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Improving Students' Motivation to Complete Assignments on Time through Project-Based Learning: A Classroom Action Research at SMA Negeri 3 Palu

Jihan Balqis Aghniyah[1], Hastini[2], Moh. Riswanto[3]
[1,2]Tadulako University, Palu, Central Sulawesi, Indonesia
[3]Palu State Senior High School 3, Indonesia
E-mail : jihanbalqis250@gmail.com, mohriswantospd90@guru.sma.belajar.id

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ABSTRACT

This study aims to improve student motivation in completing assignments on time through the application of the Project-Based Learning (PjBL) model to students in class XI C1 at SMA Negeri 3 Palu. This study is a Classroom Action Research (CAR) conducted in two cycles with stages of planning, implementation, observation, and reflection. Data were collected through observation sheets, field notes, and documentation of learning outcomes. The results of the pre-cycle stage showed that student motivation and discipline were still low, with only 32.4% of students achieving scores above the Minimum Passing Grade (KKM). After the Cycle I intervention was implemented through group text writing activities, the number of students who achieved passing grades increased to 65%. A more significant improvement occurred in Cycle II through creative poster-making projects and gallery walk presentations, where all students (100%) achieved scores above the Minimum Passing Grade with a score range of 75–90. These results indicate that the PjBL model is effective in increasing student motivation, active engagement, creativity, and responsibility in completing tasks on time. Thus, Project-Based Learning can be used as an alternative learning strategy relevant to improving the quality of the learning process and outcomes for students.

Corresponding Author:

Jihan Balqis Aghniyah
Tadulako University
E-mail: jihanbalqis250@gmail.com

INTRODUCTION

Motivation in learning is one of the important factors that affect students' success in the learning process. According to Sardiman (2011), students with high motivation tend to show perseverance in completing assignments and facing difficulties, not easily discouraged, and does not require external encouragement. On the other hand, low motivation can lead to a lack of enthusiasm for learning, delays in completing assignments, and shows a decline in learning outcomes (Pandang & Latif, n.d.). Based on the preliminary at XI C1 SMAN 3 Palu, has found that most of students show a lack of motivation in learning, particularly in terms of completing assignments on time. Many students delay completing their assignments, are less engaged in the learning process, and only complete assignments when the deadline is approaching. Some of them do not even complete assignments by the agreed-upon deadline.

Low student motivation in completing assignments on time can be caused by several factors, including the use of teacher-centered learning models and a lack of student involvement in the learning process. This shows the need to implement learning models that can foster a sense of responsibility, creativity, and independence in students in completing assignments actively and meaningfully.

To address this problem, a strategy that can engage students' motivation is needed. The strategy established by the researcher was to implement a learning model in line with the Kurikulum Merdeka and can effectively overcome motivation issues in the classroom, specifically Project-Based Learning (Fikriyah et al., 2015). This model emphasizes active student involvement in designing, implementing, and completing a project that is relevant to the learning material. Through project activities, students are expected to develop critical thinking skills, teamwork, and good time management so that projects can be completed according to the predetermined schedule.

A similar study was conducted by Ekawulan Lestari, M. Juaini, and Joni Rokhmat (2023) titled "*Penerapan Project Based Learning untuk Meningkatkan Motivasi Belajar Peserta Didik."* The study showed that students' motivation in learning can be engaged by applying Project-Based Learning model

The aim of this research is to improve students' motivation in learning, specifically in completing assignments on time by applying Project-Based Learning model in the XI C1 class in SMAN 3 Palu. This research conducted by using Classroom Action Research (CAR) method which focused on the improvement in learning process continuously through cycles. By applying this learning model, students are expected not only to be motivated dan responsible to the assignment, but also be able to develop their independence, discipline, and ability to collaborate in learning.

METHOD

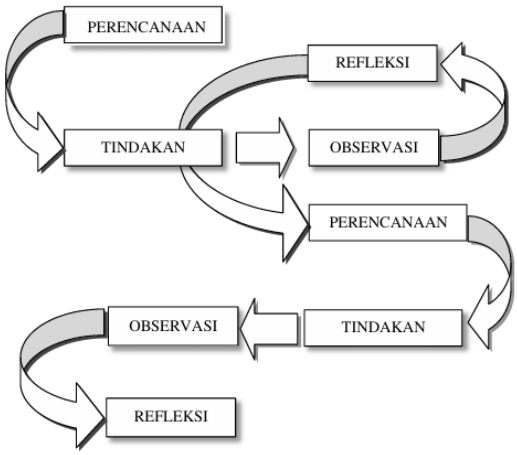
This research engages a Classroom Action Research (CAR) method developed by Kemmis and Taggart (1988) to study the improvement of students' motivation in completing assignment through the implementation of *Project-Based Learning (PjBL)* in the learning process. The research consists of four main stages: planning, acting, observing, and reflecting. Each stage is carried out in two cycles to identify the learning problem, implement appropriate actions, observe the learning process, and reflect the outcomes. Wijaya stated that this research method applied by the teacher in the class with the purpose of developing the teacher's proficiency in order that students' learning outcomes can improve (Parnawi, 2020).

Research Design

This study employed Classroom Action Research (CAR) with the spiral model developed by Kemmis and Taggart (1988). This research consists of four stages in each cycle, those are planning, acting, observing, and reflecting. Each stage carried out orderly and frequently to improve students' motivation to complete assignments on time through Project-Based Learning (PjBL) model. The reflection result on one cycle was analysed in order to examine the effectivity and plan actions in the next cycle (Mertler, 2017). In this study, the researcher acted as an English teacher who was responsible for planning and implementing learning activities using the Project-Based Learning model to engage students' motivation to complete assignments based on the predetermined time.

Research Procedure

This study was conducted using the Classroom Action Research (CAR) procedure, which follows a cyclical model consisting of four main stages: planning, acting, observing, and reflecting. The research was carried out in two cycles.



1. Planning
   The researcher identified the students' motivation problems in completing assignments on time and designed lesson plans using the Project-Based Learning model. Materials and research instruments such as observation sheets and student learning outcome assessment rubric were prepared.
2. Acting
   The teacher implemented the learning activities based on the Project-Based Learning model. Students were guided to complete project assignments through stages of planning, creating, and presenting projects while being encouraged to manage time effectively and complete the assignments at the proper time.
3. Observing
   The researcher observed students' participation, behaviours, and punctuality in completing assignments. Data were collected through observation sheets, field notes, and documentation.
4. Reflecting
   The researcher analysed the collected data to evaluate the effectiveness of Project-Based Learning applied. The reflection results became the basis for revising and implementing the next cycle until the results meet the success criteria.

Participants

The participants of this classroom action research were the students of class XI C1 at SMA Negeri 3 Palu, consisting of 34 students. This class was chosen purposively based on the initial observation that revealed students' low motivation and lack of discipline in completing assignments on time.

Data Collection and Instruments Techniques

The data were collected through the following instruments:

a. Observation sheet
   The observation sheet was used to record students' behaviours, attitudes, and levels of motivation during the learning process.
b. Field Notes

Field notes were used to document important information in the classroom that are not captured in the observation sheet, such as students' spontaneous responses, classroom atmosphere, students' interactions, and any challenges encountered during the learning activities. these notes provided rich contextual data to support the interpretation of observed motivational changes.

c. Documentation
Documentation was used to collect supporting data in the form of students' project results, attendance lists, and previous assignments records. Students' project outcomes and task submission timelines were analysed to assess their punctuality and improvement after the implementation of the Project-Based Learning model.

Data Analysis Techniques

The data in this research were analysed with qualitative and quantitative descriptive approach. The qualitative data recorded from observation sheet and field notes were analysed through three stages based on Miles and Huberman (1994), such as data reduction, data presentation, and conclusion drawing to describe the change of students' motivation and punctuality in completing assignments. On the other hand, quantitative data were collected from the documentation of students' learning outcomes and punctuality that were analysed descriptively by calculating the average and percentage of students' motivation improvement on each cycle.

Indicators Success of Research

The success indicators of this study are determined based on quantitative and qualitative improvements. Quantitatively, the study is considered successful if there is an increase in the average score of student motivation and timeliness in completing tasks in each cycle compared to the pre-cycle. Qualitatively, success is marked by positive changes in student behaviour during learning, such as increased enthusiasm, active participation in project activities, and responsibility in completing tasks without needing much encouragement from the teacher. Thus, the success of this study is not only measured by an increase in scores, but also by changes in attitude and better student involvement during the learning process.

RESULT AND DISCUSSION

This chapter presents the research results and discussions obtained from the implementation of classroom actions aimed at increasing student motivation in completing tasks on time through the application of the *Project-Based Learning (PjBL)* model. The research results are compiled based on data collected during the pre-cycle, cycle I, and cycle II, which include observation results, field notes, and documentation of student learning outcomes. Each finding was analyzed to examine the development of students' motivation, participation, and timeliness in completing tasks at each stage of the action.

Result of Pre-Cycle

The pre-cycle results were evaluated using the criterion that the study would be considered successful if a minimum of 75% of the students obtained scores exceeding the Minimum Passing Grade (KKM), which was established at 70.

In the pre-cycle stage, learning activities still used a conventional model in the form of assignments in the form of question and answer sheets, without the application of the Project-Based Learning (PjBL) model. At this stage, students were asked to complete assignments individually based on the material taught by the teacher, without active

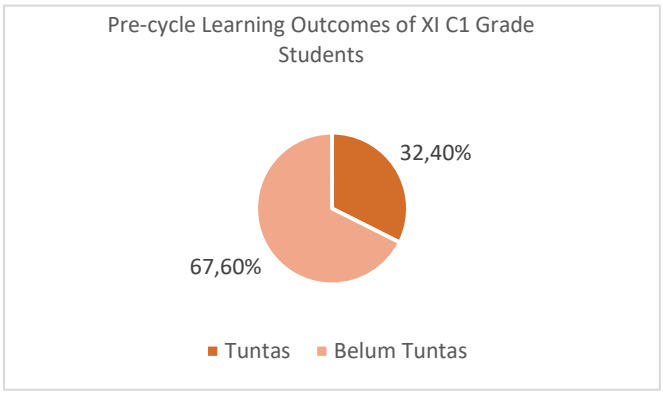
involvement in project-based activities that required collaboration, creativity, and responsibility in time management. This one-way learning makes students tend to be passive, only focusing on completing questions, and less motivated to complete tasks on time. Therefore, the pre-cycle data is used as an initial reference to determine the students' motivation and punctuality before taking action through the implementation of the Project-Based Learning model in the next cycle.

Table 1. Pre-cycle Learning Outcomes of XI C1 Grade Students at SMAN 3 Palu

No	Initial	Pre-Test Score	Description
1	AH	65	Not yet completed
2	AR	75	Complete
3	BI	60	Not yet completed
4	BS	80	Complete
5	CD	85	Complete
6	CJ	65	Not yet completed
7	DK	65	Not yet completed
8	DDA	90	Complete
9	EF	70	Complete
10	FH	60	Not yet completed
11	GMI	85	Complete
12	HM	60	Not yet completed
13	JP	75	Complete
14	JJ	55	Not yet completed
15	KH	90	Complete
16	LSA	65	Not yet completed
17	MM	75	Complete
18	MT	80	Complete
19	MA	70	Complete
20	MHA	65	Not yet completed
21	MNC	65	Not yet completed
22	MAP	65	Not yet completed
23	NA	0	Not yet completed
24	PWI	60	Not yet completed
25	PAS	0	Not yet completed
26	RS	60	Not yet completed
27	RM	65	Not yet completed
28	TP	55	Not yet completed
29	TW	65	Not yet completed
30	TMA	0	Not yet completed
31	WPA	55	Not yet completed
32	WD	60	Not yet completed
33	YP	0	Not yet completed
34	ZG	65	Not yet completed

Description:

a. KKM (Kriteria Ketuntasan Minimal): 70
b. Number of students who passed: 11 students (32.4%)
c. Number of students who did not pass: 27 students (67.6%)



Picture 1. Pre-cycle Learning Outcomes of XI C1 Grade Students

Based on the data in the pre-cycle table and diagram of student learning outcomes, an initial picture of the students' motivation and punctuality before the implementation of the Project-Based Learning (PjBL) model was obtained. Of the total 34 students in class XI C1 at SMA Negeri 3 Palu, only 11 students (32.4%) achieved a score above the minimum passing grade (70), while the other 23 students (67.6%) did not. These results indicate that most students still have low motivation and responsibility for learning, with suboptimal involvement and time discipline. Therefore, these pre-cycle results form the basis for implementing corrective measures through the application of the Project-Based Learning model to improve student motivation, participation, and discipline in completing tasks on time.

1. Results of Cycle 1 Observations

In the implementation of actions in cycle I, researchers acting as English teachers began to apply the Project-Based Learning (PjBL) model by giving simple projects in groups as a form of formative assessment. In this activity, students were divided into several small groups and asked to rearrange random paragraphs into a coherent whole text. This project was designed to train students' critical thinking, cooperation, and responsibility skills in completing tasks within a specified time. During the process, the teacher acted as a facilitator who provided direction, motivation, and monitored student involvement and discipline in completing the project.

Based on the results of observations in cycle I, there was an increase in student motivation and learning outcomes compared to the pre-cycle. Students appeared more enthusiastic and active in group discussions and showed a greater willingness to complete tasks well. Quantitatively, the data shows that 65% of students have achieved or exceeded the Minimum Passing Grade (KKM), a significant increase compared to the pre-cycle, which only reached 32.4%. These results indicate that the implementation of Project-Based Learning has begun to have a positive impact on student motivation, involvement, and discipline in completing tasks on time.

1) Reflection of Cycle 1

The implementation of the Project-Based Learning (PjBL) model has begun to have a positive effect on students' motivation and responsibility in completing tasks. Most students appear to be more active and enthusiastic in working together to develop group projects, and show an increased awareness of the importance of punctuality. However, the observation results also revealed that there were still some students who did not participate optimally and tended to depend on more active group members. In addition, some groups still had difficulty managing time and dividing tasks proportionally. Based on these findings, the researchers and collaborating teachers concluded that there is a need to improve strategies in the next cycle, such as providing additional motivation, strengthening individual roles within the group, and providing more intensive guidance so that all students can participate actively and complete tasks with discipline.

2. Result of Cycle 2

In the second cycle, students were given group project assignments to compile texts in the form of creative handmade posters, which were then presented through a gallery walk activity. During the implementation of this project, it was evident that all students showed high enthusiasm in completing their assignments and were actively involved in the learning process in the classroom. Based on the group assessment results, the scores ranged from 75 to 90. Group 1 and Group 5 achieved the highest score of 90, demonstrating their ability to compose and present posters very well. Group 4 scored 85, while Groups 2 and 3 each scored 80. Group 6 scored the lowest, 75, but still showed good participation in the activity. These results indicate that group projects and the gallery walk method are effective in increasing student engagement and creativity in learning.

Table 2. Cycle 2 Learning Outcomes of XI C1 Grade Students at SMAN 3 Palu.

Group	Initial	Score
1	AH	90
	DK	
	JP	
	MA	
	PAS	
	WPA	
2	AR	80
	WD	
	DDA	
	JJ	
	MHA	
	RS	
3	BI	80
	EF	
	KH	
	MNC	
	RM	
	YP	
4	BS	85
	FH	
	LSA	
	MAP	

	TP	
	ZG	
5	CD	90
	GMI	
	MM	
	NA	
	TW	
6	CJ	75
	HM	
	MT	
	PWI	
	TMA	

1) Reflection of Cycle 2

The implementation of actions in Cycle 2 showed a significant increase in student motivation and participation compared to the previous cycle. The application of Project-Based Learning through group creative poster-making activities and presentations using the gallery walk method encouraged students to work more collaboratively and creatively in completing tasks on time. All groups showed enthusiasm and a sense of responsibility in producing their best work, resulting in a positive change in students' attitudes towards completing tasks on time. The assessment results also supported these findings, with all students scoring above the Minimum Passing Grade (KKM) with scores ranging from 75 to 90. Groups 1 and 5 received the highest scores of 90, demonstrating excellent ability in organizing ideas and presenting their posters. Although Group 6 obtained the lowest score of 75, the group still showed active participation and optimal effort during the activity process. These findings indicate that Project-Based Learning model is effective in increasing students' motivation, creativity, and responsibility in completing tasks on time. Thus, the strategy applied in Cycle 2 can be declared successful and relevant for increasing student engagement and learning outcomes.

CONCLUSION

Based on the results of research conducted through the application of the Project-Based Learning (PjBL) model in class XI C1 at SMA Negeri 3 Palu, it can be concluded that PjBL is effective in increasing student motivation to complete tasks on time. In the pre-cycle stage, most students showed low motivation and discipline, with only 32.4% of students achieving scores above the minimum passing grade. After the implementation of actions in Cycle 1, there was a significant increase, with 65% of students achieving passing scores. This shows that project-based learning began to have a positive impact on student engagement and responsibility in the learning process.

A more optimal improvement occurred in Cycle 2, when students were given creative poster-making and presentation projects through gallery walk activities. All students showed high enthusiasm, were able to collaborate more effectively, and completed their assignments on time. The assessment results showed that 100% of students obtained scores above the minimum passing grade, with scores ranging from 75 to 90. These findings show that project activities that emphasize collaboration, creativity, and active involvement can foster students' intrinsic motivation and increase their responsibility in completing tasks.

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