APPLICATION OF PROJECT BASED LEARNING LEARNING MODEL WITH MEDIA MIND MAPPING TO INCREASE ACTIVE PARTICIPATION AND LEARNING OUTCOMES OF STUDENTS IN PPKN SUBJECTS

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Keywords	ABSTRACT
learning outcomes, active participation, problem based learning	This study aims to determine whether using the project-based learning model with mind mapping media can increase students' active participation and learning outcomes in class X D at Madrasah Aliyah Sunan Pandanaran Yogyakarta. The study's findings suggest that using the Project-based Learning Media Mind Mapping Learning Model can raise students' levels of active engagement and learner learning outcomes. The results of the study also suggest that the use of the project based learning media mind mapping learning model can improve students' cognitive and psychomotor learning outcomes both individually and in groups. Specifically, the study contributes to the growing body of educational research by exploring how these combined methods can improve student engagement and academic performance in a high school setting, providing valuable insights for educators looking to adopt innovative teaching strategies in similar educational contexts.

INTRODUCTION

Education is something that must be obtained by every human being. Several studies are carried out with the aim of improving existing education. It is becoming clearer and clearer the development of learning models for quality education, both at the national and international levels. The development of education from year to year must be better, in accordance with the needs of the times that are always developing following the flow of globalization. The ongoing renewal process also has an impact on the renewal of the educational curriculum both in schools and universities, therefore the renewal of the educational curriculum needs to be carried out so that the learning model and activities in the classroom can spur the growth of creative, critical and active thinking.

The process of teaching and learning, as well as the distribution of educational materials, is fundamentally a communication process. Using the appropriate model, students will be able to effectively comprehend the information being conveyed (R. T. Sari & Jusar, 2018). As a professional in his field, a teacher must master a variety of skills. Teaching methods, material mastery, the ability to choose from a variety of teaching models, the ability to create teaching devices and media, attitudes, role models, and so on all contribute to the questionable ability.

By the results of observations in the learning of Pancasila and Citizenship Education (PPKn) at MA Sunan Pandanaran the delivery of material from teachers who are still dominant in lectures with the help of visual media or PPT. Likewise, learning evaluation is still carried out manually using answer sheets. This makes the emergence of a tendency for students to be lazy, bored, sleepy, sleep in class and less active, tend to be silent only listening to the teacher's explanation and in the end cause learning outcomes that are less than optimal and even many are under the KKM. In this manner, a way is required so understudies are keen on PPKn subjects, and learning results can be improved, so the objectives of

Citizenship training can be accomplished. For dynamic cooperation and understudy learning results to increment, educators need to make an advancement in learning. Maximizing the use of the learning model during the learning process is one thing teachers need to pay attention to in order to increase student learning and active participation.

A teacher must be able to use active, creative, innovative, and fun learning models and media to solve the aforementioned issues and pique students' interest in learning. Therefore, in order for learning objectives to be effectively achieved, teachers need to be able to create a learning environment that is inviting and enjoyable for students. The Project Based Learning (PjBL) model is one way teachers can respond to this reality by making classroom improvements and learning practices. Students' enthusiasm for learning Pancasila and Citizenship Education is expected to increase as a result of the application of the project-based learning model, which can result in active, creative, innovative, and enjoyable learning, and it is anticipated that student learning outcomes will improve.

The use of media is one important aspect of learning activities. The utilization of media in the educating and educational experience can stir new cravings and interests, excite inspiration and feeling of learning exercises, and in any event, carry mental impact to understudies and the use of learning media will set off a more charming learning environment. Teachers make use of tools, specifically learning media in the form of mind mapping, in an effort to enhance learning that is more engaging, interesting, and simple to comprehend.

Students will be more attentive when the project-based learning model and mind mapping materials are used in the classroom, resulting in active learning and improved learning outcomes for students. Mind mapping has the potential to become a learning tool thanks to this. Students' active participation and learning outcomes are anticipated to increase as a result of the utilization of mind mapping.

This study aims to determine whether using the project based learning model with mind mapping media can increase active participation and student learning outcomes in class X D at Madrasah Aliyah Sunan Pandanaran Yogyakarta. The research contribution of this study lies in examining the effectiveness of integrating the project-based learning (PBL) model with mind mapping as a teaching tool to enhance both active participation and learning outcomes in students. Specifically, the study contributes to the growing body of educational research by exploring how these combined methods can improve student engagement and academic performance in a high school setting, providing valuable insights for educators looking to adopt innovative teaching strategies in similar educational contexts.

METHODS

Yogyakarta in the odd semester of the 2022/2023 school year with a total of 43 students, all of whom are women. The research in this learning process uses the classroom action research method (PTK). The PTK used is a cyclical research model, with a Kemmis and Mc Taggart design, by using this modeode to strive for learning outcomes and student activity to improve. The research using PTK uses three main stages, namely 1) planning, 2) action and observation, and 3) reflection.

1) Planning: Using the project-based learning model and media mind mapping, the following tasks are completed during this planning stage: 1) creating a learning implementation plan (RPP) that outlines the steps of the learning process; and 2) gathering observation sheets of teacher activity and student learning that will be utilized throughout the learning process. The researcher compiles exam questions that will be delivered to students at the conclusion of each cycle, based on the content of the provisions pertaining to Indonesian citizens and residents.

2) Actions and Observations: During this stage of action, the researcher assumes the role of a teacher, imparting knowledge that has been tailored to the developed lesson plan. Initially, this study will be put into practice through the creation of a pre-planned project, namely a media mind map. Observation was done whilst the students were studying. Two individuals conducted the observation: the researcher and a PPKn teacher. The researcher watched the students' activities, while the other teachers filled out prepared observation forms to watch the researcher's actions. Following the project's completion, the researcher provides students with test questions derived from their learning objectives in the form of a cognitive evaluation sheet.

3) Reflection: Phase I Through the use of observation sheets and student assessment sheets, the researcher gathers data from the action and observation stages. Reflection exercises are

crucial to do in order to analyze the actions that have been completed and determine what needs to be improved. Solutions are explored based on these findings, and the cycle is then resumed.

Indicators of success in learning using the projeck-based learning model with mind mapping media if there is an increase in active participation and student learning outcomes in each cycle that has been implemented, namely an increase in cognitive and psychomotor learning outcomes both individually and in groups.

The KKM for PPKN class X D subjects at Madrasah Aliyah Sunan Pandanaran is 80. KKM functions as a benchmark for teachers in assessing the competence of students according to the basic competencies of the subjects they follow. Students can be said to be complete if the grades obtained are in accordance with the KKM or more than the KKM.

RESULTS AND DISCUSSION

In order to create a learning product that can address issues that arise during the learning process, students engage in long-term activities known as project-based learning (Sani, 2014). Furthermore, students' ability to plan, communicate, solve issues, refine creative ideas, solve difficulties and make decisions related to the challenges at hand may all be developed via the usage of the project-based learning approach. Meanwhile, according to Kosasih (2014), learning via projects A project or activity serves as the objective of the project-based learning approach. The primary objective of the learning process is to solve problems, and by doing so, learning becomes more meaningful than just understanding what has been learned and imparting to pupils the advantages of environmental learning.

Basically, a project-based learning model should be used for complex problems that require research instruction and understanding them. Grouping students to solve problems Projects or assignments train students' creative skills, through organization, negotiation and building consensus on the issues of the task being done, who is responsible for each task and what information is collected and presented (Donelan & Kear, 2024; Fittipaldi, 2020; Lenkauskaitė et al., 2020; Nieswandt et al., 2020; E. D. P. Sari et al., 2023). The PjBL learning approach involves creating a project as the central component of learning during the learning process. Students learn through direct experience gained from each task, which enhances their creativity and learning in the long run. This PjBL learning methodology can enhance learning outcomes and student creativity in problem-solving and product production by assisting students in discovering new ideas and experiences. There are several explanations on why children's creativity develops. One of them is to really make it happen, in this case by using a project-based learning approach that seeks to ignite their creativity about goods and tested problem-solving techniques. Furthermore, educators foster creativity and knowledge acquisition in their students by assigning either development or experiment-based assignments. This manner, direct instruction transforms into meaningful learning experiences that students will never forget (Surya et al., 2018).

Learning by using the project-based learning model, a comprehensive learning environment for students is required so that students can conduct an investigation into an authentic problem, including in the deepening of a learning material, as well as in completing other tasks. This learning model requires students to be able to work independently, creatively, and actively by uniting them in real products. Each model has advantages and absences Advantages of the PBL model According to Shoimin (2016), are: 1) Students learn how to solve internal issues in real-world scenarios; 2) They have the capacity to learn via independent study; and 3) They get problem-based learning instruction, which eliminates the need for extraneous information to help them understand linkages. Students are less burdened with heart or data storage as a result. Students are accustomed to accessing libraries, the Internet, interviews, and observations as knowledge sources; 4) they learn via group projects; and 5) 6) Students are capable of assessing your learning, 7) Students are capable of participating in in-depth scientific communication exercises or giving presentations of their completed work and 8) Students with certain learning challenges can be helped by incorrect group work, which is a type of peer education.

At the same time, the lack of a PBL model includes the following: 1) Problem-Based Learning (PBM) cannot be applied to all materials during learning, some teachers play an active role when delivering material (Shoimin, 2016). PBM is suitable for demanding study of certain related skills with problem solving and 2) in-depth Classes have many levels of different students there are difficulties in dividing tasks.

Mass media is a communication mediator that acts as a messenger of information sources to the recipient of information. The mass media used in Learning makes it easier to get information from teachers to students, which can be said to be a learning environment. This is in line with the opinion of Yaumi (2018) who claims that all kinds of media are physical and intended to function as a middleman, equating information and fostering communication. The physical form in question includes print, visual, audio, online, and multimedia media that have been purposefully created and developed by modifying them to meet the demands of the learning process as well as the needs of the students. This educational material can serve as an informational tool with instructional messages to help students build knowledge in an effective and efficient manner.

Mind mapping is a technique in making notes that can be used in several conditions, such as in making a summary of material, planning, solving a problem, making a structure, gathering ideas, making defects in meetings and interviews. Mand mapping is very effective in generating students' ideas to make associations with these ideas. The summaries made by students can form a pattern of ideas that are interrelated with the main topic in the sub-topic. Mend mapping is a technique that can be used in the process of thinking regularly, because it pours a thought into a graphic form that is useful for human thinking which is useful for providing universal keys so as to unlock the potential of the brain (Qondias et al., 2016).

Mind mapping media is one of the visual media in the form of diagrams, graphs, or images. The definition of visual media itself, according to experts, is a process in conveying messages from the source to the recipient of the message through visual media, so that it can stimulate the mind, help the brain to be able to think in a structured way, stimulate feelings and can stimulate students' interest in the learning process (Anam & Zahroh, 2022). Based on the time factor, mind mapping can help reduce the amount of time spent researching material. This is mostly due to the fact that this method may quickly produce a comprehensive image of something. To put it another way, mind mapping helps shorten learning times by converting laborious linear notes into clear, concise notes that anybody can comprehend.

It takes deep pancasila education to help students comprehend the subject matter and evaluate instances pertaining to the laws governing Indonesian citizens and residents. here, the author employs a project-based learning approach with mind mapping media as tools in the learning process. Project-based learning is one of the models to train the spirit of mutual cooperation, students' creativity, more relevant, and interactive where learning is carried out more through project work and given flexibility to students to actively explore, explore and describe actual issues. Pesera is used to produce work in addition to reading the content and testing it. It is therefore seen to be beneficial to use a project-based learning approach with mind mapping media to avoid making students feel drowsy throughout the learning process. By involving students in the project-based learning process, teachers become more creative, student-centered educators who serve as facilitators and motivators for their students. Project-based learning is a student-centered learning approach where students work in groups to complete actual projects and activities. This may encourage pupils to actively participate in their education and improve their learning outcomes.

Based on the results of the analysis of the Project-based learning model using mind mapping media, it shows that it can improve student learning outcomes.

Table 1. Cognitive Learning Outcomes

Information	Initial Test	Cycle I	Cycle II
Highest Scores	75	95	100
Lowest Rate	20	45	70
Average	37.77	73.65	88.04
Number of completed students	5	15	35

Table 1 shows that the cognitive learning results of student participation in each cycle have grown, despite the issue of students' scores that remain below the KKM's passive tendency. In the first exam administered prior to the implementation of the project-based learning methodology, only five students received a perfect score. This is a result of the pupils' complete lack of application of the project-based learning learning paradigm using mind mapping tools.

After implementing actions in cycle I, there was an increase in student learning outcomes, namely with an average score of 73.65% and 15 students whose scores were complete, but there were still many

students who had not received scores above the KKM so that in this first cycle it can be said that they have not succeeded. This is because students are still confused and experience some difficulties in implementing the Project-based learning model using mind mapping media, this is in accordance with what Rerung et al. (2017) said that in the learning process, it is one of the obstacles for students in achieving the goals of learning. Therefore, by referring to the results of reflection in cycle I, the researcher made an improvement effort in carrying out the learning process in cycle II.

Student learning results increased from cycle I to cycle II in the second cycle, with an average score of 88.04% among the 35 students whose scores had been completed. This occurs as a result of students using the Project-based Learning Media Mind Mapping Learning Model to effectively complete the learning process and improve their comprehension of the subject matter. This is in accordance with what was conveyed by Prihatin (2015) that the benefits of the project-based learning model include making material easier to remember and improving students' understanding; sharpening the focus on pertinent information; fostering critical thinking, collaboration, leadership, and social skills; developing learning skills; inspiring students; and being realistic about what it's like to be a student. Because the average student's score was higher than the KKM, it can be stated that cycle II's learning process was declared complete. This suggests that employing the project-based learning media mind mapping learning model can raise students' levels of active engagement and learning outcomes.

CONCLUSION

The study reveals that the Project-based Learning Media Mind Mapping Learning Model can enhance student participation and learning outcomes. In the first cycle, students achieved an average score of 73.77%, with 15 obtaining complete scores. In the second cycle, the average score was 88.04%, with 35 students completing their scores. This model can help overcome issues like passive students, class stumbles, and grades below the KKM. Future research should explore the long-term effects of this model on knowledge retention, compare it with other learning models, and examine its effectiveness across different subjects and educational levels. Additionally, it is suggested to integrate digital tools into project-based learning and mind mapping to improve student engagement and outcomes.

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