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STUDENT PROJECT-BASED LEARNING – AN APPROACH TO ENGAGE STUDENT'S MOTIVATION IN HIGHER EDUCATION

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Keywords

Project-based learning, motivation, perspective.

The paper briefly elaborates on student project-based learning related to student motivation, where Project-Based Learning asks students to work in groups over a set period on a project designed to solve a problem or answer a question. Educators have learned an enormous amount that has informed educational practice to enhance learning. The construct of motivation and how to develop positive motivation and behavior has permeated all areas of human endeavor. Educational psychology, in particular, has a long history of studying the nature and dynamics of motivation for learning. (Mclnerney, n.d.). In summary, these articles present very interesting perspectives on students-based project learning and motivation across diverse settings, and they may be further enhanced by significant attention being paid to differences that characterize groups and the specific 'local' features of motivation and learning that must form the foundation of effective educational practices. In other words, a stimulus needs may be considered an attempt to deal with competence getting involved. When we get students' motivation when the PBL pursues a certain goal, remember motivation is not the behavior, it can be directly observed.

1. INTRODUCTION

The paper briefly elaborates on student project-based learning related to student motivation, where Project-Based Learning asks students to work in groups over a set period on a project designed to solve a problem or answer a question. PBL allows students to critique and revise their approach when they encounter obstacles, and it motivates students to connect with content areas to increase their knowledge and a way to engage, gives the students ownership over their learning and affords students opportunities to collaborate while applying ideas in solving problems situated in real-world contexts.

Literature Riview

Project Based Learning

Project Based Learning is a teaching approach because teachers can use it to deliver syllabi based on predetermined learning outcomes. PBL is said to be a learning approach because it is based on theories of learning such as constitutionalism, learning through experience, and a student-centered learning approach in the form of an investigation involving a decision-making process based on data analysis, collaboration, product-oriented, and involving document preparation.

Motivation is particularly interesting to educational psychologists because of its crucial role in student learning. However, the specific kind of motivation studied in the specialized education setting differs qualitatively from the more general forms of motivation studied by psychologists in other fields. (Westbrook, n.d.)

Motivation in education can affect how students learn and behave toward the subject matter. It can direct behavior toward particular goals, lead to increased effort and energy, increase initiationof and persistence in activities, enhance cognitive processing, determine what consequences are reinforcing, and improve performance. Because students are not always internally motivated, they sometimes need situated motivation, which is found in environmental conditions that the teacher creates. (Nemeth, n.d.)

Motivation has been defined as the process whereby goal-directed activities are initiated and sustained. In expectancy-value theory, motivation is a function of the expectation of success and perceived value (*Motivation to Learn: An Overview of Contemporary Theories*, n.d.) . Motivation has an important role in learning; it can affect students' success, and lack of motivation may have some difficulties in obtaining effective learning.

Project Based Learning Concept

The purpose of Project-based learning is to give students a meaningful experience to retain knowledge through PBL more easily than text-centered approaches and may be appropriate to improve the quality of teaching-learning activity. The main soft skills are product development and product management, in which the steps try to identify the problem and create the solution, where the learning process understanding and mastery of the material is the result of real practice in designing, releasing, and operating. The process of teaching-learning using a Project-based approach give real experience to students in experiential learning as Education and Democracy, and the slogan of Kilpatrick's Hearty Purposeful Activity has resulted in the formulation of education reformers, which is an activity that can be classified as a project if it meets the self-determination and self- satisfying need criteria.

(Cocco, n.d.) 2006 describes project-based learning as a student-centered form of instruction based on three constructivists principles: first, learning is context-specific; second, learners are actively involved in the learning process and achieve their goals through social interactions and the sharing of knowledge and understanding (Project-Based Learning: A Review of the Literature, n.d.). According to (Han et al., n.d.) 2015, the common goal for PBL is to help students acquire deeper content knowledge, skills, and feelings of commitment and ownership of their learning and requires the active engagement of students' effort over an extended time.

The form of instruction must have clear connections with pedagogical approaches to achieve a shared goal in their project engagement, so students can address an encountered problem to construct and present the driving question. As (Helle et al. n.d.) (2006) argue, project work is a collaborative form of learning as all participants need to contribute to the shared outcome and have elements of experiential learning with active reflection and conscious engagement rather than passive experiences being essential. Otherwise, PBL is compared with experimental or collaborative learning. The difference is that whereas students in problem-based learning are primarily focused on the process of learning, project-based learning needs to culminate in an end product (Blumenfeld et al., n.d.). They also described the process of project-based learning science as follows:

> *'The presumption is that students need opportunities to construct knowledge by solving real problems through asking and refining questions, designing and conducting investigations, gathering, analyzing, and interpreting information and data, drawing conclusions, and reporting findings' (p.150).*

PBL is a teaching-learning pedagogical method that students learn by themselves as a student-centered method; engaging in some project work means allowing students to complete any task-based and to learn collaboration. It promotes collaborative learning, and they know the true meaning of group work; students feel responsible for improving the teaching-learning process.

There are steps in designing Project-based learning: (1) Set the level of difficulty, (2) Define the topic of discussion as target competence, (3) Define soft skills of students' project management that should be demonstrated, (4) Set the topic mastery level of and the assessment, (5) Set the insight target, and (6) Identify the challenge of students' potential. The hardest part is if the students' low proficiency and time-consuming for a talent and most active students dominate the activity or not all the students equally participate in the project works; they can also cheat in collaborative work.

It can be concluded that the key elements in the PBL implementation criteria include active learning, involving students in full, curriculum-based tasks, challenging questions or problems, involving critical thinking and creative skills, communicating and collaborating, teamwork, information management, solving problems, make decisions, self-assess and product oriented. PBL is suitable for both groups and individuals in teaching and learning.

Motivation Concepts

Educators have learned an enormous amount that has informed educational practice to enhance learning. The construct of motivation and how to develop positive motivation and behavior has permeated all areas of human endeavor. Educational psychology, in particular, has a long history of studying the nature and dynamics of motivation for learning. (Mclnerney, n.d.)

Students' motivation is comprised of their interests, goals, and values that initiate and sustain

behavior and is an important component in education (Linnenbrink-Garcia & Patall, n.d.) (2016; Schunk et al., 2014). Motivation has been linked to other adaptive outcomes such as improved learning, well-being, and performance (Ryan & Dei, n.d.) (2000). Moreover, motivation is also distinguished as intrinsic and extrinsic motivation. Intrinsic motivation refers to the act of doing something due to satisfaction, while extrinsic motivation means the human tendency to perform an activity to gain some purpose. Intrinsic motivation is defined as undertaking an activity for its essential satisfaction instead of some separable consequences; in other words, if the students are intrinsically motivated to perform an activity due to the enjoyment or challenge activity rather than external rewards. Intrinsic motivation results in high-quality learning and creativity; therefore, it is essential to detail the factors and forces that stimulate or undermine it. Intrinsic motivation is the tendency of an individual to look for and to conquer challenges as people chase their interests and train their capabilities. When an individual is intrinsically motivated, he or she does not need incentives or punishments because the activity is pleasing and fulfilling. (Richard M & L, n.d.)

Extrinsic motivation is a contrasting form of intrinsic motivation. It is a construct that exists on any occasion an individual does an activity to achieve some purpose. It means that the student is affected by extrinsic motivation if they are not interested in learning. Extrinsic motivation is usually connected with negative emotions or poor academic achievement. (Richard M & L, n.d.)

While common beliefs based on historical research in the West posit the superiority of intrinsic motivation for enhancing educational achievement, Cheng found that intrinsic and extrinsic motivation dynamics work quite differently in the two cultural settings. We should always ask why these constructs (or any others for that matter) should work the same way in quite different cultural milieus rather than, as in the past, expecting them to do. Questioning the applicability of Western constructs in non-Western settings should always be paramount. (Cheng, n.d.)

Motivation and the learning process are inextricably linked. Motivation is at the heart of human aspirations and accomplishments. Thus, motivation is essential for academic success, and without a fighting spirit, nothing is possible in school and real life. Learning is a never-ending, lifelong process. It is critical to maintaining a high level of motivation. Motivation is the force that drives students to persevere in the face of adversity, and motivation has a wide range of applications.

2. RESULT AND DISCUSSION

The problem encountered in implementing PBL is the materials and workshops needed in the learning process, which means the adequate school facilities to complete up-to-date and modern teaching aids for lecturers' convenience and to improve students' quality of teaching-learning activity are needed. Curriculum and teaching-learning strategies are also problems that exist, less discussion and limited time due to the intense content to complete the syllabus because the measure was too broad and the wide number of students in the classroom. As (Quint & Condliffe, n.d.) The time issue for performing PBL in high school includes students having an hour and not in the timetable, the teacher focusing on specific topics, and integrating between subjects being difficult, and then teachers are just enough to equip students to face the exam.

The student's attitude toward the effectiveness of raising a question can fail if they cannot solve the problem being addressed in the classroom based on the student's activities. Fewer ideas, designs, and technology are often associated with the assessment, which makes it difficult to evaluate and determine as a part of the assessment. The difference given strengths, weaknesses, and challenges must be faced during interesting issues in implementing PBL. The other factors, such as teacher or lecturer, students, curriculum, and task type, give educators a wide range of perceptions regarding the effectiveness of the learning process outcome using PBL.

3. CONCLUSIONS

Learning by the PBL approach is the main focus of learning at the present level; it is involved the student's characteristics as informants and in the context of education of curriculum elements and choice of project method in the process. In implementing project-based assignments, students work to

find what is contained in the project tasks that make the project work meaningful to their own experience and real life. Integrating a task's combined components or aspects to form a complete result and link related findings with prior knowledge. They also try to come up with private theories and hypotheses. Starting with tasks, such learning is a deep approach to learning. While in the product phase is to experience the results of complex interactions within the learning.

In summary, these articles present very interesting perspectives on students-based project learning and motivation across diverse settings, and they may be further enhanced by significant attention being paid to differences that characterize groups and the specific 'local' features of motivation and learning that must form the foundation of effective educational practices. In other words, a stimulus needs may be considered an attempt to deal with competence getting involved. When we get students' motivation when the PBL pursues a certain goal, remember motivation is not the behavior, it can be directly observed.

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