to balance diversity and needs at all times (Julaeha, 2019). In addition, the curriculum must always be dynamic and constantly influenced by changes in the underlying factors (Insani, 2019). Along with its development, the curriculum always strives to meet the needs of students. One of them is the 2013 Curriculum, the current National Education reference that fully encourages student-centred learning. Students are required to be active and creative in the learning process, and teachers with all their knowledge do not only act as instructors but are required to be inspirational. In its journey, the thirteenth curriculum was replaced with the independent curriculum, seeing significant changes and demanding more creativity from students to answer the world's challenges. The official website of the ministry of education and culture says the Merdeka Curriculum is a curriculum with various extracurricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competence. Teachers can choose various teaching tools so that learning can be adapted to student's learning needs and interests. Nadiem Makarim, the Minister of Education and Culture, said that the independent curriculum was designed to be as flexible as possible by setting three

options. The first option, schools would be free to determine the curriculum according to their readiness. Schools can continue using the 2013 curriculum if they need more time to make changes. The second option, Nadiem, appealed to schools that wanted to carry out a transformation but needed more time to be ready for significant changes to be allowed to choose an emergency curriculum. While the last option, schools that want and are ready for change, are allowed to use the Merdeka curriculum. One school that uses the second option is SMPN 2 Solokanjeruk.

SMPN 2 Solokanjeruk is located on Jl. Long Plan No. 27, Cibodas, Solokanjeruk subdistrict, Kab. Bandung, West Java Province. The results of observations made on Wednesday, December 7 2022, are that this school will start implementing the Merdeka Curriculum in July 2022. The target of the independent curriculum is all grade levels at SMPN 2 Solokanjeruk school, but for now, only class VII is implementing the independent curriculum, while class VIII and class IX still use the 2013 curriculum.

## **RESEARCH METHODS**

This study uses a descriptive qualitative method. According to Mukhtar (2013), a qualitative descriptive research method is used by researchers to find knowledge or theories about research at a particular time. Meanwhile, according to Sugiyono (2016), the qualitative descriptive method is a research method based on the philosophy of postpositivism used to research natural object conditions (as opposed to experiments) where the researcher is the key instrument. Data collection techniques are carried out in triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization. The descriptive qualitative method used in this research is surveying the schools concerned to obtain information, data collection, and documentation. The techniques used in this study are observation, interviews, and documentation studies.

## **RESULTS AND DISCUSSION**

### **Implementation of Project Based Learning (PJBL) at SMPN 2 Solokanjeruk Creative Economy MSME Products**

The application of project-based learning implemented at SMPN 2 Solokanjeruk is a creative economy or entrepreneurship. The aim is that students are expected to be able to develop creativity and entrepreneurial culture and be able to open up insights about future opportunities, and also preserve the area. Students are also expected to be able to create products that can answer specific needs in the immediate area/products that are characteristic of the local area. The products carried out in this project are salted egg, candied purple eggplant, and cassava oak. From this product, several stages are expected to be able to build the creative spirit of students, including

1. finding out the specific village food products in Solokanjeruk,
2. Anjongsana products for making salted eggs, candied purple eggplant and cassava oak,
3. Salted egg flavour experiments, candied purple eggplant and cassava oak,
4. Experiments in making salted egg, candied purple eggplant and cassava oak,
5. The storytelling of experimental results,
6. Presentation of MSME products,
7. Reflection on positive feedback.

### **Growing Hydroponics**

In the next PJBL, students participate in school project-based learning, namely "Hydroponics, a healthy farming solution". This project aims to form students to have an awareness that they are part of world citizens who can contribute to changing people's lifestyles through greening that is useful without taking up a large area but can still grow crops with simple equipment and is safe from the influence of chemicals as the act of living a healthy and sustainable lifestyle.

Through this PJBL, students are expected to be able to develop precisely the three

dimensions of Pancasila student profiles, namely faith, piety to God Almighty, noble character and critical reasoning. There are four stages in implementing this learning model, namely:

First, in the introduction stage, this stage students recognize and build an interest in hydroponic farming. Second, in the contextualization stage, the teacher contextualizes the problem with the surrounding environment so that students can find out the benefits of the project's learning objectives. Third, the action stage: is the stage in which students and teachers both realize the lessons obtained through real action. Fourth, the reflection and follow-up stage is sharing work, evaluating, reflecting and formulating strategic steps.

Project-based learning (PjBL) is a learning method that emphasizes applying knowledge and skills in a particular project or task related to the real world. This method motivates students by providing more challenging and authentic assignments and opportunities to develop cognitive, creative and social skills.

One of the journals related to project-based learning is "Implementation of Project-Based Learning Model to Improve Students' Learning Outcomes in Mathematics" by Diana Nugraheni et al. (2021). In this journal, research is conducted on the effect of implementing project-based learning models on student learning outcomes in mathematics. The study results show that applying the PjBL model can significantly improve student learning outcomes.

There is also the journal "Implementation of Project-Based Learning to Improve Students' English Speaking Ability" by Rizky Nanda Nurfadilla et al. (2020). In this journal, research is conducted on applying a project-based learning model to improve students' English speaking skills. The study results show that the PjBL model can significantly improve students' English speaking ability.

Project Based Learning (PjBL) is a learning method that requires students to work in groups and solve problems through projects related to everyday life. This learning focuses on applying knowledge and skills in real situations to increase students' motivation to learn.

One journal that discusses PjBL is "The Effects of Project-Based Learning on the Academic Achievement and Self-Efficacy Beliefs of Pre-Service Teachers in Teacher Education Program" by A. Demirkan and S. Akyel. This research was conducted to determine the effect of PjBL on the academic achievement and self-confidence of prospective teacher students in teacher education programs. The study results show that PjBL can improve prospective teacher students' academic achievement and self-confidence.

"Project-based learning and student engagement: A study of classroom practices" by H. Walker and T. Leary. This research shows that PjBL can increase student involvement in learning and increase learning motivation.

"Project-Based Learning: A Review of the Literature" by S. Thomas and T. P. Hong. This review presents the results of recent research on PjBL and shows that PjBL can improve student learning outcomes and prepare students to work in complex and dynamic environments.

"Project-based learning in the context of social constructivism" by E. Hmelo-Silver. This article explains how PjBL can be implemented in the context of social constructivism and lead to more meaningful and in-depth learning.

"Project-based learning: What it is, what it is not, and how it can help K-12 students" by J. Boss and S. Krauss. This article provides an explanation of PjBL, differentiates between good and bad PjBL, and provides examples of how PjBL can help students learn more effectively.

## CONCLUSION

SMPN 2 Solokanjeruk already uses the Merdeka curriculum, but the class that still applies it is class VII. Project-based learning has also begun to be implemented and taught to students, including farming projects and the creative economy.

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