# *Project-Based Learning* Guidance and Counseling in Restoring Student Learning Motivation After Covid-19

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**A R T I C L E   I N F O**

**A B S T R A C T**

The implementation of PTMT which began to be rolled out by the government in several schools, turned out to have problems in the early days of student learning. BDR system leaves a psychological phenomenon in the form of learning loss, which boils down to decreased student motivation in the classroom. The author, as a teacher who acts as a facilitator, takes the initiative to implement Project-Based Learning as an effort to internalize the character of the Pancasila student profile into each student so that it can re-trigger student learning motivation with a more student-centered learning model and atmosphere. The argument in this paper is built on the perspective of best-practice teachers to restore student learning motivation lost during BDR. The results of this activity concluded that (1) project-based learning is worth using as a good practice for guidance and learning because it can restore student motivation that has decreased after the COVID-19 pandemic. (2) With Project-Based Learning, we can internalize the character of the Pancasila student profile with a pattern of integration and more fun. © IJAGC 2022, All right reserved

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## Introduction

The COVID-19 pandemic began to show signs of a significant decline in Indonesia. This is evidenced by the declining number of positive active cases of Covid-19 as of November 25, 2021, which is 8,040 cases (Covid-19 distribution map, 2021). This number has decreased significantly compared to the number of positive cases in July 2021, which reached 56,757 cases (Covid-19 distribution map, 2021). The policy of learning from home or BDR began to experience adjustments with the implementation of a limited face-to-face learning system (PTMT) in education units. Therefore, the Sidenreng Rappang Regency area, which is included in the yellow zone, is allowed to start organizing a limited face-to-face learning system, or PTMT since the middle of the odd semester of the 2021/2022 school year.

The BDR system that has been running for approximately two years is considered unable to effectively meet learning objectives, as Karyani (2021) found in his article, saying that learning cannot fully reach learning objectives both cognitively, affectively, and psychomotorically. The same thing was also expressed by Mahmudah (2020), who explained that online learning is not effective among students because students are psychologically disturbed. This fact shows that in the process, BDR will affect the psychological condition of students, especially the spirit or motivation of students to return to learning in the classroom. This is justified by the research results of Cahyani et al. (2020), which revealed that student motivation for online learning has decreased during the COVID-19 pandemic.

Based on observations made by homeroom teachers, the authors found a similar fact that students tend to be bored and have no passion for learning. This phenomenon is understood as a condition of lack of student learning motivation, which is characterized by a decrease in the level of concentration or attention of students in following the lesson. This has indeed become a phenomenon when they follow BDR as the average concentration level of students during online learning is in the low category (Winata, 2021). This phenomenon can become more severe during the implementation of PTMT in the classroom. Nur (2021) mentioned in his writing that in welcoming PTMT, teachers are expected not to appear boring in a class by re-applying conventional learning methods such as lectures or dictating, which will only make student motivation decrease. Therefore, it takes the role of GC teachers as part of the basic guidance and counseling services to strive for student motivation to recover as before.

Motivation to learn is defined as the motion in students that gives rise to learning activities, ensures the continuity of learning activities, and gives direction to learning activities so that the desired goal of the subject of learning can be achieved (Sardiman, 2010). Ricardo & Meilani (2017) write that learning motivation is the power contained in the student who encourages him to be willing and diligent in learning, doing his best, and directing efforts in the learning process to achieve the best results, which are the goals that are owned and maintained throughout the learning process. So, learning motivation is power in students that is triggered by the needs, interests, expectations, or ideals that ensure the continuity of learning undertaken by students. Through project-based learning, we hope that this learning motivation can again be restored as it was before the COVID-19 pandemic occurred, as the results of research from Insyasiska et al (2015) confirm that the project-based learning model can affect student learning motivation more than before.

*Project-based learning*

One way to increase student motivation without using conventional methods is the method of project-based learning-based counseling. The project method is considered more interesting for students and more challenging so that both the content of the material and the activities will trigger enthusiasm and passion for wanting to go back to learning. The project-based learning method is also considered to be able to mix and match the process of internalizing the character of the Pancasila student profile in each student who participates in its activities. This assumption is supported by the description written by Herawati (2021) which states that project-based learning is one method of training the spirit of cooperation and collaboration among students.

Project-based learning is one of the learning methods that is now widely known among educational practitioners. Smith & Dodds (Basbay & Ates, 2009) define project-based learning as the theory and practice of utilizing real-world work assignments on time-limited projects to facilitate individual and collective learning and achieve performance objectives. Siwa et al. (2013) explain that project-based learning is a learning method that refers to philosophical constructivism. Constructivism itself provides the view that knowledge is born from the process of cognitive construction through a student activity that includes scientific skills and attitudes so that they can construct their knowledge and meaningful experience from real life experience.

The definition of project-based learning was also written by Mulyadi et al. (2017), that PjBL is a systematic learning method that involves students in learning knowledge and skills through a long and structured process of searching for and extracting (inquiry) authentic and complex questions and tasks and products designed with great care. Kristanti et al. (2016) also write that the project-based learning model is a process-centered, relatively timed, problem-focused unit of meaningful learning by integrating concepts from many components, be it knowledge, discipline, or field. From the presentation, it can be concluded that project-based learning is student-centered learning to provide meaningful experiences that will have an impact on improving various skills for students.

"Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave by the values of Pancasila, with six main characteristics, namely (1) Faith, fear of God, (2) global diversity, (3) working together, (4) independence, (5) critical reasoning, and (6) creed," according to Regulation of the Minister of

Education and Culture number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture in 2020-2024.

The definition above illustrates to us that the government wants the presence of learning that can facilitate students' development as students of Pancasila. Rusnaini et al. (2021) emphasized that the Pancasila Student Profile directs students to become individuals with character through Pancasila, which is summarized in the Pancasila Student Profile. The student's resilience will determine how and what he will be like as a student of Pancasila.

**Methods**

This study was conducted using qualitative methods. The research was conducted at SMAN 6 Sidrap and the participants were students of Class XI Mathematics and Natural Sciences 2, totaling 9 people. Data collection was carried out using observation sheets and questionnaires compiled by the author himself. The preparation of the questionnaire takes the initial assumption about the project's benefits based on the theoretical study of project-based learning. Observation sheets are used to collect data on the skills of students in implementing the project. Meanwhile, questionnaire instruments are used to evaluate the process and evaluate the results of the projects carried out.

**Results and discussion**

*Results*

The following are the stages of implementing project-based learning by making self-posters regarding the advantages and disadvantages that have been owned from the first meeting (November 29, 2021) until the second meeting (November 30, 2021).

Planning Phase (First Meeting)

1. Determine the project, among others, implement:
   a. Pray for the smooth running of the activities to be carried out.
   b. The formation of groups consisting of 3 people each (students present during PTMT are 9 people).
   c. Students gain direction on the technicalities and objectives of the project.
   d. Election of group leaders through acclamation/voting.
2. Develop a project schedule, among others, and implement:
   a. Each chairman is welcome to explain the results of the group meeting about the role of each group member.

    b. Each group developed a project schedule from stage to stage and then agreed on a schedule with the GC teacher.

Implementation Phase (Second Meeting)

1. Problem recording and analysis activities

    a. Each group records all the advantages and disadvantages possessed by one person who has agreed to be used as a self-poster.

    b. Each group conducted a critical and in-depth analysis of the validity of their conclusions regarding the advantages and disadvantages of their friends who were used as self-posters.

2. Self Poster Design Making Project

    a. Each group conducted a photo session of the model that will be used as a poster with IT facilities in the form *of* a smartphone camera.

    b. After the photo is considered by the wishes of the group, the editing process is carried out with the help of IT facilities in the form of a laptop.

    c. Posters are edited to the best of their ability each group uses IT in their daily lives.

    d. Each group carries out the printing process

Presentation and evaluation stage

1. Presentation of project results

    a. Each group is welcome to report. This phase also gives space for discussion and brainstorming.

    b. All students realize and agree on the importance of understanding the advantages and disadvantages.

2. Evaluation Of Project Implementation

    a. Students are welcome to fill in the project activity instruments (process evaluation and outcome evaluation).

    b. Students are allowed to express their impressions verbally about the project activities that have been carried out.

    c. Students get motivated again to actively learn in the classroom after undergoing a more exciting and challenging learning process such as project-based learning.

    The following is the documentation of the implementation of activities taken from the first meeting to the second meeting.

Figure 1. Pray Before Start The Activity



Figure 2. Group formation and direction of GC teachers



Figure 3. Group meetings

Figure 4. Discussion in preparing the schedule and role in the project



Figure 5. Students note the advantages and disadvantages that their friends have



Figure 6. Students perform a critical and in-depth analysis of data

Figure 7. The process of taking photos using IT devices (smartphones)



Figure 8. The photo editing process is done together



Figure 9. Poster design editing process by the concept of each

Figure 10. GC teachers make observations of the project undertaken



Figure 11. Presentations made by each group



Figure 12. One of the groups that have completed the project

The following is a table of questionnaire results using the results evaluation instrument, the process evaluation instrument, and the results of observations using the observation guidelines instrument.

**Table 1. Data Recapitulation Instrument Evaluation Of Project Implementation Results**

| No | statement | SS | S | RR | TS | STS |
|----|-----------|-----|-----|-----|-----|-----|
| 1 | Self Poster Project has given me the knowledge of judging myself | 94% | 6% | 0% | 0% | 0% |
| 2 | The Self Poster Project has given me the skills on how to make a self poster | 89% | 11% | 0% | 0% | 0% |
| 3 | The Self Poster Project has given me a new experience in learning that reawakens my spirit of learning | 93% | 7% | 0% | 0% | 0% |
| 4 | The Self Poster Project has increased my study motivation significantly | 91% | 9% | 0% | 0% | 0% |

SS: Strongly Agree, S: agree, RR: undecided, TS: disagree, STS: strongly disagree

**Table 2. Recapitulation Of Project Implementation Process Evaluation Instrument Data**

| No | Statement | SS | S | RR | TS | Sts |
|----|-----------|-----|-----|-----|-----|-----|
| | A.  material (Subject Matter) | | | | | |
| 1 | Self-Poster Project is an interesting discussion. | 90% | 10% | 0% | 0% | 0% |
| 2 | The Self-Poster Project is a fun discussion. | 88% | 12% | 0% | 0% | 0% |
| 3 | The Self-Poster Project is an important topic. | 89% | 11% | 0% | 0% | 0% |
| 4 | The Self-Poster Project is a useful discussion. | 92% | 8% | 0% | 0% | 0% |
| | B.  Benefits | | | | | |
| 5 | Self-Poster projects can increase piety to Almighty God (pancasila student profile) | 88% | 12% | 0% | 0% | 0% |
| 6 | Self-Poster Project can increase the sense of diversity by respecting each other's differences (pancasila student profile) | 90% | 10% | 0% | 0% | 0% |
| 7 | Project poster self can increase mutual cooperation (pancasila student profile) | 90% | 10% | 0% | 0% | 0% |
| 8 | Self-Poster Project can increase independence (pancasila student profile) | 91% | 9% | 0% | 0% | 0% |

| 9 | Self-Poster projects can increase creativity (pancasila student profile) | 88% | 12% | 0% | 0% | 0% |
|---|---|---|---|---|---|---|
| 10 | Self-Poster Project can improve critical reasoning skills (pancasila student profile) | 89% | 11% | 0% | 0% | 0% |

SS: Strongly Agree, S: agree, RR: undecided, TS: disagree, STS: strongly disagree

**Table 3. Data Observation Results Of Project Implementation**

| No | process assessed | description of assessment results |
|---|---|---|
| 1 | Students' ability to discuss or brainstorm | *students are actively involved in discussion/brainstorming activities because they have experienced themselves due to the implementation of online learning during the covid-19 pandemic.* |
| 2 | Students' ability to apply the principles of democracy and consensus. | *Students can conduct group meetings in an orderly manner and respect the opinions of each group member and the opinions of other groups.* |
| 3 | Students' ability to analyze a problem. | *Students can record the advantages and disadvantages they have and communicate them with peers.* |
| 4 | Students' ability to create works or be creative. | *Students can design and create posters themselves with the help of the IT they have.* |
| 5 | The ability of students to make presentations. | *Students can present the progress or results of group work.* |

*Discussion*

In its application, the self-poster project was carried out by considering the existence of components that characterize the profile of Pancasila students. The planting and habituation of the characteristics of the Pancasila student profile are integrated into the form of a meaningful arrangement of activities. It is intended that this classical guidance service not only has an impact on increasing learning motivation in anticipation of learning loss but also provides added value in the form of supporting activities that strengthen the formation of students who have global capabilities and the spirit of Pancasila. Learning motivation is a very fundamental element in the success of the process and optimal learning outcomes. Without good motivation, all forms of learning efforts will experience many obstacles.

The implementation of the self-poster project in the classical guidance service has had a positive effect on students, especially in increasing their learning motivation, which had decreased due to learning loss during the implementation of online learning, and internalizing the character of the Pancasila student profile into each member of the group. This can be seen in Table 1 on the recapitulation of data on outcome evaluation instruments and Table 2 on the

evaluation of the project implementation process. Based on observations made by GC teachers, the self-poster project not only increases student motivation and provides experience related to strengthening the characteristics of the Pancasila student profile. But more than that, self-poster projects can also train certain abilities or skills for students. The ability or skill in question can be seen in Table 3 of the observation results.

In this Best Practice Research Activity, the problem faced is that students are not accustomed to learning with the project-based learning model. When starting a project, if the student has no interest or if the student assumes that the problem being studied is difficult to do, they will feel reluctant to try. The thought of learning to lecture or dictate still lingered in their minds at the beginning of the session. Seen through direct observation of the expressions of students who are less passionate about following the activity session. As stated in the introduction, this is due to the BDR environment in which they have been living, which makes their situation very awkward in learning with the project model.

In the early stages, GC teachers provide reinforcement and lead prayers as an effort to internalize the character of fearing God Almighty and as a way to lower the rigidity that occurs among students. GC teachers give a clear picture of the excitement of the project activities to be carried out and assure students that during the learning process in the future there will be no lecture or dictated method. This turned out to have a significant effect on the readiness of students to participate in activities. The enthusiasm to follow the activities was seen to appear with the willingness of students to divide themselves into the form groups immediately after the GC teacher gave instructions.

Efforts to overcome these problems are also strengthened by displaying previews of posters that will be made from products that have been made previously by students in other schools as inspiration. This method can also be done by subject teachers to break down boredom that occurs in students.

**Conclusion**

Based on the above description, it can be concluded that (1) Model The Project-based learning model deserves to be used as a good practice for guidance and learning because it can restore student motivation that has decreased after the COVID-19 pandemic; and (2) with project-based learning, we can internalize the character of the Pancasila student profile with integration patterns and more fun. This process occurs because, in the project-based learning model, several stages allow the internalization process to occur, such as praying before starting activities; mutual respect for diversity when assessing advantages and disadvantages;

cooperation in making posters; independence in giving assessments to friends; creativity in making designs; and critical reasoning in making presentations and discussions.

**Sign Of Gratitude**

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