

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penggunaan model pembelajaran Project Based Learning (PjBL) pada pembelajaran sejarah di kelas XII IPS 2 SMAN 4 Kota Tasikmalaya, yang mencakup persiapan guru, proses penggunaan, serta manfaat penerapan model tersebut. Metode yang digunakan adalah pendekatan kualitatif dengan metode naturalistik inquiry, yang dilaksanakan dalam setting alamiah tanpa manipulasi untuk memperoleh pemahaman mendalam tentang fenomena yang diteliti. Teknik pengumpulan data dilakukan melalui observasi dan wawancara mendalam dengan guru sejarah dan siswa kelas XII IPS 2, serta didukung dengan dokumentasi berupa RPP, hasil karya siswa, dan dokumentasi kegiatan pembelajaran. Analisis data menggunakan teknik analisis kualitatif melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa persiapan guru dalam penggunaan model PjBL meliputi latar belakang penggunaan, penyusunan RPP berbasis proyek, dan persiapan siswa. Penggunaan model PjBL pada pembelajaran sejarah direalisasikan melalui proyek museum mini yang melibatkan enam tahapan sistematis: penentuan pertanyaan mendasar, perancangan proyek, penyusunan jadwal, monitoring kemajuan proyek, pengujian hasil, dan evaluasi pengalaman. Manfaat penerapan model PjBL terlihat pada keterlibatan aktif siswa, kemampuan kolaborasi, keterampilan berpikir kritis, dan pemahaman kontekstual terhadap materi sejarah. Penelitian ini memberikan kontribusi teoretis dan praktis terhadap pengembangan model pembelajaran sejarah yang inovatif di tingkat sekolah menengah atas.

Kata Kunci: Project Based Learning, pembelajaran sejarah, museum mini, pembelajaran konstruktivistik

ABSTRACT

This study aims to describe the implementation of the Project Based Learning (PjBL) learning model in history learning in class XII IPS 2 SMAN 4 Tasikmalaya City, which includes teacher preparation, implementation process, and benefits of applying the model. The method used is a qualitative approach with the naturalistic inquiry method, which is carried out in a natural setting without manipulation to gain a deep understanding of the phenomenon being studied. The data collection technique was carried out through observation and in-depth interviews with history teachers and students of grade XII Social Studies 2, and supported by documentation in the form of lesson plans, student work, and documentation of learning activities. Data analysis uses qualitative analysis techniques through the stages of data reduction, data presentation, and conclusion drawn. The results of the study show that teachers' preparation in the implementation of the PjBL model includes implementation background, preparation of project-based lesson plans, and student preparation. The implementation of the PjBL model in history learning is realized through a mini museum project that involves six systematic stages: determination of fundamental questions, project design, scheduling, monitoring project progress, testing results, and evaluation of experience. The benefits of applying the PjBL model can be seen in students' active involvement, collaboration skills, critical thinking skills, and contextual understanding of historical material. This research makes a theoretical and practical contribution to the development of innovative history learning models at the high school level.

Keywords: Project Based Learning, history learning, mini museum, constructivist learning