

Research Article

Application of Collaborative Project Learning Methods in PPKn Subjects Grades 11-5 SMAN 1 Kedamean Gresik

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Abstract: This study aims to determine the application of collaborative project learning methods in PPKn subjects in grades 11-5 of SMAN 1 Kedamean Gresik. This method helps students learn in groups, while improving social and communication skills, as well as problem-solving skills. In addition, this method can make the learning process more interesting and interactive, thus encouraging students to play a more active role during the learning process. This study uses a descriptive qualitative method with data collection techniques through observation, interviews, and documentation. To ensure the accuracy of the data obtained, source triangulation and triangulation techniques are used. The data analysis techniques used with Miles and Huberman's steps are data collection, data reduction, data presentation, and data verification. The results of the study show that the application of this collaborative project learning method improves learning outcomes and student involvement in learning. They are freer in discussing, developing ideas, and easier to understand PPKn learning materials. However, there are still some obstacles faced, such as the imbalance of individual roles in the group and the limited time to complete projects carried out by students.

Keywords: Learning Methods; Collaborative Projects; PPKn; Students; SMAN 1 Kedamean Gresik.

1. Introduction

The curriculum changes annually in response to evolving technological advancements. Technology has revolutionized the way we learn and teach, allowing for more interactive learning methods, adjustments to learning preferences, and wider access to various sources of information. A curriculum is a plan that includes a curriculum, learning materials, and learning experiences that are systematically designed in advance. This is a guideline for every educator in carrying out the educational process [1]. Indonesia, which is recorded that the curriculum has undergone several changes and there have been several curricula implemented in Indonesia throughout its history [2].

At the beginning of the 21st century, the 2004 Curriculum was introduced, referred to as the Competency-Based Curriculum. This curriculum focuses on developing students' competencies in three main domains, namely cognitive, affective, and psychomotor. In 2006, the 2004 Curriculum was replaced by the Education Unit Level Curriculum (KTSP) which provides flexibility for schools to adapt the curriculum to local needs. Then in 2013, the 2013 Curriculum (K-13) was implemented with a Scientific, character education, and citizenship approach. In 2022, as a form of the Merdeka Learning program, the Ministry of Education launched the Merdeka Curriculum [3]. This curriculum focuses on mastering essential materials and character development through the Pancasila Student Profile, as well as providing flexibility to educators in choosing teaching tools that suit the needs and interests of diverse students [4].

Curriculum changes are a necessary step to improve the quality of education, by updating existing materials and adding the latest content in accordance with current developments [5]. In line with these developments, various learning models are now used in the use of the curriculum. One of the models that is usually used in this modern curriculum is Project Based Learning (PjBL), which is project-based learning that emphasizes creation and projects

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as part of the learning process [6]. Through this process, students will create a product where they are given the freedom to determine the product to be presented to their friends [7], [8].

Project Based Learning (PjBL) integrates collaborative project methods, where learners work together in groups to design, implement, and evaluate projects that explore or solve real problems [9]. Skills such as group work, effective communication, time management and critical and creative thinking are emphasized [10]. In addition, the application of this method can encourage motivation and participation of students in the learning process, as they feel more directly involved and responsible for the results of the project they are working on. In the implementation of this collaborative project learning method, a clear and measurable goal is needed as a basis for directing learning activities and evaluating the results. One of the studies revealed that one of the expected outcomes of collaborative learning is to provide opportunities for students to actively participate in the learning process [11], which is usually also referred to as student-centered learning [12].

The problem is how educators can increase the effectiveness of the implementation of collaborative project-based learning in schools. Due to the many stages that must be completed by an educator in the use of collaborative project methods, he often encounters various challenges. This includes immature project planning, uneven division of roles, difficulty in evaluating individual participation in the final project outcome, and collaborative project implementation taking longer [13]. In addition, implementing problem-solving strategies, leveraging technology for collaborative processes, and training learners' social skills are all important steps for the success of collaborative project-based learning [14]. By encouraging the participation of all learners in the sharing of their respective roles and the fair evaluation of individual contributions, schools and educators can increase the effectiveness of this method to realize student engagement and the achievement of set goals. Based on this background, the researcher conducted a study entitled "Application of Collaborative Project Learning Methods in PPKn Subjects Grades 11-5 at SMAN 1 Kedamean Gresik."

2. Preliminaries or Related Work or Literature Review

Learning methods are approaches or techniques applied by educators to deliver materials, manage classes, and facilitate students to ensure the achievement of effective learning goals. Learning is an interactive activity between learners, educators, and learning resources in a learning environment that is systematically designed to achieve educational goals [15]. Each method has approaches and stages designed to increase students' participation in the learning process as well as strengthen their understanding of the material. Choosing the right learning method plays an important role in the success of the teaching and learning process. Learning methods that are tailored to the characteristics of students have the potential to increase their enthusiasm for learning, active participation, and learning outcomes. In the realm of 21st century learning, methods that emphasize the development of critical thinking, collaboration, communication, and creativity skills are very relevant to be applied to support the quality of human resources and improve the quality of education [16].

The collaborative project learning method is a combination of project-based learning approaches and collaborative learning. Through this method, learners collaborate in groups to complete complex projects or tasks that are relevant to real life. Collaborative learning places learners as active learning subjects who are responsible for their learning processes and outcomes. With this approach, students not only learn independently, but also gain knowledge through cooperation and interaction with their group members. This collaborative project creates a learning atmosphere that encourages teamwork, communication skills, shared responsibility and problem-solving skills [11]. Project activities are carried out through systematic stages, starting from planning and implementation to presentation of results [17]. During the process, learners learn to discuss ideas, design solutions, share assignments, and evaluate the results of their work. In addition to improving cognitive abilities, this method also trains social skills such as empathy, tolerance, and respect for differences.

This method is appropriate if applied in high school because it encourages active participation of students and provides space for them to express ideas and creativity. Good learning methods must be flexible, contextual, able to combine theory and practice, and can foster a spirit of collaboration and independent learning. One of them is applied to PPKn subjects which aims to prepare students to become intelligent, characterful, and responsible citizens. PPKn plays a role in instilling the country's basic values, namely Pancasila, and developing a democratic, tolerant, and caring attitude towards the surrounding environment [18]. PPKn material covers rights and obligations such as citizens, government systems, legal

processes and laws and regulations, as well as national and global issues. PPKn not only conveys knowledge theoretically, but encourages students to understand, internalize, and practice national values in daily life [19]. Therefore, the application of interactive and contextual learning methods is needed to deliver PPKn materials more effectively. One of the challenges in PPKn learning is how to make material that tends to be normative interesting and meaningful for students, so that the application of collaborative project methods can be a solution. Through projects designed based on actual issues such as tolerance, democracy, or human rights, students can examine, analyze, and reflect on these values in a real-world context. Through this activity, students not only understand the content of the material, but also develop important attitudes and skills in the life of the nation and state. They learn to respect differences, make decisions together, and take responsibility for the tasks given. In addition, students also get more contextual and applicative learning experience.

Meaning in learning arises when learners reflect and relate the subject matter to personal experiences and the social realities around them. The collaborative project method can bridge the gap between theory and practice, so that students not only receive the material, but also actively participate in the learning process [20]. Students in grades 11-5 at SMAN 1 Kedamean Gresik are part of the nation's young generation who are familiar with technology, information, and social media. They tend to be more responsive to learning that involves creative, collaborative, and life-relevant activities. Collaborative project methods as an alternative in answering their needs by providing space for exploration and development of their potential [21]. The implementation of this method must be adjusted to the conditions of the classroom, including the number of students, school facilities, and support from teachers. Teachers assist students as facilitators in designing projects, guiding discussions, and evaluating results [22]. This process not only assesses the outcome of the project, but also assesses the collaborative process, individual participation, and students' reflection on the learning carried out. Through a planned and systematic approach, the implementation of collaborative projects in grades 11-5 of SMAN 1 Kedamean Gresik is believed to be able to increase the effectiveness of PPKn learning and play a role in developing students' competencies in the cognitive, affective, and psychomotor realms.

3. Proposed Method

The research method used is a qualitative descriptive method. This approach was chosen to obtain an in-depth overview of the application of collaborative project learning methods in PPKn subjects in grades 11-5 of SMAN 1 Kedamean Gresik. The qualitative method is a research method used to research on the condition of natural objects, where the researcher is the key instrument, the data collection technique is carried out by triangulation, the data analysis is qualitative, and the results of the research emphasize meaning rather than generalization [23]. In addition, this method also aims to improve students' social, communication, and problem-solving skills through their active involvement in the learning process, especially in PPKn subjects.

The sampling technique used is convenience sampling, which is a sampling technique based on the subject that is most accessible to the researcher [24], [25]. Classes 11-5 were chosen because they are within the reach of researchers and have applied collaborative project methods in the PPKn learning process, thus facilitating the data collection process. This selection of samples allows researchers to directly examine the application of the method and its impact on student learning processes and outcomes without requiring complicated access or additional requirements. Data collection techniques are carried out through observation, interviews, and documentation [23]. Observation is used to record the interaction between students and educators during learning. Observation is a data collection technique by directly observing phenomena that occur in the field. Interviews were conducted to dig deeper information from educators and students regarding their experiences and perceptions of the learning methods applied. Interviews are a data collection technique that is carried out face-to-face by interviewers to resource people with or without guidance. Meanwhile, documentation is used to obtain data through written and visual evidence that supports the implementation of learning. Documentation in the form of photos, videos, and notes of students' work is used as empirical evidence of the implementation of collaborative project methods.

The data analysis in this study refers to the interactive model proposed by Miles and Huberman, namely through the stages of data collection, data reduction, data presentation, and conclusion drawn. This process is carried out continuously from the beginning to the end

of the research. The data obtained from observations, interviews, and documentation were collected systematically, then reduced to filter information relevant to the research focus, namely the application of collaborative project methods in PPKn learning. The final stage is the drawing of conclusions that are carried out by observing the patterns, tendencies, and meanings of the data that has been presented, and verified through triangulation techniques to ensure its validity. Source triangulation is carried out by comparing data from various sources, while technical triangulation is carried out by comparing data obtained from various data collection methods.

4. Results and Discussion

The information obtained during the implementation of research in the field is presented directly in the form of observational data, interviews, and documentation. Based on the research activities that have been carried out, the researchers who have succeeded in collecting the following data.



Figure 1. Interview with Mr. Drs. Ismail (PPKn Teacher of SMAN 1 Kedamean Gresik).

Through Figure 1. above, the resource person stated that PPKn learning materials usually only focus on theories and concepts which often make students feel bored easily, therefore the collaborative project learning method is very suitable for use in PPKn subjects.

The researcher also conducted a more in-depth observation process to identify the use of collaborative project methods in PPKn learning in grades 11-5 of SMAN 1 Kedamean Gresik. Observations were carried out carefully so that the researcher could comprehensively understand how the collaborative project learning method was applied in PPKn lessons in grades 11-5 of SMAN 1 Kedamean Gresik. From the results of this observation, the researcher found 3 (three) important things in the learning process. First, students in groups with a clearer division of tasks, so that each member has their own role. This shows that there is an attitude of cooperation and responsibility between students. Second, there is a good communication process among group members when discussing and completing project tasks. These three findings show that effective collaborative project methods are used so that students are encouraged to be more active, support each other, and learn together. All these things are recorded by the researcher for further analysis as follows.

4.1. Application of Collaborative Project Learning Methods in PPKn Subjects Class 11-5 SMAN 1 Kedamean Gresik

The application of collaborative project learning methods in making posters aims to improve students' ability to collaborate, think critically, and communicate effectively. This method is designed to actively involve students in the learning process, where they not only get information that is not listed in the textbook or explained by the teacher, but also that creates creative products that are relevant to the learning topics. In the realm of PPKn learning in grades 11-5 of SMAN 1 Kedamean Gresik, this application is focused on the theme of the application of Pancasila in the life of society, nation, and state.

These findings are in line with constructivist theory, which asserts that effective learning occurs when learners actively build their own understanding through direct experience, interaction with the environment, and reflection on the knowledge they have acquired [26]. Group work or collaboration allows learners to learn from each other within their proximal developmental zone (the range between what an individual is capable of doing independently

and what can be achieved with the help or guidance of a more competent person) [27], [28]. This is also relevant to the concept of project-based learning (PjBL), which combines problem-based learning with creative activities to produce real solutions or useful products to create creative and interactive learners.

Another study shows that the success of collaborative project methods in improving students' ability to work together [29]. Other research has also shown that collaborative methods also contribute to efforts to improve critical thinking and the ability to work together effectively in the process of acquiring knowledge [30]. Based on the findings in this study which shows that this collaborative project learning method is able to increase student participation. For example, students who are usually passive in class discussions become more active because of the attitude of shared responsibility in completing projects. The structured division of tasks in groups also motivates students to contribute according to their abilities, such as designing products, writing, or searching for information needed.

4.2. Learning Outcomes of Students in Grades 11-5 of SMAN 1 Kedamean Gresik

The results of the study show that the application of collaborative project learning methods in making posters has a positive impact on student learning outcomes. This finding is in line with constructivist learning theory which emphasizes that collaborative activities are able to improve students' understanding and skills through interaction [26]. In addition, these results also support other research that collaboration provides benefits, such as higher learning outcomes, deeper understanding, skill development in leadership, increased positive attitudes, and self-skill development [30].

Students who have participated in this project have shown improved critical, creative, and communicative thinking skills, especially in integrating the concepts they have learned through the visual elements on the poster. Collaboration in groups that encourages students to share thoughts, solve problems together, and learn to respect each other's differences of opinion. This success can be explained by several factors, such as collaborative activities that enrich students' understanding, increased motivation to see the results of their work, and the role of teachers as facilitators who ensure that the process runs well and appropriately.

The results of observations that show an increase in learning outcomes in PPKn subjects can also be seen in the poster assessment produced. Most of the posters reflect students' deep understanding of the application of Pancasila values in the life of society, nation, and state, which is the main theme. This assessment is based on aesthetic criteria, message clarity, and relevance to the learning theme. The results of the study show that the application of collaborative project learning methods in making posters has a positive impact on student learning outcomes, as shown in Table 1. as follows.

Table 1. Poster Assessment for Students (Grades 11-5 SMAN 1 Kedamean Gresik).

No.	Assessment Criteria	Information	Group				
			1	2	3	4	5
1.	Compatibility with the Theme	The poster created must be in accordance with the conditions.	23	23	23	23	25
2.	Ideas, Concepts, Innovations, Creative Design	Creativity shown/created.	24	21	21	24	23
3.	Slogan according to the Theme	Judging from the content of the sentences made, as well as the compatibility with the image on the poster.	21	24	22	22	23
4.	Beauty/Artistic Design	A combination of colors that match and impress beautifully.	25	22	24	23	24
Total			93	90	90	92	95

Based on the table that displays the results of the poster assessment using the collaborative project learning method in grades 11-5 of SMAN 1 Kedamean Gresik, it can be seen that all groups obtained quite high scores in four aspects of the assessment, namely suitability with the theme, design ideas/creativity, slogans, and artistic beauty. The highest total score was achieved by Group 5 with 95 points, followed by Group 1 (93 points), Group 2 and 4 (90 points each), and Group 3 (92 points). This shows that in general, students are able to work well together in producing posters that are creative, themed, and have an effective visual display and message. The application of this collaborative project method has been shown to encourage active engagement between group members and produce work that not only meets the assessment criteria, but also shows a fairly consistent variation in ideas and aesthetics among all groups.

4.3. The Effectiveness of the Use of Collaborative Project Learning Methods in PPKn Subjects

Collaborative project learning methods that have been proven effective in increasing student engagement and understanding. This can be seen from the findings during the research which show that there is an increase in active participation of students during the learning process, an increase in critical thinking skills, and the development of communication and cooperation skills. In the application of this method to PPKn subjects in grades 11-5 of SMAN 1 Kedamean Gresik, the effectiveness of this method can be seen through the participation of students in groups, the courage of students in expressing opinions, and their ability to complete projects based on daily experiences. The results of this study are in line with other studies that show that project methods in learning can increase student participation, problem-solving skills, and successful project completion [30]. In addition, other research states that this method is effective in developing skills in cooperation and communication, as well as increasing students' interest in learning [29].

The results of this study show that the use of collaborative project methods is effective in encouraging students who are usually passive to become more active and creative in their roles. In collaborative projects, learners with various characteristics, including those who lack confidence, feel more comfortable participating in groups. In addition, projects based on issues of community, nation, and state life in PPKn learning can increase the relevance of learning to students' daily lives, so that they are more motivated to learn. These findings show that this method is not only effective in improving learners' learning outcomes but also has a positive impact on their character development, such as a sense of responsibility, empathy, and cooperation. This collaborative project-based learning deserves to be implemented more widely in a variety of subjects.

4.4. Barriers to Using Collaborative Project Learning Methods in PPKn Subjects

The collaborative project learning method does have many advantages, such as increasing student engagement and facilitating active learning. However, in practice, there are several obstacles that can affect the effectiveness of this method, especially in PPKn subjects. The obstacles that arise during the application of the collaborative project method in PPKn subjects in class 11-5 SMAN 1 Kedamean Gresik are the difficulty in dividing the time where the material that should be completed in 1 (one) meeting, into 2 (two) meetings because of the use of the collaborative project method which takes quite a lot of time to plan, work, and complete tasks. In addition, student participation is often unbalanced. Some students tend to be less active and rely on their friends to complete group assignments, and there are also students who are too dominant in working on the project. This causes the division of tasks to be uneven, so that group work becomes less effective and the opportunity for all group members to be able to contribute optimally becomes limited.

These obstacles reflect that although collaborative project learning methods have great potential in improving the quality of learning, their implementation also requires careful planning. To overcome this, teachers are advised to provide clearer instructions, divide tasks fairly, and ensure that all students are actively involved in project activities. Thus, the effectiveness of this method in PPKn learning can run more optimally.

5. Comparison

As a form of comparison with other or previous studies (state-of-the-art), the results of this study strengthen the findings that collaborative project learning methods have proven to be effective in increasing student engagement, creativity, and learning outcomes. In the realm of PPKn subjects in grades 11-5 of SMAN 1 Kedamean Gresik, the application of this method not only encourages students to work together and think critically but also produces real products in the form of posters that are in accordance with the learning theme, show a clear message, and have good aesthetics. This result is in line with the previous theory, namely the theory of constructivism and the proximal development zone (ZPD), which states that students build understanding through social interaction and direct experience, as has been proven in various previous studies that show that this project-based learning can improve critical thinking skills, communication skills, and cooperation between students. Compared to conventional methods that emphasize more on lectures and memorization, collaborative project methods provide greater space for students to be active, creative, and feel responsible for their learning. Other research also supports the effectiveness of this method in increasing students' motivation to learn and character development, such as a sense of responsibility, empathy, and the ability to work together. Thus, the contribution of this research lies in strengthening the empirical evidence that this collaborative project method is not only effective in applying science or practical subjects but is also very relevant and has a positive impact on theoretical learning, one of which is PPKn which is values and concepts, if the implementation is well designed and accompanied by optimal and sustainable teacher supervision. These findings expand the scope of collaborative project-based learning.

6. Conclusions

The application of collaborative project learning methods in PPKn subjects in grades 11-5 of SMAN 1 Kedamean Gresik has proven to be effective in increasing students' active involvement, critical thinking skills, creativity, and the ability to work together and communicate. Through the activity of making posters with the theme of Pancasila values, students not only understand the material in depth, but are also able to express their understanding through creative and relevant products. The results showed that almost all groups scored high on the aspects of suitability, creative ideas, message/slogan, and aesthetics, indicating the success of this method in promoting the quality of student learning outcomes. Although there are obstacles in its implementation, such as time division and role inequality in groups, this can be overcome with careful planning and intensive teacher assistance. The collaborative project method is feasible to be applied in PPKn learning because it not only improves cognitive learning outcomes but also develops students' character and social skills. It is recommended that PPKn teachers continue to develop and implement collaborative project learning methods with careful planning and intensive mentoring to maximize students' potential, character, and social skills.

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