



Student interest and motivation in learning arts and culture using the project-based learning method at State Senior High School 7 Pekanbaru

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ABSTRACT

This study aims to determine the interest and motivation of students in learning arts and culture at State Senior High School 7 Pekanbaru. The research method used is a descriptive quantitative method. The data collection techniques used in the study are documentation, interviews, and the instrument in the form of a questionnaire. The population in this study were students of State Senior High School 7 Pekanbaru, and the research sample was class X students with the material *Tanjak Warisan*. The method used in learning arts and culture is project-based learning, which involves students designing, planning, and carrying out projects to produce products, publish, or present them. Results show interest and motivation in students at the School State Senior High School 7 Pekanbaru in the sufficient height category. This is based on the results of filling out the interest questionnaire with an average percentage of 81% and an average percentage for the results of the motivation questionnaire of 72%. In addition, in the summative assessment, the average student scored 90. From the interview results, it was found that the students follow a learning art culture. Because, like art lessons, they are enthusiastic about making or producing works of art, are interested in the uniqueness of local and regional arts (local wisdom), and feel comfortable with the way teachers teach in class and the provision of supporting facilities for learning art culture by the school. From the results of this study, there is information explaining that the learning method and teaching variations of teachers are one of the supporters of interest and motivation to learn in students. In addition, this study is expected to provide information on learning methods that educators can use in the classroom and an increase in teachers' awareness of the latest learning methods and teaching variations.



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1. Introduction

This Education is a process of educating, training, and instilling a concept in individuals to achieve the expected behavioral changes. Education can also be interpreted as business awareness And planned For realizing atmosphere Study And learning so that participants are educated in a way that develops potential for their own spiritual power, religion, control self, personality, intelligence, morals, as well as required skills and society [1]. The implementation of education has a noble purpose, including developing students' potential and forming moral and intelligent individuals so that they can compete in society. Efforts to improve the quality of education are an integrated part of efforts to improve human quality, both in terms of ability, personality, and responsibility as citizens [2]. Various approaches and learning methods used in implementing education are an effort to improve the quality of education, educators, and students. Improving the quality of education is carried out by leaders in an educational institution and involves all components of education.

The educational process involves other people and learning media as supporters. Education involves a dynamic process in which students, teachers, and source Study interact in an environment to reach the objective learning that has been set [3]. Therefore, education needs to pay attention to the needs of all parties involved in learning to achieve learning objectives. However, the effectiveness of learning is often hampered. Learning activities involving teachers, students, and learning resources are a complex process between the transfer of knowledge, the process of instilling character education values, and the evaluation of learning. According to Bandura, factors that influence performance Studies in theory, such as cognitive and social factors, are built from internal factors of participants' education and external participant education in the study [4]. Internal factors are factors in self-participant education in question, such as attitude, knowledge, or skills. Some internal factors of participant education include a sense of trust in self, independent learning, motivation, the ability to think creatively, critical thinking critically, and so on [4]. The success of the learning process activities is the achievement of the learning objectives that have been implemented [5]. So, in carrying out the learning process, teachers and educators need to pay attention to the important aspects of learning success, namely student interest and motivation. In addition to teachers, schools as educational institutions also play a very important role in the process of learning success, curriculum selection, school environment conditions, motivation, teachers, and many other things [6].

Interest and motivation in activity learning play a big role. Interest Study is Wrong One important factor in supporting success is studying students To increase performance. On the contrary, great interest will produce performance learning[7]. Interest Study is a Power push for individuals to get involved in an activity. Study is used to increase knowledge, skills, and experience [8]. Besides, that interest is somebody's awareness of where the object relates to himself, his activities, and his desire. The most convincing foundation for success in a learning process Is his learning; his interests are those influenced by characteristics he wants to know [9]. Interest and motivation to learn are interrelated, where interest is attraction and motivation is drive, so when both occur at the same time, it will have an impact on improving the learning process [10]. The interest that grows in students becomes capital to be able to follow the learning conductively so that the learning objectives are achieved. In addition, with students' interest in following the learning, the process of changing student behavior or character will begin to form. With the existing interest, they will create a number of symptoms, such as enthusiasm, seriousness, involvement, and positivity, to follow the ongoing learning process in progress [8]. Some aspects influencing students' interest in learning include feelings of pleasure, student attention, interest, and student involvement [11]. Interest is a phenomenon that arises from the interaction of individuals with their environment, including stimulus objects or the interdependence between them [12].

Interest in a study is the desire for somebody to understand something more. Far with many ways to be his choice in practice, think Wrong. The only one is focused or Serious in the learning process. Students' interest in learning can help them understand a lesson and make it easier for them to achieve learning goals. Through an interest in studying this, somebody understands something further with a number of the ways to be his choice in practice, that is, with focus or seriousness in the learning process. Likewise, in learning arts and culture, students need to grow to gain knowledge and educational values. Learning motivation is a condition that exists in an individual where there is an affective drive and reaction to do something to achieve a goal [13]. If students have learning motivation, then learning motivation can help them improve their learning achievement. High and low motivation can determine tall, low business or Spirit somebody For doing activities, and Of course, just tall, low spirit will determine the results obtained [14]. In addition, learning motivation can also improve students' skills and creativity because the function of motivation itself is to be a driver, motivator, and influencer of learning [15]. Learning motivation is a significant component that influences students' level of involvement and performance in the learning process [16].

According to Uno, indicators of learning motivation include (1) having a desire and wish to succeed, (2) having the drive and need to learn, (3) having hopes and aspirations for the future, (4) having rewards for learning, (5) having interesting activities, (6) having a conducive

learning environment [11]. Students' Interest And motivation in learning art culture become important factors in the process. Study students so that they can dig up and grow. Keep going continuously. From the previous explanation, the research regarding students' interests and motivation in learning arts and culture needs to be studied. Other things that underlie this research are students' achievements in field arts, such as vocals and poetry reading. Second, some members of society view arts and culture lessons as having little benefit for student development, so arts and culture lessons are not the main lessons and receive little support. In practice in the field, art and culture lessons provide many benefits for students, including developing their creativity and psychomotor skills. In addition, education aims to grow appreciation of art and culture as well as develop the ability of physique and psychic students in a balanced way [3]. Learning art develops the ability to base man in dimensions physical, perceptual, intellectual, emotional, social, creative, and aesthetic [17]. The role of art in education aims to foster and shape the character of cultured students. Therefore, art learning in schools needs to receive attention from all groups, including the government, society, and education managers in the school itself [18]. Art education in schools aims to foster and develop students' appreciation of works of art as part of a larger goal, namely to shape students' character [19].

From the explanation regarding the urgency of arts education or arts and culture lessons in schools, it can be concluded that arts and culture learning in schools has an important role in the growth of students, not only the growth and development of thinking but also the formation of student's character can be developed through arts and culture learning. From the results of interviews with art and culture teachers who have previously explained lessons, art culture is lessons that are capable of increasing creativity students, improving ability skills and knowledge students, and also lessons art culture is a favorite lesson by most students, good because of fun learning and also method teaching teacher who makes the student feel interested follow him. Enjoyable learning cannot be separated from the selection of methods teachers apply to learning. The right learning method will help the learning process run effectively and efficiently so that it can produce the expected learning achievements and achieve learning objectives. Various methods are applied to learning arts and culture.

The selection of this method is based on the condition of the students and the learning material to be delivered. In educational research, instructors' pedagogical and behavioral choices influence learner motivations in powerful ways. Positive forms are linked to deeper learning approaches, better performance, and outcomes such as critical thinking, pro-social behavior, and self-regulation [20]. The learning method used in this study is *project-based learning*. Project-based learning involves students designing, planning, and implementing projects that produce products, publish, or present [3]. According to the NYC Department of Education, it is a project-based learning technique where students create their own subject-matter knowledge and exhibit new understanding through various representations [21]. Utilizing the application of PjBL, the capability enthusiasm of students certainly increases, and they have a helpful education, thus providing opportunities for students to become more capable [22].

Researchers suggest that using the project-based learning method for a longer duration of experience in learning helps to develop students' cognitive competencies, such as knowledge and skills, and students' non-cognitive competencies, such as motivation and interest in learning. As with other learning methods, the project-based learning method provides many benefits for students. PjBL in higher education involves students working on projects that simulate real-world scenarios, allowing them to apply theoretical concepts to practical situations [23]. By engaging in PjBL, students become active participants in their own learning journey. PjBL empowers students to take ownership of their education, fostering a sense of autonomy and self-directed learning [24]. PBL is a strategy that encourages learner-centered education via exploratory, interactive, and creative activities that extend beyond the classroom [25]. In addition to the benefits that can be measured academically, learning methods can also improve student learning outcomes by increasing student interest and motivation. In addition, Leyon states that PBL can increase learners' interest and motivation for students [25].

2. Method

This research on students' interest and motivation in learning arts and culture uses a descriptive quantitative method. Then, the results obtained will be explained descriptively. According to Sugiyono, the descriptive research method aims to determine the value of a variable without connecting other variables. In addition to knowing the value of a variable, the use of descriptive quantitative methods aims to obtain conclusions about conditions that occur in the field. According to Wiwik, quantitative descriptive research is a research method that aims to describe something that is studied based on real things by concluding observed phenomena using numerical statistics [26]. Descriptive quantitative methods are based on data that must use percentage calculations to obtain conclusions about student interest and motivation in learning. Percentage calculation formula can be seen in equation (1) [11].

$$p = \frac{f}{n} \times 100\% \quad (1)$$

Information; p (percentage); f (frequency of respondent answers); n (expected number of response frequencies). The scores obtained will then be analyzed to determine the calculation results' high or low category level in Table 1. Data collection techniques in this study used observation, documentation, and interviews. In addition, an instrument in the form of a questionnaire was also used to obtain data on interests and motivations. A questionnaire is a number of written questions used to obtain information from respondents in the sense of reports of personal data or things that are known [27]. A questionnaire is a series of questions or statements about a particular topic given to subjects individually or in groups to obtain certain information such as preferences, beliefs, interests, and behavior. Therefore, the purpose of using a questionnaire in this study is to obtain accurate information about the interests and motivations of respondents who participate in arts and culture learning. The population of this study was students of SMA Negeri 7 Pekanbaru, and the sample of this study was class X with a total number of respondents of 30 students. The sample selection used random sampling, which is a random selection. Random sampling technique is a random or indiscriminate sampling. In this technique, all individuals in a population, either individually or in groups, have the same opportunity to be selected as sample members.

Table 1. Percentage table

Final percentage score	Category
75%-100%	Very high
50%-75%	Tall
25%-50%	High Enough
1%-25%	Low

3. Results and Discussion

Research on the interests and motivations of students of SMA Negeri 7 Pekanbaru in learning arts and culture aims to find out how the interests and motivations of students are in learning arts and culture. The questionnaire results show that the student's interests in learning arts and culture are included in the category tall. From Table 2, the indicator regarding interest is known that students' feelings of pleasure towards arts and culture learning get a result of 73% with a high category, the value of the indicator of students' attention to arts and culture learning gets a result of 90% included in the very high category. The indicator of students' interest in learning gets a result of 92% and is included in the very high category. The next indicator of interest, namely student involvement in arts and culture learning, is 94%. So, it can be seen that the tendency of students' interest levels in arts and culture learning is in the high category.

Table 2. Indicators of student interest in arts and culture learning

Indicator	Percentage	Category
Students feelings of pleasure in participating in learning	73%	Tall
Students' attention to learning	90%	Very high
Student interest in learning	92%	Very high
Student involvement in learning	94%	Very high

In Table 3, indicators of student motivation in learning arts and culture are divided into six indicators. The results of filling out the questionnaire regarding student motivation in learning arts and culture averaged 71.6%.

Table 3. Level of student motivation in learning arts and culture

Indicator	Percentage	Category
It's not easy to let go of what you believe	72%	Tall
Diligent in facing the task	78%	Tall
Have an orientation toward the future	70%	Tall
Show interest in success	70%	Tall
Enjoy independent learning	67%	tall
Persistence in the face of adversity	73%	Tall

Based on the results of filling out the motivation questionnaire, the item not easily letting go of what is believed got a result of 72%, and this percentage is included in the high category. The item diligent in facing tasks got a questionnaire result of 78% and is included in the high category. The item has an orientation to the future, a result of 70%, and is included in the high category. The item shows interest in success and got a percentage result of 70% with a high category. The item Enjoys learning independently, 67% is included in the high category, and the item Persistent in facing difficulties got a percentage result of 73% and is included in the high category. From the results of interviews conducted with students who have participated in arts and culture learning, as many as 30% of students explained the reason for participating in arts and culture lessons is that they like arts such as dance and music. As many as 30% of students explained that they participated in arts and culture learning because they were interested in the uniqueness of the arts and culture of their area (local wisdom).

As many as 23.4% of students explained that they participated in art and culture learning because of the teacher's fun teaching method. As many as 16.6% of students explained that their desire to participate in art and culture learning was due to the fun process of creating artwork. According to the art and culture teacher who teaches in class X, there is a positive development in students. Some of these developments can be seen in the student's ability to completely answer the teacher's questions about the origin and types of *tanjak* and mention examples of *tanjak* at the second meeting. The next development is student involvement in the learning process. At the first meeting, at the beginning of the activity, the teacher conducted a question and answer session to find out students' insight into the origin of *tanjak* and its types; from the question and answer session, only three students were able to explain the origin of *tanjak* but were not able to explain the types of *tanjak* completely. The teacher applied the Project-based learning method at the first meeting to adjust the material and learning objectives. In Project Based Learning (PjBL), students are given tasks according to the theme/topic of learning by carrying out real projects [28].

The topic that will be the project is making *tanjak* part of the clothing of the Malay ethnic group. In the second meeting, before starting new material, students were invited to review the material from the first meeting; from the question and answer session submitted by the teacher to the students, more than ten students were able to explain the history of *tanjak* and its types. In the question and answer session, students showed a positive response in the form of involvement in learning, such as enthusiasm to get a turn to answer questions. Can be seen in Fig.1.



Fig. 1. Class atmosphere in the question and answer session regarding the origin of the climb and types of climb

Fig. 2 describes the class atmosphere, which is full of enthusiasm and enthusiasm of students at the second meeting during the question and answer session regarding the origin and types of *tanjak*. The students tried to raise their hands and mention their names to get a turn from the teacher to answer questions. This question-and-answer session shows increased student involvement and interest in learning arts and culture. In the second meeting, the material presented was the materials used in making *tanjak*. After the initial activity, the teacher continued the core learning activity: the fabric materials used to make *tanjak*. The teacher delivered the material while conducting a question-and-answer session in the middle of the explanation to maintain the students' concentration. In the second meeting, students began to plan how to make the *tanjak* and choose the fabric materials used. In the third meeting, the teacher delivered material on how to cut and sew the material. The *tanjak* cloth material used to make *tanjak* was cut according to the desired *tanjak* pattern. The students were given an example of how to cut the material used to make *tanjak*, which was done directly by the teacher. In this meeting, the teacher allowed the students to practice cutting the cloth material they had provided and had chosen in the previous meeting. Can be seen in **Fig. 2**.



Fig. 2. Classroom atmosphere when students make a *tanjak* pattern.

Fig. 3. Describes the atmosphere of students with teacher guidance practicing making *tanjak* patterns that will be made. The students work on the patterns individually with the teacher's direction. In this meeting, it describes the involvement of students in making their own *tanjak*. In addition, in this condition, it can be seen that the students pay attention to the teacher's way of making patterns and cutting the cloth so that they can practice it on the cloth that has been provided. After cutting and sewing the fabric, in the fourth meeting, the teacher delivered the material on how to fold the previously cut and sewn material. The material is then folded with a pattern matching the desired *tanjak* type. Can be seen in **Fig. 3**.



Fig. 3. The teacher demonstrates how to fold the cloth to form a *tanjak*.

Fig. 4 shows when the teacher practices and explains the process of folding *tanjak* cloth according to the pattern so that it can form the desired *tanjak*. This folding process is part of making *tanjak*. Fig. 4 shows the high interest and attention of the students, which is shown by the seriousness of following each process of folding *tanjak* cloth. The students surround themselves and try to be in a position close to the teacher who is explaining how to fold *tanjak* cloth so that students can pay attention to each stage of folding *tanjak* clearly. In the fifth meeting, students were asked to practice the process of making *tanjak* according to the stages of making *tanjak*. This process is the final part of learning to make *tanjak* using the *project-based learning method*. This method invites students to be more involved in making a work of art. During the process of making *tanjak*, which begins with choosing fabric, cutting fabric, sewing, and folding fabric, students show tenacity, independence, interest, and a strong desire to succeed in making *tanjak* according to the plan they made, as in Fig. 4.



Fig. 4. The process of making a Malay *tanjak*

Fig. 4 shows the atmosphere of students trying to fold the cloth so that each side is parallel. This activity demonstrates the tenacity and independence of students in making good quality *tanjak*. In addition to tenacity, at this stage, it shows that there is perseverance in students, which is demonstrated by the ability to practice the methods of making *tanjak* that have been learned and the students' accuracy in folding the cloth as in Fig. 4. From the results of the

summative assessment with this *tanjak* material, it can be seen that students who got a score of 97 were 11 people or 40%. Students who scored 95 were five people, or 15%. Students who scored 94 were eight people, or 30%.

Students with a score of 93 were five people, or 15%. From the results of this summative assessment, it can be categorized that the target of learning arts and culture with *tanjak* material shows students' interest and motivation in learning in the high category. Interest or attraction, which is one of the factors of successful learning, has an important role. High interest can affect the results of student learning to be better. The existence of an interest in learning in students can come from within the student or from outside the student. As for student motivation in learning is a driving factor in encouraging students to follow learning and achieve learning success. It can be seen that motivation is a drive or energy that exists within a person to carry out learning activities, which results in changes in behavior and influences thought patterns in doing and acting, thus producing students' desire to follow learning [29]. Motivation in the learning process is very much needed for acceleration in achieving educational and learning goals in particular.

The student's interest and motivation in learning arts and culture are also influenced by external factors such as the teacher's teaching methods in class and the school's provision of supporting learning facilities. From interviews with students, one of the reasons for being interested in participating in learning is the teacher's friendly and enjoyable teaching methods. A relaxed learning atmosphere and interesting materials delivery are also reasons students follow learning enthusiastically and comfortably. The selection of methods, such as those used in *tanjak* material, also provides much development for students. Integrated natural science is implemented through project-based learning (PjBL), which involves creating a project covering the design process and creating the project into an integrated natural science product [30]. When implementing the PBL model, most students actively participated in learning, asking and answering questions. Students followed learning carefully, and they felt very enthusiastic about working on projects given by teachers [31]. The facilities provided by the school include an art room and a work exhibition activity to show the students' work. In the work exhibition activity, the best work from each learning outcome will be displayed in a work exhibition until it is included in the competition and promoted to be commercialized. This can be seen in Fig. 5.



Fig. 5. The students' work was exhibited at the exhibition.

Fig. 5 shows the atmosphere of the work exhibition activity produced by students. In the work exhibition activity, students are allowed to show their work results during the learning process, and then several works will be selected as the best works. This activity encourages students to be serious or diligent in working on a work. In addition to fostering perseverance and tenacity, students are invited to independently manage activities with other students. This is in accordance with the explanation of the benefits of implementing the project-based learning method. This approach diverges from conventional teaching by engaging learners in real-world situations, prioritizing experiential learning, teamwork, and critical analysis, and creating a dynamic educational environment [32]. It can be concluded that students' interest and motivation in learning arts and culture are influenced by internal factors within the students

and also external factors outside the students' personalities. These factors influence each other and positively impact student learning and teacher teaching. This study shows that internal factors, such as students' interests, such as liking dance and music, make students interested in participating in arts and culture learning. In addition, external factors such as the way teachers teach and the provision of facilities that support arts and culture lessons by schools encourage students to be interested in and motivated to learn arts and culture so that learning objectives can be achieved.

4. Conclusion

The questionnaire results regarding students' interest in arts and culture learning obtained an average of 91% and can be categorized as very high. Motivation students in learning art culture got an average result of 71.6%. In addition to filling out the questionnaire, high results were obtained from the summative assessment of students in learning to make *tanjak*. From the results of interviews with students, the high interest and motivation came from within the students and from outside the students. It was explained that the high interest and motivation were due to students' interest in the arts, both dance and music. In addition to liking dance and music, students' interest also came from their liking for the uniqueness of local arts and cultures. It is also known that students' interest in learning art is due to their pleasure in creating works of art, such as the process of making *tanjak*. Other findings regarding students' high interest and motivation in learning are known to come from outside the students, such as the way teachers teach and the facilities provided by the school to support arts and culture learning. The varied teaching methods of teachers in the classroom and the selection of appropriate learning methods can help learning become efficient and effective in achieving learning objectives. The selection of the *project-based learning method* in the material on making *tanjak* aims to help students more easily understand the procedure for making *tanjak* so that students can produce *tanjak* independently. The facilities provided by the school, such as art rooms and exhibition programs to accommodate students' works, are findings that support from the school is a driving factor and student interest in learning arts and culture. The presence of exhibition activities helps students to improve their skills, creativity, and thinking abilities.

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