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Wimba learning strategy with PjBL model: How the effect student in excretory system concept?

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Wimba learning strategy with PjBL model: How impact and responses student in excretory system concept?

ABSTRACT

This research aims to determine the effect of wimba learning strategies with PjBL (project based learning) models toward student learning outcomes on the excretory system material. This research was conducted in September 2018 until September 2019. The research method used a true experiment with a population of all class XI in one of the State High School of Tasikmalaya City Indonesia, with 8 classes with a total of 288 students. The samples used were 2 classes taken by cluster random sampling, namely XI mathematics and science 1 (XIMS-1) class with 36 student (M=18, F=18) as a controller class and XI mathematics and science 4 class with 36 student (18 student male and 18 student female) as an experimental class. The research instrument was in the form of a multiple choice written test totaling 30 questions. Based on the results of the study, data analysis using the Ancova test testing showed that the significance level in the corrected model was 0.002. Because the significance value is far below 0,05, This study can be concluded that Wimba Learning Strategy with the Project Based Learning Model can significantly improve the ability of students to understand and analyze concepts viewed from indicators of learning outcomes, the average score of N-Gain learning outcomes of students in the experimental class on the cognitive aspects of C1, C2, C4 and C5 have N-Gain better than the control class. This learning strategy was appropriate for learning biology that can make a students more active in the learning process.

Keyword : *excretory system, project based learning, wimba learning strategy, PjBL.*

INTRODUCTION

In the 2013 Curriculum, students are no longer as the object of learning, but students are the main actors of learning (Wayan, 2017). The 2013 curriculum put more emphasis on exercising the students to their three corecompetences, covering cognitive, affective, and psychomotoric competence (Wayan & Ida, 2018). Students work together in groups to conduct research, apply logic and reasoning, and devise solutions to complex problems (Mary, 2013). The 2013 curriculum requires students to be active in learning process, and the project based learning (PjBL) model is one of them.

Project Based Learning (PjBL) able to increase students' learning motivation, increase student activity, improve student skills, develop and practice communication skills in cooperative working groups, giving students opportunities to organize projects (Wena & Wahyu, 2017). The 2013 curriculum in implementation uses the scientific method, the scientific method itself emphasizes

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