

Implementation of project-based learning social studies in independent curriculum to reduce students' social loafing by

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<p>Article History Submitted: 16-01-2024 Revised: 01-04-2014 Accepted: 24-07-2024</p> <p>Keywords: <i>Project-based learning; social loafing; social studies learning.</i></p>	<p>Abstract This paper discusses the emergence of student social loafing in group learning. It is known that social loafing is when an individual's effort is not maximized in group work rather than independent work. Project-based learning is recommended in the independent curriculum with teaching and learning activities designed to make teachers and students actively involved. This study aims to find the effect of project-based learning in social studies learning on reducing social loafing of 7th-grade students at SMP Negeri 29 Bandung using a quantitative approach correlational method. Using probability sampling techniques, researchers used instruments or distributed questionnaires to a sample of 170 people spread across class VII. The results of data processing from this study show a positive and significant influence between variable X project-based learning on variable Y decreasing students' social loafing with a percentage of 56.4% of the project implemented and the remaining 43.6% is influenced by other factors. The implication of this study shows that project-based learning can be one of the alternatives to reduce social loafing in the classroom.</p>
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Introduction

Developing and implementing learning methods in the classroom is important because applying them can make the presentation of material into an integral and systematic learning process. Previous research on learning outcomes with different learning methods suggests that if the correct learning method is applied then the learning outcome of students will increase (Nababan, 2019; Nurfaisah and Anis, 2020). It is consistent with previous research data that the class that applied the interactive method had a higher score of 80 with an average score of 72.5 compared to the class that applied only the lecture method with a high score of 75 with a mean score of 69.24 (Sumiyati et al., 2017).

Project-based learning is one of the right learning methods used in the classroom to train students to think critically and take action. In IPS subjects, project-based learning is a learning method that trains students to think critically and take action. This method is also recommended because students can focus their learning on solving social problems around them by developing a product to solve a problem. Project-based learning helps products that use skills, attitudes, knowledge, and abilities (Erianjoni and Hardi, 2020). According to Bruner, project-based learning is also supported by constructivist learning theory which considers that students construct their knowledge in the context of their own experiences (Abdurahman et al., 2022). In line with previous research using project-based learning methods, students can increase their interest in IPS learning by 73% (Sudrajat and Budiarti, 2020).

The independent curriculum was applied this year. Project-based learning is widely used in IPS subjects; for example, the implementation of the Pancasila Student Profile with the themes of local intelligence and entrepreneurship involves several topics such as IPS, Prakarya, Mathematics, Cultural Arts, and so on by assigning learners to create projects on traditional food portfolios and present them for a project (Abdurahman et al., 2022). For example, the implementation of the learning project of the application of the student profile of Pancasila has been carried out in the IV State Elementary School Ringinkidul district Gubug district of Grobogan with the organization of market day activities or themes of entrepreneurship. The results obtained from such activities are the introduction of entrepreneurial values in the form of student's experience on the market day activity (Rondli, 2022).

Other concerns in the application of project-based learning methods are focused on group work. Group splitting can help students develop social skills for integrating and enhancing collaboration. Group work can help students accomplish the tasks assigned to teachers more easily, but grouping in the completion of tasks often worries students because of the possibility that other members cannot contribute to the maximum, or what is called social loafing (Fitriana and Saloom, 2018). These concerns are also referred to as social laziness or social loafing, meaning that motivation and effort when working in groups tend to be lower than when working independently. It is related

to group members who feel that their efforts are unnecessary to complete tasks because some members understand much more and will perform tasks accurately, so giving tasks to members is considered more competent. The theory that carries social loafing, namely social impact, put forward by Latane states that social impact can explain why social idleness occurs (Stouten & Liden, 2019). There are many different forms of social loafing behavior, such as apathy, late completion of tasks, poor interpersonal relationships, and poor overall group performance (Panjaitan et al., 2019; Pratama and Aulia, 2020). The reason for this is the unclear assignment of duties, the desire to cheer overseeing other members, taking on roles, the liking to work on their own, no sharing of responsibilities, and no rewards or incentives (Jati and Diana, 2019). Out of 227 respondents, 35.7% said they had been involved with members of a group browsing social media. In contrast, 167 students had a 41% tendency to lazily socialize (Fitriana and Saloom, 2018).

Researchers realize that social loafing can disrupt learning. So we must find solutions to minimize it. Based on previous research, project-based learning with edutainment methods also showed an increase in all aspects of collaborative skills with an average value of 8.7% (Pratiwi et al., 2018). This research does not discuss the effectiveness of project-based learning in reducing social loafing in 7th-grade social studies subjects. Based on previous studies and the problems that researchers encountered in the classroom, further research is needed on the effect of the implementation of project-based social studies learning on reducing social loafing at the junior high school level (Mulyana et al., 2023; Nantana and Wiradimadja, 2023). Researchers conducted research at SMP Negeri 29 Bandung. Based on the results of school observations of students' social loafing behavior, the researcher obtained the results that students were less attentive and chatty during the learning process, which then became the cause of students' social loafing. Based on these observations, the researcher felt the need for action to reduce social loafing among students by using an independent research project involving student group members. The urgency of this research is to be taken into consideration by educators to implement project-based learning in social studies subjects in the classroom and pay more attention to group work to be able to reduce social loafing in Class 7 of Junior High School 29 Bandung.

Method

This research uses a quantitative approach with a correlational method. This research has two variables, namely variable (X) Project-Based Learning and variable (Y) Social Loafing. The location of this research is at SMP Negeri 29 Bandung. The school chosen considers that the school has implemented project-based learning in the independent curriculum by raising the project of applying the Pancasila student profile based on the project-based learning model at the 7th-grade level and has never been used as a research site to examine the social loafing variable proposed by the researcher.

The population taken by researchers is focused on class 7 which has 10 classes totaling approximately 340 people. Researchers used probability sampling techniques. Researchers took five classes recommended by social studies teachers at school, namely classes 7A to 7E in sequence with each class totaling 34 people with a total of 170 people. Researchers made a data collection tool in the form of distributing questionnaires consisting of 20 statements in each variable with a Likert scale distributed to research samples using paper-based and Google form. At the data processing stage, researchers conducted an instrument feasibility test, namely validity and reliability with the results showing that the questionnaire made by researchers had valid results with the following reliability:

Table 1

Reliability Test Results

No	Variable	Cronbach's Alpha	Description
1.	<i>Project Based-Learning</i>	0.725	High Reliability
2.	<i>Social Loafing</i>	0.735	High Reliability

Researchers conducted a prerequisite test to analyze the data, namely the normality test, linearity, and simple linear regression to find out whether the variables have increased or decreased and what is the direction of the relationship (positive or negative) and finally, the researcher also tested the hypothesis using the Pearson Product-Moment Correlation Coefficient which is useful for stating whether there is a relationship or not between variable X project-based learning and variable Y social loafing through SPSS version 26 and to see the high and low correlation coefficient results using the Determinant Coefficient formula and the guideline criteria table to measure how strong the relationship is between the two variables in the correlation coefficient index table.

Result and Discussion

Project-based learning, which is often implemented in the classroom during the independent curriculum, is the right method to implement because it can create very complex learning outcomes for students. In the independent curriculum applied to schools today, four approaches can be used as learning benchmarks, namely curriculum as survival, meaning, learning to learn, helping communities provide a humane environment (Hadi, 2021). Project-based learning has a focus centered on student activities that apply their skills to produce products, analyze, create, and present products based on real experiences. A product can take the form of copyrighted works, works of art, technology, crafts, or designs about anything (Erianjoni and Hardi, 2020). According to Bruner, project-based learning is also supported by constructivist learning theory which considers that students construct their knowledge in the context of their own experiences (Abdurahman et al., 2022). This is in accordance with the independent curriculum approach regarding learning to learn which has the aim that students can have basic skills to solve problems.

Project-based learning in the independent curriculum at SMP Negeri 29 Bandung is applied to the derivative curriculum program, namely the Pancasila student profile. The implementation of this learning is a cocurricular activity designed with project-based learning to increase efforts to achieve competencies that are under the character of the Pancasila learner profile that has been regulated in the graduate competency standards. The implementation of the project at SMP Negeri 29 Bandung is called the Expo Project by involves culture introduced by seventh-grade students and in the social studies subject itself. Learners are assigned to display their interests and talents in groups which will be displayed on the day of the Expo Project. The project is in the form of art products that have been made by the group as well as performing arts that are displayed. The projects that were raised varied, ranging from local wisdom, where students raised the characteristics of a region to be introduced, the entrepreneurial side by introducing a variety of traditional foods that were traded during the implementation of the project, and the theme of culture, where students raised several cultures, such as dances and traditional clothes to be introduced to other school residents.

The implementation of the project is in line with the objectives of social studies learning, namely providing skills to students in order to prepare themselves as good citizens and in the 21st century the goal is to prepare the social life order of students to be in a quality environment (Maslahah et al., 2022). One of them is by recognizing, spreading, preserving culture and developing an entrepreneurial spirit, therefore in realizing this, project-based learning methods

are used and require groups and train cooperation. In the perspective of social studies subjects that are closely related to character education (Muharromah et al., 2021). This is because integrated social studies education reflects teachings for students that can be implemented in the context of everyday life, therefore researchers use this social science to see how a decrease in social loafing can occur. The results of the calculation of how much influence the implementation of project learning in social studies subjects in reducing social loafing at SMP Negeri 29 Bandung have the following results:

Table 2
Descriptive Statistics and Categorization

Project_Based_Learning				Social_Loafing			
Average		62.40		Average		61.65	
Std. Deviation		5.570		Std. Deviation		6.329	
Range		28		Range		34	
Minimum		50		Minimum		45	
Maximum		78		Maximum		79	
Total		10608		Total		10481	

Category	Interval	Frequency	Percent	Category	Interval	Frequency	%
High	68 - 78	30	18%	High	68 - 80	28	16%
Middle	57 - 67	132	77%	Middle	55 - 67	127	75%
Low	46- 56	8	5%	Low	42- 54	15	9%
Total		170	100%	Total		170	100%

The results of processing according to the frequency distribution above show that the implementation of project-based learning of seventh-grade students of SMP Negeri 29 Bandung is 5%, in the medium category has the highest level of 77% with a frequency of 132 people, while in the high category, the frequency is 18% with a frequency of 30 people. It can be concluded that the level of implementation of project-based learning of SMP Negeri 29 Bandung students can be said to be at an average level of 77% and a frequency of 132 students. This can be seen in the average variable X of 62.40 which ranges from 57-68. Seeing this category, the implementation of project-based learning has been carried out appropriately by following the steps or characteristics of project-based learning. Students not only have to do their homework, but careful planning is the first step in organizing homework completion strategies. This means that students of SMP Negeri 29 Bandung who carry out group learning in the application of the Pancasila Student Profile in independent programs follow the steps of project-based learning as a guide when carrying out these activities.

This statement is in line with the opinion (Abdurahman et al., 2022) that the attention given so that the application of project-based learning can be successful is by following the steps

and formulating learning objectives so that the application of projects in the classroom can be structured. This is also reflected in the magnitude of the influence of the indicators used as a reference question in the study. Project-based learning in social studies can also be categorized as 21st century learning that is realized in the Pancasila lesson profile program, because in 21st century learning in social studies learning is critical thinking skills. These skills are needed to help students adapt to new situations, be flexible, and able to analyze the information obtained properly (Widodo et al., 2020) This is realized in the Pancasila student profile expo project with the theme of culture which is one of the materials from social studies.

The results of processing the distribution table on the social loafing variable above can be concluded that the reduction in social loafing of seventh-grade students at SMP Negeri 29 Bandung is in the moderate category with a percentage of 75% or equivalent to 127 students because the average on this Y variable is 61.65 and ranges in the range 55-68 in the category. Seeing this category, the implementation of reducing social loafing has been successful, which means that some students there have begun to realize that social loafing is a behavior that is detrimental to themselves and the group and has begun to increase their sense of responsibility and equal contribution both in the group and in individual tasks (Inayah et al., 2023; Mashito et al., 2023). The dilution effect indicator is one of the influential factors. The next indicator, namely the immediacy gap, shows that the decrease in Social Loafing among seventh-grade students at SMP Negeri 29 Bandung can be seen from the dilution effect factor with the sub-indicators being that students have started to feel motivated have started to contribute even though it is small, there are awards given, have started to behave actively in the group, clear responsibilities, have started to appreciate the performance of colleagues and realize that evaluation is important.

This is supported by another indicator, namely the immediacy gap with its sub-indicators, namely a suitable and compact team, enthusiasm for the assigned tasks, and motivation from members to work on project tasks. While the calculation results of the prerequisite test as data analysis, namely the normality test (to find out whether the variable X project-based learning and the dependent variable Y social loafing are normally distributed or not) and the linearity test which gets the result that the data is normally distributed and has a linear relationship and there is a significant correlation between the known variables of the independent variable (X) Project-Based Learning and the dependent variable (Y) Social Loafing. The results of the data analysis can conclude that the assumptions or normality requirements for the regression test have been met. The following is the result of R Square:

Table 3
The results of R square test or the Determinant Coefficient

Variabel	R	R Squares
<i>Project_Based_Learning*</i>	0.751	0.564
<i>Social_Loafing</i>		

The magnitude of the effect of the contribution of variable X (Project-Based Learning) to variable Y (Social Loafing) of seventh grade students at SMP Negeri 29 Bandung is 56.4% and the remaining 43.6% is influenced by factors outside the variable, meaning that there is an influence between variable X (Project-Based Learning) on Y (Social Loafing) with the higher the application of project-based-learning, it has succeeded in reducing the social loafing of seventh grade students at SMP Negeri 29 Bandung. meaning that the process of working on the project until it is successful cannot be separated from the performance of a compact team. Moreover, in other studies regarding the factors that reduce social loafing by (Panjaitan et al., 2019) means that these variables occur depending on the closeness of members or groups. This is in line with the indicator that social loafing rates can decrease if you get a solid team. From research (Rajaguru et al., 2020) also states that there are differences in work quality between solid teams and teams that are less compact, whether the team is made by students or made directly by the teacher. A team that has good performance quality is a team with a single view of goals, processes, and results. Several things can help to minimize this social loafing according to (Sumantri and Pratiwi, 2020) including Organizing Locus of control is the belief in oneself to complete one's life. Set firm commitments with sanctions and explain the urgency of the task to group members. Explaining the urgency of the task to group members and how important cooperation is. Social loafing is reduced when individuals realize contributions to the task are unique and reinforce the contributions of others. The existence of rewards in project-based learning for groups can increase the enthusiasm for group work. This is also in line with previous research that the rewards given can make learning motivation at SMPI Nurul Yaqin East Longitude Batu Marmar in a category that is quite increased (Zainab and Kamaroellah, 2019).

In this study, the effect of implementing project-based learning by social studies by following the correct steps of the learning process and paying attention to students' talents and interests can reduce the level of students' social loafing in the group. Social loafing of seventh-grade students after carrying out project activities is reduced because they begin to be aware of their responsibilities in the group, take advantage of opportunities to hone communication and bonding skills, and relate and cooperate with others. The research results found by researchers in this area are the learning effect of the assigned project is related to the stages of project

completion carried out by students, starting from designing the Work process then dividing team members into different tasks that are adjusted so that the project task is completed. Regarding the division of tasks, team members must complete the assigned tasks as a form of responsibility that can be understood as teamwork. Tasks are given in groups of equal numbers, thus encouraging students to participate in completing the task together without depending on other members.

Conclusion

The project at SMP Negeri 29 Bandung, known as the Expo Project, focuses on the cultural themes introduced by students in the seventh grade and in the IPS subjects. The results of the study of 170 students had an average score of 62.40 on the lifting project and 61.65 on social loafing. Implementation of such projects has technically divided students into several groups to participate in the project, which covers local customs, traditional food, and students' cultural interactions with other cultures. The project aims to improve students' social skills by encouraging active participation, providing positive reinforcement, and building social harmony. This study found that variable X (project-based learning) versus variable Y (Social Loafing) had a significant correlation with variable y (social loafing). The correlation coefficient (R square) was 0,564 with an average of 56.4%, with a significant influence of variable x on the variable social loafings of students in SMP Negeri 29 Bandung. The research found that the contribution of project-based learning to variable Y (Social Loafing) of students in SMP Negeri 29 Bandung was 56.5%, and the impact of project-based learning on variable X was 43.6%. The study showed that the project's impact on the social skills of students was due to variations in learning activities, group participation, and the willingness of groups to collaborate. Based on the findings, discussions, and analysis of previously presented research, researchers will submit advice and recommendations to interested parties in the hope of being beneficial and bringing good influence in the field of education. The researchers' recommendations are as follows:

For schools, the impact of Project-Based Learning on Social Loafing VII students in SMP Negeri 29 Bandung is emphasized, requiring more focus on the topic, urgency, purpose, and implementation of the project. The project should be engaging, challenging, and engaging, allowing students to explore learning in a more engaging way. For teachers, the impact of Project-Based Learning on social Loafing VII students is highlighted, emphasizing the importance of continuous learning, feedback, and support in the project's execution, and encouraging students to engage in more effective learning processes. Evaluation and reflection

should be used effectively to ensure the project's success and encourage positive reinforcement for students' work during the project's completion. For researchers, the impact of Project-Based Learning on social Loafing VII students in SMP Negeri 29 Bandung is discussed, suggesting that research should include other variables, such as learning methods, to address the social loafing issue in IPS students with different learning conditions, allowing for more varied learning outcomes.

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