

MSJ 326 HAL 8-17.pdf

by Seffianidwiazmi@gmail.com 1

Submission date: 09-May-2025 10:06AM (UTC+0300)

Submission ID: 2666637624

File name: MSJ_326_HAL_8-17.pdf (215.46K)

Word count: 5749

Character count: 30994

The Effect of Project Based Learning (PJBL) Model Based on Marharoan Bolon in Science Subjects on Students' Learning Outcomes in Grade V UPTD SD Negeri 122379 Pematangsiantar

Khorint Meilani Sirait¹, Emelda Thesalonika², Desi Sijabat³

^{1,2,3} Universitas HKBP Nommensen Pematangsiantar, Indonesia
Email: khorintmeilanisirait@gmail.com

2 Abstract

This study aims to determine the effect of the Project Based Learning (PJBL) model based on Marharoan Bolon in the Science Subject on the Learning Outcomes of Class V Students of UPTD SD Negeri 122379 Pematangsiantar. In this study, the research design used is pre-experimental design with type One-Group Pretest-Posttest Design. Population is the entire research sample. In this study, the sample was 20 students of grade V of UPTD SD Negeri 122379 Jln. Sentosa, Pematangsiantar City. The instrument trials were question validity tests, reliability tests, difficulty level tests, and discrimination power tests. Data collection techniques in this study used tests and documentation, with data analysis techniques, namely normality tests, t-tests, and N-Gain tests. Based on the learning outcomes obtained during the study of the use of the Marharoan Bolon-based Project Based Learning Model in the subject of Social Sciences on the learning outcomes of class V students of UPTD SD Negeri 122379 Pematangsiantar, tcount = 22.08 > ttable = 1.72 and significant = 0.00 < 0.05. From these results it can be seen that Ha is accepted which means that there is an influence of the use of the Marharoan Bolon-based Project Based Learning model in the subject of Social Sciences on the learning outcomes of class V students of UPTD SD Negeri 122379 Pematangsiantar.

Keywords: Learning Outcomes, Project Based Learning Based on Marharoan Bolon

Received : March 05, 2025
Accepted : April 10, 2025

Revise : March 28, 2025
Published : May 09, 2025

Citation :

Sirait, K. M., Thesalonika, E., & Sijabat, D.(2025). The Effect of Project Based Learning (PJBL) Model Based on Marharoan Bolon in Science Subjects on Students' Learning Outcomes in Grade V UPTD SD Negeri 122379 Pematangsiantar. MSJ: Majority Science Journal , 3 (2), 8-17

Corresponding Author:

Khorint Meilani Sirait^{1,2}
khorintmeilanisirait@gmail.com

1. Introduction

Education is one of the important aspects that must be fulfilled to improve the quality of life of the Indonesian people so that they are not left behind by other countries, especially in the midst of ongoing developments. Although often not realized, education is the initial foundation for providing values of civilization and human culture throughout the world. The process in the world of education that is expected is a process that is directed and has a clear goal, namely guiding a student (individual) towards the development of optimal abilities, which forms a complete and comprehensive personality both as an individual and as a member of society. Education is always directed towards the development of human life values, education is expected to be able to equip individuals with the ability to recognize their potential so that they can develop all the creative power that exists within them (Muhammaditya & Hardjosoeprakoso, 2021). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves and society (Fitri, et al 2018).

Educational goals can be achieved through learning activities in schools that are systematically arranged in the curriculum. It is stated that the curriculum contains an ideal



that is expressed in the form of an educational plan or program that will be implemented by teachers in schools. Through the curriculum, it is expected that learning will be more focused and learning goals and achievements can be achieved optimally. The curriculum will have meaning and function in changing the behavior and knowledge of an individual if accompanied by learning activities. In other words, learning is a real manifestation of the implementation of a curriculum. Regulation of the Minister of National Education of the Republic of Indonesia Number 20 of 2006 concerning the Content Standards of Elementary and Secondary Education Units states that the Elementary School (SD)/Madrasah Ibtidaiyah (MI) curriculum includes eight subjects consisting of basic content and development. One of the subjects that must be taught in Elementary School is Natural and Social Sciences (IPAS).

Science learning in elementary schools does not only focus on theory but places more emphasis on practical aspects in studying social problems in society so that students can make positive contributions to society and the environment in which they live.(Thessaloniki, 2023). Local wisdom-based science learning Marharaan Bolon prepares students (individuals) to master knowledge, skills, attitudes and values that can later be used to make decisions and participate in community activities in order to become good and directed citizens. The development of science subjects is not only focused on improving competencies related to intellectual aspects, social skills are also highly emphasized to be developed in order to become citizens based on Pancasila and the 1945 Constitution.(Aprianti, et al 2017)

Local wisdom-based education is very necessary to be taught in elementary schools, not only cultural factors, local wisdom-based learning can encourage students to think that knowledge and experience from the local environment have more significant and relevant values in everyday life. Local wisdom-based learning can support the learning process in the classroom that is oriented towards real experiences in the student's environment so that students can connect what is learned with the socio-cultural context and open up opportunities for students to develop local potential in the community. The importance of local wisdom-based learning is to maintain and appreciate cultural diversity, shape identity and personality, strengthen local values, and increase community participation(Supriatna, 2024) One of the local wisdoms that can be associated with the Project Based Learning learning model is Marharaan Bolon. Marharaan Bolon is interpreted as mutual cooperation, for the Simalungun community it has existed since pre-colonial times.(Revida et al., 2021)*Marharaan Bolon* is a pattern of mutual cooperation in bearing heavy burdens for the benefit of many people, in every village in Simalungun the culture of mutual cooperation is very strong without expecting rewards and is carried out with a spirit of togetherness and solidarity. Marharaan Bolon-based learning instills hard work, discipline, mutual cooperation, environmental concern, social solidarity, commitment, and gratitude to students in completing projects.

In achieving science learning in accordance with the learning objectives that have been set, the Indonesian government has made various efforts, one of which is by improving teacher performance as the spearhead in achieving the objectives of the National Education system and the way to achieve learning success in the classroom is the teacher's ability to manage the learning process, if teachers can manage learning well, students' interest in learning can increase which has an impact on student learning outcomes. Teachers can develop student potential through the learning process. Students are expected to experience positive changes, both in the cognitive, affective, and psychomotor domains through the learning process(Roulina, et al 2023)However, in reality, there are still many students who do not understand the concept of learning so that their learning achievements are less than optimal. According to the results of the 2022 world secondary education system survey issued by PISA (Program for International Student Assessment) in 2023, Indonesia is in a low position, namely 68th out of 80 other countries in the survey.(Ratnasari & Nugraheni, 2024) In other words, Indonesia is in 13th position from the bottom, which is the lowest position, which shows the need to improve the quality of student learning outcomes at various levels, especially in basic education.

Based on the results of observations conducted by the author on January 10-11, 2025 in class V UPTD SD Negeri 122379 Jln. Sentosa, Pematangsiantar City regarding student learning outcomes in the subject of Social Sciences is still classified as moderate or still not optimal. The learning outcomes of class V students who have not reached the Learning Objective Achievement Criteria (KKTP) were found during observations at SD Negeri 122379 Jln. Sentosa, Pematangsiantar City with daily test results.

Based on field data, it is known that there are still many students who have not reached the KKTP. Where the percentage of learning outcomes for the first daily test was completed 45% (9 people) and not completed 55% (11 people), in the second daily test there was a slight increase, namely 60% completed (12 people) and 40% not completed (8 people), in the third daily test there was another decrease where 35% completed (7 people) and 65% not completed (13 people). This is because in the learning process the teacher only uses conventional learning models continuously on each learning material. The teacher uses lecture and question and answer methods in the classroom on each science material so that learning is less real, less enthusiastic, boring, students become less active in learning, playing around, not enthusiastic in learning, tend to find it difficult to express opinions both to the teacher who teaches and to their classmates and it is difficult to work together. Lack of relevance of learning materials to everyday life and often general and global.

With the learning outcomes of grade V students of SD Negeri 122379 Jln. Sentosa Kota Pematangsiantar which are not yet optimal, this is the background for the author to try to do one of the effective learning alternatives and in accordance with the science learning material. The learning model that is able to overcome the above problems is the use of the Project Based Learning model based on Marharoan Bolon. The Project Based Learning model is a model that directs students more towards designing, formulating, ensuring, implementing, and evaluating results. This learning model uses projects as the core of learning, students learn through active exploration, problem solving, and producing products or works as a result of the learning process. The use of the Project Based Learning model in learning teaches students to be more competitive in the learning process with active collaboration, so that students can share ideas or concepts to create a real project.

According to Bell, (2010) *Project Based Learning* is an innovative learning approach that teaches many important strategies for success in the 21st century and learning not only enhances students' academic understanding but also prepares them to face real-world challenges. According to Rosidah, et al (2023) Project Based Learning is an effective model because it motivates students to learn, builds their confidence in their abilities and the value they bring to the classroom, improves problem-solving skills, engages them in the learning process, and leads to better academic outcomes with more real learning. The Project Based Learning model based on the local wisdom of Marharoan Bolon brings students closer to their cultural environment and connects the real world with the learning they receive in class which makes students understand the learning material better.

As some previous studies have shown that the use of the Project Based Learning model based on Marharoan Bolon can improve student learning outcomes. Research conducted by (Uki, et al 2024) *Project Based Learning* able to create active learning conditions that are relevant to students' lives. The project creation process helps students gain deeper understanding, enhance creativity, and encourage exploration-based learning. Then, in the results of research conducted by (Anjelina, 2022) This study concluded that the implementation of the Project Based Learning model succeeded in significantly improving student learning outcomes, especially in the next learning cycle. The research conducted by (Nuril, et al 2024) at SD Negeri 01 Baringin Anam, Agam Regency. The Project Based Learning model is effective in improving student learning outcomes at various levels of education and strengthening critical thinking skills, creativity, and social values through relevant local contexts.

Based on the description above, the author feels the need to conduct research to overcome the low learning outcomes of students in the subject of social studies, with the title "The Effect of the Project Based Learning (PjBL) Model Based on Marharoan Bolon in the

Subject of Social Studies on the Learning Outcomes of Class V Students of UPTD SD Negeri 122379 Pematangsiantar."

2. Method

In this study, the researcher used an experimental research method with the type of data using a quantitative research approach. According to (Sugiyono, 2017) experimental research method can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions. So the purpose of this experimental research is the same as the purpose of the research that will be carried out by the researcher, namely to find the effect of the Project Based Learning learning model based on Marharaan Bolon in the subject of science on the learning outcomes of class V students of UPTD SD Negeri 122379 Pematangsiantar. In this study, the research design used is pre-experimental design with the type of One-Group Pretest-Posttest Design. This design is carried out by measuring the learning outcomes of grade V students twice. The first measurement (Pretest) is carried out to see the condition of students before carrying out the treatment, namely to see the learning outcomes of students in the learning process in grade V before the implementation of the Project Based Learning model based on local wisdom and the second measurement (Post-test) is carried out to determine the learning outcomes of students after the implementation of the Project Based Learning model based on Marharaan Bolon by the researcher. This research will be conducted at the UPTD SD Negeri 122379 located at Jln. Sentosa, Kec. Siantar Timur, Pematang Siantar City, North Sumatra Province where the number of teachers in the school is 19 people and the number of students is 151 people. The location of the class to be studied is grade V with 20 students.

This research will be conducted in April to May in the even semester of the 2024/2025 Academic Year. The population is all research subjects. In this study, the sample is the entire population, namely grade V students of UPTD SD Negeri 122379 Jln. Sentosa, Pematangsiantar City. Grade V students have characteristics of 10-11 years of age with 7 male students and 13 female students. The sample of this study is total sampling, so the sample of the study is grade V students totaling 20 students, namely 7 male students and 13 female students. The entire population is used as a research sample because it uses a saturated sampling technique. Data collection techniques are the most strategic step in research, because the purpose of research is to obtain data. Without knowing data collection techniques, researchers will not obtain data that meets the established data standards. Data collection has a major influence on research results, by using the right technique, the author can obtain accurate and reliable data. (Sugiyono, 2013). In quantitative research, the data analysis method applied has been clearly defined to answer the problem or test the hypothesis that has been set in the proposal. Data analysis is the most important step in research, because the main purpose of research is to obtain data. To analyze the data obtained from the research, statistical analysis will be used. The formula used is the t-test and paired sample t-test. Because what is used is t, the t formula has many variations and its use is adjusted to the characteristics of the data to be distinguished. (Sugiyono, 2017).

The t-test is used to observe the influence of independent variables individually on the dependent variable. The purpose of this test is to find out whether each independent variable (X) has an influence on the dependent variable (Y) (Walunj, Gharibi, Alanazi, & Lee, 2022). The testing technique used is adjusted to the results of the analysis requirements test. The type of parametric statistical test applied is a paired sample test, which aims to test whether or not there is an influence of the local wisdom-based Project Based Learning model on student learning outcomes. (Sugiyono, 2013) The t-test was conducted using the paired sample t-test formula and the help of the SPSS application program. To determine the t-table value, sample data was used based on the t-table value of the hypothesis test with a significance level of 0.05. The testing criteria include a comparison between significant values with $\alpha = 0.05$. With a confidence level of 90%, the basis for making a hypothesis decision in the study is to accept the hypothesis statistically.

3. Results And Discussion

Research result

Instrument Test Results

The instrument trial was conducted at UPTD SD Negeri 125538 Jl. Bendungan, Aek Nauli, Siantar Selatan District, Pematangsiantar City, North Sumatra. The instrument trial was conducted in class V consisting of 20 students. The instrument trial was conducted on Friday, April 11, 2025. The data from the instrument trial were then processed to find validity, reliability, level of difficulty and differentiating power. The instrument trial data was conducted using SPSS 24. Validity is a measure that shows how valid an instrument is. Validity is carried out to find valid questions so that they can be used in research. To test the instrument, the researcher used the Excel and SPSS 24 programs, the questions were said to be valid if $r_{count} > r_{table}$ with a significance level of 0.05. The data was used to find the results of the research instrument trial consisting of 30 multiple choice questions(Kurniasih, Mastur, & Juhana, 2023).

Description of Student Learning Outcome Data

Pretest Learning Outcomes

3 This research was conducted at UPTD SD Negeri 122379 Pematangsiantar in class V with a sample size of 20 students. Before conducting the pretest, the researcher delivered learning materials and directions to students in answering the pretest questions. After conducting the learning, the researcher gave pretest questions along with answer sheets. The implementation of this pretest lasted for 45 minutes. After the pretest was completed, the researcher would check the results of the pretest that had been completed by the students with the KKTP as the benchmark. The KKTP for the upper class of the subject of science in elementary school is 70. The researcher gave an assessment by calculating the number of questions answered correctly.

Table 1. Calculation of Pre-Test Average Value

Descriptive Statistics	Mark
Minimum	21.73
Maximum	78.26
Mean	41.25
Standard Deviation	13.78

(Source: SPSS 24 data)

6 Based on the table above, it can be seen that the pretest score of grade V students who obtained a complete score was 87% while those who did not complete the pretest questions were 13%. The completion of learning outcomes was obtained before being given treatment.

Posttest Learning Outcomes

The posttest was given after the treatment was carried out, namely by implementing the Project Based Learning model Based on Marhaoan Bolon. In the implementation of the posttest, the researcher gave directions to students in answering the questions. After that, the researcher gave the question sheet and answer sheet to the students with a working time of 45 minutes.

Statistical analysis of post-test data of fifth grade students on material in chapter 7, topic A using the Project Based Learning model based on Marhaoan Bolon can be seen as follows:

Table 2. Calculation of Post-test Average Value

Descriptive Statistics	Mark
Minimum	65.21
Maximum	100

Mean	85.63
Standard Deviation	8.48

(Source: SPSS 24 data)

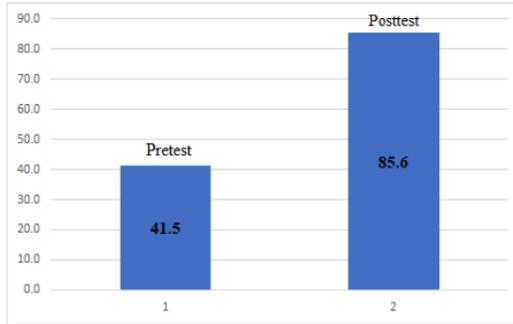


Figure 1. Learning Outcome Diagram

Based on the bar chart above, it can be seen that the posttest score is higher than the pretest score. There is an increase in student learning outcomes in the posttest after being given treatment using the Project Based Learning model based on Marharoan Bolon for fifth grade students in Chapter 7 topic A.

Data Analysis Test Results

Data Normality Test Results

The following are the results of the normality test using SPSS 24 with the Shapiro-Wilk formula, with the basis for decision making in this test, namely:

Table 3. Normality Test

Results	Sig. Shapiro-Wilk	Significant level	Information
Pre-test	0.18	0.05	Normal
Post-test	16	0.43	Normal

(Source: SPSS 24 data)

From the table above, it can be seen that the pretest data > 0.05 means the data is normally distributed and the posttest > 0.05 means the data is normally distributed.

t-Test Results

In this study, a paired sample test was used to see the effect of the Project Based Learning model based on Marharoan Bolon in the subject of Science on the learning outcomes of fifth grade students at UPTD SD Negeri 122379 Pematangsiantar, as shown in the following table:

Table 4. t-Test Results

Information	Mark
count	22.08
table	1.72
Significance	0.00

(Source: SPSS 24 Data)

Based on table 4 above, it shows that the results of the comparison of the pretest and posttest have a sig value (2-Tailed) of 0.00 <0.05, so H_0 is rejected and H_a is accepted. It can be concluded that there is an influence of the Project Based Learning model based on Marharoan Bolon in the subject of Science on the learning outcomes of class V students of UPTD SD Negeri 122379 Pematangsiantar. In addition to the significance value, the t-value obtained is 22.08 with a t-table of 1.72 with an error rate of 5%. Thus, $t_{count} > t_{table}$ which means H_0 is rejected and H_a is accepted, this shows that there is an influence of the Project Based Learning model based on Marharoan Bolon in the subject of Science on the learning outcomes of class V students of UPTD SD Negeri 122379 Pematangsiantar.

N-Gain Test

The N-Gain test is used to measure the extent of the effectiveness of the learning model before being given treatment (Pretest) on the target learning outcomes after being given treatment (Posttest), the N-Gain value in this study can be seen as follows:

Table 5. N-Gain Test

	Mark
Mean Pretest	41.25
Mean Posttest	85.63
N-Gain Score	0.77
N-Gain Percent	77.03

(Source: SPSS 24 Data)

Based on the table above, the results of N-Gain Score = 0.77 with High interpretation and N-Gain Percent = 77.03 with Effective interpretation. The data shows that the Project Based Learning model based on Marharoan Bolon is effective for use in the subject of Science and can improve the learning outcomes of fifth grade students of UPTD SD Negeri 122379 Pematangsiantar.

Research Discussion

The application of the Project Based Learning learning model based on Marharoan Bolon in the material of Science Chapter 7 Topic A is an effort to improve student learning outcomes by starting to test the question instrument to find valid questions and giving them to the sample, then conducting a pretest and posttest. Based on the results of data processing, it is known that the average pretest value is 41.22 while the average posttest value given after the implementation of Science learning using the Project Based Learning model based on Marharoan Bolon is 85.63 indicating an increase in student learning outcomes after being given treatment with a difference of 44.41. All students experienced a significant increase, initially getting a score of 43.47 increasing to 95.65 then, from an initial score of 39.13 increasing to 91.30 and an initial score of 43.47 increasing to 91.30. This is because in delivering learning materials using the Project Based Learning model based on Marharoan Bolon, students become more enthusiastic and active in learning, students are freer to express themselves in the project creation process which creates a high desire to cooperate with their group members to complete the project, and learning becomes more real because students participate in making projects from designing, scheduling, testing results, and evaluating the experiences of each group team.

The delivery of material using the Project Based Learning model based on Marharoan Bolon to Grade V students, researchers found that all students gained very real experiences and in accordance with the material being studied, namely about what is my regional culture like? making a project of Nitak Makan Khas Simalungun. Students together with their groups try to prepare the project optimally and instill full responsibility in students to complete the project until the final process. In making the Nitak Simalungun project, students are also instilled with a sense of hard work, discipline, and a joint commitment to the group in completing the project, how each group tries to make the Nitak Simalungun Food from what was initially just scraps into a form and can be enjoyed, the loyalty of students where they

help each other to make the project and do not want to win alone or excel alone but try together, and when the project is finished, students have a sense of gratitude and enjoy the Nitak Simalungun Special Food as a form of hard work together with the group in making the project.

Learning using Project Based Learning based on Marharoan Bolon makes students understand the material more deeply because through examples of projects that students make themselves and the relevance of the material with student learning activities is in line so that students are more active in learning and more familiar with local wisdom in their area. The experience gained by students in learning is an unforgettable experience where learning will be remembered for a long time. This has an impact on improving student learning outcomes in the subject of Social Sciences, material Chapter 7 Topic A, what is my regional culture like? for grade V students. The improvement of learning outcomes is also proven by the hypothesis test of the results of the student test obtained t count 22.08 with t table 1.72. Thus t count > t table which means H_0 is rejected and H_a is accepted which indicates that there is an Influence of the Project Based Learning Model Based on Marharoan Bolon in the Science Subject on the Learning Outcomes of Class V Students of UPTD SD Negeri 122379 Pematangsiantar.

In this study, students were also found to have experienced an increase in their initial test scores. (*pretest*) 21.73 and the value *posttest* 65.21. The student experienced an increase with a difference of 43.48 but still did not meet the KKTP. This happened because the student still had difficulty in reading the questions given both on *pretest* and *posttest*, where students do not have enough time to read and understand more deeply about the questions given. For this reason, further researchers are advised to use media that focuses on students practicing reading using the model. *Project Based Learning* based on *Marharoan Bolon* to improve student learning outcomes. This research also strengthens and supports previous research which states that the use of the Project Based Learning model is based on *Marharoan Bolon* can improve learning outcomes. Research conducted Nuril et al., (2024) who said the integration of Project Based Learning model and local wisdom in learning science in elementary school confirms that the implementation of PjBL learning model based on local wisdom is an effective strategy in improving student learning outcomes in science subjects and building students' character and social skills. And research conducted by Fadilah, et al (2023) This study concludes that the Project Based Learning learning model has a significant influence on student learning outcomes in social studies subjects. Project-based learning engages students in problem-solving and other meaningful tasks, resulting in real-world work.

4. Conclusion And Suggestions

Based on the results of the study and the data obtained, the researcher can provide a conclusion that the Use of the Marharoan Bolon-Based Project Based Learning Model in the Science Subject on the Learning Outcomes of Class V Students of UPTD SD Negeri 122379 Pematangsiantar. This can be proven from the results of the hypothesis test that has been carried out using the SPSS version 24 program obtained t count = 22.08 > t table = 1.72 and significant (2-tailed) = 0.00 < 0.05. From these results, H_a is accepted which means that there is an influence of the use of the Marharoan Bolon-Based Project Based Learning model in the Science Subject on the learning outcomes of class V students of UPTD SD Negeri 122379 Pematangsiantar.

Suggestion

Based on the findings related to the research results, namely the influence of the Project Based Learning model based on Marharoan Bolon in the science subject on the learning outcomes of grade V students at UPTD SD Negeri 122379 Pematangsiantar, here are some suggestions:

- a. For educators, in delivering learning, teachers are expected to provide direct examples and involve students in learning by using the Marharoan Bolon-based Project Based

Learning model to improve students' understanding of learning materials and student learning outcomes.

- b. For students, it is expected that students will be more active in understanding learning, focused during the learning process, and involved in learning.
- c. Researchers are expected to be able to develop a Project Based Learning model based on Marharoan Bolon on other materials to improve student learning outcomes.

Bibliography

Anjelina, L. (2022). *Penerapan Model Project Based Learning (PjBL) Untuk Meningkatkan Hasil Belajar Peserta Didik Pada Pembelajaran Tematik Terpadu Di Kelas V SDN 01 Baringin Anam Kabupaten Agam*.

Aprianti, N. P. C. D., Negara, I. G. A. O., Ke, S. P. M., & Suadnyana, I. N. (2017). Pengaruh Model Project Based Learning Berbasis Outdoor Study Terhadap Hasil Belajar IPA Siswa Kelas V SD Gugus II Mengwi Badung Tahun Ajaran 2016/2017. *MIMBAR PGSD Undiksha*, 5(2). [https://doi.org/https://doi.org/10.23887/jjpsd.v5i2.10738](https://doi.org/10.23887/jjpsd.v5i2.10738)

Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83(2), 39–43. <https://doi.org/10.1080/00098650903505415>

Darwin, D., & Saputra, D. G. (2024). The Role of Indonesian Language in Developing Critical Thinking Skills of Junior High School Students 16 Jambi City. *MSJ: Majority Science Journal*, 2(4), 119-127.

Fadilah, N., Roshayanti, F., Pgri, U., Semarang, K., & Semarang, I. (2023). Pengaruh Model Pembelajaran Project Based Learning Pada Mata Pelajaran Ips Terhadap Hasil Belajar Peserta Didik Kelas V Sd N Penerongan Semarang.

Fitri, H., Dasna, I. W., & Suharjo, S. (2018). Pengaruh model project based learning (PjBL) terhadap kemampuan berpikir tingkat tinggi ditinjau dari motivasi berprestasi siswa kelas iv sekolah dasar. *Briliant: Jurnal Riset Dan Konseptual*, 3(2), 201–212. <https://doi.org/http://dx.doi.org/10.58258/jime.v8i4.4090>

Kurniasih, H. D., Mastur, Z., & Juhana, J. (2023). Project Based Learning (PjBL) Models with Folklore Nuance to Enhance Students' Writing Skills and Self-Confidence. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 5(2), 451–465. <https://doi.org/10.37680/scaffolding.v5i2.3087>

Muhammaditya, N., & Hardjoseokarto, S. (2021). Divergensi Transformasi Digital Pengelolaan Bank Soal Menghadapi Era Masyarakat 5.0. *Jurnal Pendidikan Dan Kebudayaan*, 6(1), 54–77. <https://doi.org/10.24832/jpnk.v6i1.1893>

Nengsih, Y. P., Erawati, M., & Junaidi, J. K. (2024). Transformation of Muaro Labuah Market Into Green Open Space (Rth) and its Impact on The Economy of Muaro Labuah Community in 2012-2023. *MSJ: Majority Science Journal*, 2(4), 17-24.

Nuril, W., Fauzi, A., Setiawati, Y., Hartono, D. P., & Prayitno, M. (2024). Integrasi Model Project-Based Learning (PjBL) dan Kearifan Lokal dalam Pembelajaran IPS Di Sekolah Dasar. *ELEMENTARY JOURNAL*, 7(2), 2024.

Ratnasari, D. H., & Nugraheni, N. (2024). Peningkatan Kualitas Pendidikan Di Indonesia Dalam Mewujudkan Program Sustainable DEVELOPMENT GOALS (SDGS). *Jurnal Citra Pendidikan*, 4(2), 1652–1665. <https://doi.org/10.38048/jcp.v4i2.3622>

Revida, E., Purba, S., Kusumawati, I., Saragih, H., Zatira, D., Lisnawati, T., ... Siregar, R. T. (2021). *Manajemen Pembangunan Wilayah: Strategi dan Inovasi*. Penerbit Insania. Retrieved from <https://books.google.co.id/books?id=MuM2EAAAQBAJ>

Rosidah, A., & Ainuris Solihat, F. (2023). Pengaruh Model Project Based Learning (PjBL) terhadap Hasil Belajar Siswa Kelas IV dalam Pembelajaran IPS SDN Argalingga 1. *INNOVATIVE: Journal Of Social Science Research*, 4, 3979–3990.

Roulina Sitorang, C., Thesalonika, E., & Sijabat, D. (2023). Pengaruh Media Kartu Truth Or Dare Terhadap Hasil Belajar Matematika Di Kelas Iv Sd Negeri 122357 Pematang Siantar. In *Jurnal Riset Ilmiah* (Vol. 2).

Sugiyono. (2013). *Metode Penelitian Kuantitatif Kualitatif Dan R & D*. ALFABETA, CV. Jl. Gegerkalong Hilir No. 84 Bandung

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. ALFABETA, CV. Jl. Gegerkalong Hilir No. 84 Bandung

Supriatna. (2024). *Pendidikan_Dasar_Berbasis_Kearifan_Lokal*. Cahaya Smart Nusantara

Thesalonika, E. (2023). Pengaruh Penggunaan Media Aplikasi Canva Terhadap Hasil Belajar Mahasiswa Pada Mata Kuliah Konsep Dasar IPS. *Jurnal Simki Pedagogia*, 6.

Uki, N. M., Sudiatmika, A. R., Suma, I. K., & Suardana, I. N. (2024). Meta-Analisis : Penerapan Model Pembelajaran Project Based Learning (PjBL) untuk Meningkatkan Hasil Belajar Siswa. *Bioscientist : Jurnal Ilmiah Biologi*, 12(1), 153. <https://doi.org/10.33394/bioscientist.v12i1.9854>

Walunj, V., Gharibi, G., Alanazi, R., & Lee, Y. (2022). Defect prediction using deep learning with Network Portrait Divergence for software evolution. *Empirical Software Engineering*, 27(5), 118. <https://doi.org/10.1007/s10664-022-10147-0>



PRIMARY SOURCES

1	Submitted to Krida Wacana Christian University	5%
2	jurnal.peneliti.net	2%
3	garuda.kemdikbud.go.id	2%
4	Ade Gafar Abdullah, Vina Adriany, Cep Ubud Abdullah. "Borderless Education as a Challenge in the 5.0 Society", CRC Press, 2020	1 %
5	ejurnal.bunghatta.ac.id	1 %
6	edunesia.org	1 %
7	ejournal.staimnglawak.ac.id	1 %
8	jurnal.upk.ac.id	1 %
9	injoser.joln.org	1 %
10	ejournal.insuriponorogo.ac.id	1 %
11	jurnal.biounwir.ac.id	1 %

12	eudl.eu Internet Source	1 %
13	journal.unpak.ac.id Internet Source	1 %
14	Submitted to Universitas Bunda Mulia Student Paper	1 %
15	ejournal.karinosseff.org Internet Source	1 %
16	repository.iainbengkulu.ac.id Internet Source	1 %
17	journal.multitechpublisher.com Internet Source	1 %
18	jurnal.stie-mandala.ac.id Internet Source	1 %
19	cahaya-ic.com Internet Source	1 %

Exclude quotes On Exclude matches < 1%
Exclude bibliography On