

The Effect of Project Based Learning in Realizing Performing Arts on Entrepreneurial Motivation in Art Learning in Vocational School Students

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The competence that must be possessed by Vocational School (VS) students is to be able to find business opportunities independently. Related to the subjects of art and culture, it is hoped that VS students have the motivation that can be carried out by the presence of performing arts in the form of performances that can be used as opportunities for entrepreneurship. Thus, VS students must have entrepreneurial motivation to have business opportunities in the arts and culture sector. One of the learning strategies that can be used is to use PBL. PBL can increase students' learning motivation and also facilitate students' problem-solving abilities. This study aimed to determine how the implementation of PBL in realizing performances and the influence of PBL on entrepreneurial motivation in art learning for VS students. The research method uses an experimental research method with a one-group pretest-posttest design. Participants in this study were 37 students in one of the VS in the Indramayu district, and the study was conducted using a systematic sampling technique. The research instrument used an entrepreneurial motivation questionnaire. Data analysis techniques using statistical descriptions and Paired-Sample T-Test. This study concludes that PBL affects VS students' entrepreneurial motivation in art learning. PBL can motivate students to reflect on what they learn in an actual project and provide opportunities for students to think and be creative when realizing a project in the arts and culture. Students can understand that in the performance, various job descriptions can be used for business opportunities or jobs in arts and culture to conduct further research with more participants so that the results of this study can be more generalized.

Keywords: *project based learning, performances, entrepreneurial motivation*

Received: June 9, 2022; Accepted May 22, 2024; Published October 19, 2024

<https://doi.org/10.31091/mudra.v39i4.2010>

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INTRODUCTION

Along with the development of education in Indonesia, Vocational Schools (VS) have an essential role in developing education in Indonesia. One of the core competencies that VS students must possess is related to events in the field of work, such as art and culture in life. Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities in the insight of humanity, nationality, state, and civilization related to the causes of phenomena and events in the field of work involved specific to solve the problem ([Dirjendikdasmen, 2017](#)).

In the learning process at the VS unit level, there are cultural arts subjects in which dance is learned. The reality of learning dance in schools is still not practical. Let us look directly at the reality in schools. Teachers tend only to use traditional learning models, which are usually combined with manuals as teaching materials, and students only follow what is listed in the manual without realizing that students will feel bored with dance learning that only works on dance lessons. Assignments in the book state that students are not allowed to develop their potential through a meaningful learning process according to the characteristics of VS students, even though teachers have an essential role in motivating VS students to achieve their educational goals.

For this reason, learning strategies are needed that can attract student motivation and are helpful for real life. The selection of the right learning strategy will help motivate students to learn. One of the learning strategies that can be used is Project Based Learning (PBL). PBL is the instructional strategy of empowering learners to pursue content knowledge independently and demonstrate their new understandings through various presentation modes ([Klein et al., 2009](#)). Thus, students are given direction by the teacher to develop their knowledge to solve a particular problem. The teacher, in this case, is only a motivator and facilitator, so the student center becomes one of the main objectives of this learning.

PBL is a learning strategy that can motivate students. Because projects build on authentic learning tasks that engage and motivate students... ([Klein et al., 2009](#)). Furthermore, PBL examines the relationship between theoretical and practical information and motivates students to reflect on what they have learned in learning in an actual

project. Learners can work as if in the real world and produce products realistically ([Priansa, 2017](#)).

Many studies in this decade show that PBL is an efficient learning strategy to increase students' learning motivation and help students engage in learning activities ([Bradford, 2005](#); [Chiang & Lee, 2016](#)). It is also reinforced that Projects enable students to be active learners. They take charge, question, make decisions, analyze, think critically, create, and present – they become independent thinkers. Nothing is more engaging to a middle schooler than that... ([Klein et al., 2009](#)).

From this explanation, students are directly involved in their learning; it is possible that this learning is not dull because students face questions or problems and are asked to find and make their own decisions. Characteristics of VS students in schools are required to be ready to work. It is expected that students can work independently so that they can find business opportunities. VS are specifically designed to prepare students who can develop their knowledge. VS graduates are expected to be more productive and able to work professionally according to their fields; it is hoped that these vocational education graduates will be able to provide jobs for the community. To support the success of VS graduates, the school curriculum applies learning that requires SMK graduates to be more creative and innovative and benefit the community. This is to the objectives of the 2013 curriculum. The 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and practical and able to contribute to the life of society, nation, state, and civilization world ([Kemendikbud RI, 2012](#)).

Judging from the curriculum, a learning strategy that can direct students to be professionally ready to face the world of work is important. PBL is considered very suitable for helping to increase student motivation in carrying out entrepreneurship. With PBL, students can be directed, guided, and trained to be ready to face the world of work.

The results of previous studies stated that project-based learning could increase the learning motivation of VS students and facilitate their problem-solving abilities ([Chiang & Lee, 2016](#)). Student motivation is stimulated in many ways in a PBL environment, such as formal and informal group discussions, regular supervisor meetings, and co-leadership ([Zhou, Kolmos, & Nielsen, 2012](#)). The motivation and learning outcomes of students who take part in PBL are better than those who take

direct learning to vocational students ([Tafakur & Suyanto, 2015](#)). There is a significant difference between the learning motivation of students taught with PBL and those taught by learning without PBL ([Rahmini, Muris, & Amin, 2015](#)).

Based on the explanation above, motivation is essential in the learning process. This is because high student learning motivation is essential. Students with high motivation learn better than those with low motivation ([Riduwan, 2011](#)). Furthermore, the functions of motivation are: 1) encouraging children to carry out an activity or action; 2) determining the direction and actions of a person; and 3) motivating them to function in completing the types of actions and activities of a person ([Riduwan, 2011](#)).

Based on the function of motivation above, it is true that motivation is the impulse that exists within humans to achieve a goal. These goals can, of course, be oriented to the results to be achieved. If it is linked between PBL and students' learning motivation, it is linked back to the competence of VS students. PBL is usually considered a teaching approach in which students respond to real-world questions and challenges through an extended inquiry process ([Chiang & Lee, 2016](#); [Lattimer & Riordan, 2011](#)). PBL organizes learning around projects and engages students in authentic situations where they can explore and apply subject matter to complex problems relevant to their prepared professional practice ([Chiang & Lee, 2016](#)). In a PBL environment, students learn primarily by constructing knowledge and giving meaning through iterative processes, learning, sharing, and reflection. Service training emphasizes educational opportunities that are interdisciplinary, student-centered, collaborative, and integrated with real-world issues and practices ([Chiang & Lee, 2016](#); [English & Kitsantas, 2013](#)).

Suppose it is concluded from the statement above that PBL is learning that provides real-world practice challenges that are relevant to professional practice. One of the increasing competencies of students at the vocational education level is the demand for competence in partner institutions (the work/industrial world). Adjustments are made to meet the needs of students and partner institutions (the world of work/industry) so that the competencies learned are more in line (link and match) with the needs of the world of work ([Dirjendikdasmen, 2017](#)).

To be able to face real-world practice challenges relevant to professional practice, students are

expected to utilize their creativity to support the creative industry in producing products as work or additional work to improve their quality of life. The creative industry will produce output (products) from individuals' creativity, expertise, and talent to create value-added products and jobs and improve the quality of life ([Masunah & Milyartini, 2016](#)). When connected with art learning in formal education, it is hoped that by participating in art learning, students get real experience, which can direct them to get a job or at least additional work.

One of the needs of students in dealing with the world of work and related to art learning is entrepreneurship because, with entrepreneurship, students are expected to have opportunities in life. Entrepreneurship is a discipline that studies the values, abilities, and behavior of a person in facing life's challenges and how to obtain opportunities with various risks that they may face ([Suryana, 2017](#)).

Relates to entrepreneurship and art learning. The art lesson that will be used in this research is dance performance. The performing arts industry might not be part of our life; instead, it is part of ritual, social, and cultural development when the paradigm of economic orientation shifts to the business, performing arts can also contribute to the economic development of the artists, communities, and National Gross Domestic Income. Furthermore, the idea of economic values can maintain sustainable traditional performing arts because the artists and performers can survive on their professional skills ([Masunah & Milyartini, 2016](#)).

Referring to the statement above, the performing arts industry is included in one of the creative industry sectors that contributes to entrepreneurship for artists and society. Performing arts is one of the areas of expertise for VS students. In line with this, the vision of performing arts in VS states that it wants to be a quality, character-based expertise program that can produce skilled, ready, and competent graduates in arts and the creative economy ([Susanto, 2022](#)). Although performing arts have not been included in the core curriculum in VS, there have been several schools that have made performing arts one of the supporting activities in schools, such as: after being given the opportunity by the school, VS students have extraordinary talents that lead to professionals displaying their best-performing arts such as the right costumes they prepare and the dance movements are also compact according to the theme they want to display ([Elyas, 2023](#)).

Management ability in performing arts will lead VS students to think about entrepreneurship. Of course, entrepreneurship must be based on the underlying motivation. Some reasons someone is an entrepreneur are: 1) financial reasons, namely, to earn a living and become rich. To seek additional income, as financial stability; 2) social reasons, namely to gain status, prestige, to be known and respected; 3) the reason for service, namely to give work to the community, to reason with the community, to help the community's economy, for the future of children & families, to gain conjugal loyalty. To make parents happy; 4) self-fulfillment reasons. Namely to be independent, to achieve something desired, to avoid dependence on others, to be more productive, and to use personal abilities (Suryana, 2017).

Previous research results related to PBL and entrepreneurship in VS students stated that PBL based on entrepreneurship subjects can increase motivation (Yusuf, Suparman, & Anggara, 2021). PBL in entrepreneurship subjects can provide a spirit of independence, skills, creativity, innovation, and self-confidence in students to face the world of work or entrepreneurship in the future (Supandi, 2022). PBL can increase students' activeness and motivation to learn creative product and entrepreneurship subjects (Wibowo & Munadi, 2022). From some of these results, PBL is used more in entrepreneurship subjects and is seen in increased motivation. Thus, the entrepreneurial motivation of VS students after using PBL has not been discussed.

Based on the overall explanation above, which is based on the competency needs of VS students in the

world of work, it is hoped that students can become entrepreneurs. Coupled with the condition of teachers who tend only to use traditional learning models, a learning model based on the applicable curriculum is needed. Thus, it is expected to increase entrepreneurial motivation. One of the learnings that provides motivation is to use PBL. Therefore, this study aims to determine how PBL is applied in realizing performances and the influence of PBL on entrepreneurial motivation in art learning for VS students.

RESEARCH METHODOLOGY

The research method uses an experimental design with a one-group pretest-posttest design. In this design, one class is given a pretest, then a treatment, then a posttest so that the treatment results are more accurate in comparing the situation before and after the treatment (Ginanjar, 2019).

This study's participants were 37 students in one of the VS in the Indramayu district, who were taken using a systematic sampling technique from a total population of 111 students. The systematic sampling technique is based on population members given serial numbers and then sampled using multiples of specific numbers (Ginanjar, 2019). The provision of treatment for nine lessons is adjusted to the allocation of arts and culture subjects at the school concerned.

The research instrument uses an entrepreneurial motivation questionnaire (Suryana, 2017). The questionnaire grid is in Table 1.

Table 1. Entrepreneurial Motivation Questionnaire Grid

Aspect	Sub Aspect	No. Test Items		Total
		+	-	
Financial Reason	• Earn a living	1,2	3,4	4
	• Get rich	5,6	7,8	4
	• Looking for additional income	9,10	11,12	4
	• Financial stability	13,14	15,16	4
Social Reason	• Gaining status	17,18	19,20	4
	• Famous and respected	21,22	23,24	4
Service Reason	• Open job opportunities	25,26	27,28	4
	• Upgrading the community	29,30	31,32	4
	• Helping the community's economy	33,34	35,36	4
	• Future, loyalty and family happiness	37,38	39,40	4
Reason for Self-fulfillment	• Be independent	41,42	43,44	4
	• Be more productive	45,46	47,48	4
	• Using personal abilities	49,50	51,52	4
Total				52

Before the instrument trial was conducted in a large-scale trial, a content validation test was first conducted on the expert judgment of an entrepreneur lecturer with a Doctorate with more than 20 years of experience and also a validation test related to language readability to an Indonesian language teacher at a VS with a bachelor's degree with ten years of teaching experience. Then, a small-scale trial was conducted related to the validation test related to language readability, and 20 VS students outside the participants were used; the results obtained for each answer to each test item reached a range of 75% to 100%. After that, a large-scale trial was conducted on 72 VS students outside the students used in the small-scale trial and outside the participants in this study. From the results of the entrepreneurial motivation questionnaire trial in Table 1 consisting of 52 test items, there were nine invalid test items, namely no. 5, 11, 22, 36, 38, 39, 42, 44, and 52, so the 9 test items were discarded. Thus, 43 valid test items were obtained with a reliability of 0.937. For the calculation technique of the questionnaire trial, Cronbach's Alpha was used with the help of the SPSS application ([Ginanjar, 2021](#)).

Data analysis techniques using descriptive statistics and Paired-Sample T-Test with the help of the SPSS application ([Ginanjar, 2021](#)).

RESULT AND DISCUSSION

Result

Table 2 shows the results of the calculation of the mean and standard deviation of the pretest and posttest. The pretest mean is 159.03, and the standard deviation is 13.17. Meanwhile, the posttest mean is 172, and the standard deviation is 13.42.

Table 2. Statistik Deskripsi

	Mean	Standard Deviation
Pretest	159.03	13.17
Posttest	172	13.42

For hypothesis testing, it can be seen in Table 3. In Table 3, it is found that the t-stat is 52.62 with a P-value of $0.00 < 0.05$, which means that there is an influence of PBL on entrepreneurial motivation in art learning for VS students.

Table 3. Paired-Sample T Test

	t	P-value
Pretest >< Posttest	52.62	$0.00 < 0.05$

First lesson. A big picture of various dance performances that students have appreciated in their

environment. However, in this activity, some students had never appreciated dance performances at all. The researcher then asked the question, "Children, usually before we make a dance performance, first what should we prepare?" there were some students who responded, "We have to prepare the dance, ma'am." then the researcher stimulated other students while looking for students' answers that were almost close to the correct answer. Then some students answered, "We have to determine the theme of our dance performance, ma'am." Some answered, "We have to prepare the committee of mothers." Then the researcher responded to the answer, "It is true that the answers you put forward are all correct, but there are some more appropriate things, namely before we make a performance, we have to determine the theme of the best performance first, and after that, we have to create a committee organization to prepare for the performance that will be held. We carry out the plan according to the theme that we stretch.

Next, the researcher asked the students to collect some ideas to determine the theme of the performance. Some students actively expressed their ideas. Here, the researcher only accepts ideas students express until later; students find a theme according to mutual agreement. In the end, the theme that was agreed upon by all the students was the performance of the Nusantara creation dance, with the aim of reintroducing the Nusantara creation dance, which is currently less well known to the younger generation.

After the theme of the activity has been agreed upon, the researcher then directs the students to do the next activity, namely a discussion about making a committee arrangement. At this stage, it was difficult when several children appointed each other as the committee chairman because they thought the committee chairman was the most critical person to realize the performance later. In order to overcome this, the researchers made a decision. However, in the end, it was agreed upon that a student who looked competent could guide the rest of his friends later in realizing the dance performance. After the chairperson of the committee has been elected, all students choose another committee; here, the researcher only guides and directs the organization of the committee chosen by students.

The committee organization was created, and the researchers divided the students into two groups: the production and artistic committees. The researcher then directed each group to design a schedule that would be worked out in the future to implement the performance. Judging from the group discussion

activities, some students were still confused about what designs would be implemented. However, in the end, other students who understood and were assisted by the direction of the researcher, these students were able to understand it. After all the students discussed, the researcher gave an overview of the advantages and disadvantages of preparing for the performance before the end of the lesson. Students respond well.

Second lesson. First, the researcher explains the importance of the program and the planned time for each committee so that the final goal of the performance project is achieved. Previous researchers asked students to search for the job descriptions of each committee via the Internet or other sources. After all the students got the job description, the researcher directed one by one from the job description as follows: "For the chief executive, did you get the job description? Please explain!" then the students answered, "Yes ma'am, here it says the chief executive is in charge of the whole later, ma'am." The researcher added, "that's right, besides that the chairman is also in charge of organizing, leading and guiding the entire performance committee, and all committees must follow directions from the chairman." And so on to the other committees.

The researcher then divided the students into two groups: the production committee and the artistic committee. The production committee is led and directed by the chief executive, while the artistic committee is led and directed by the director. In this discussion group, each committee division prepares and understands its respective job descriptions and time schedules. Researchers monitor student progress.

After all students finished doing their respective assignments, the researcher then asked each committee to present their search results and their understanding of the job description and time schedule that had been made. The lesson has been completed, the researcher gives an overview of today's learning.

Third lesson. Starting with the direction of the researcher, today, the material that will be obtained is the first project, namely exploring and then creating dance moves that will be shown later. As a result of discussions between the director and the choreographer at the last meeting, it was agreed that the dances to be performed were the Saman dance, the Piring dance, and the Jaipong dance. The choreographer has selected students to be dancers and are asked to prepare for rehearsals. There are 10

Saman dance dancers, 4 Piring dance dancers, and 4 Jaipong dancers. The exercise begins with the direction of the researcher and is then led and monitored by the director and choreographer. The choreographer directs several movements, which the dancers follow, and then the dancers are also asked to explore, improvise, and compose other movements so that the motives of the movement become diverse. After the choreographer directs the movements to the dancers, the choreographer appoints one student to be the leader in each group to help guide his friend who has difficulty following. In this stage, although some children have never danced, they are very enthusiastic about practicing and following the directions of the choreographer. At first, they looked shy, but in the end, they were enthusiastic and enthusiastic about practicing. At the end of the core activity, the students stated the advantages and disadvantages of this dance project material. The researcher informs that students are allowed to practice outside class hours according to the practice schedule that the choreographer has made.

Fourth lesson. It starts with the researcher directing the students who are involved in being dancers to practice the movements that were composed at the previous meeting and the training process outside of class hours. For students involved in the production committee, the researcher directs them to complete tasks that have not been carried out or prepare tasks that will be carried out.

The choreographer directs the dancers in each group to listen to accompaniment music adapted to the dance theme. Then, the director, choreographer, and dancers analyze the movements adapted to the music. The plate dance and jaipong dance use existing music, while the Saman music dance uses internal music, namely music in poetry sung by the sheik.

The dancers practice dancing using music, and when they practice dance moves using music, their enthusiasm increases, and they look very enthusiastic. The dancers are increasingly motivated to continue to practice dancing without stopping. Researchers here continue to observe every visible development of students. At the end of the lesson, students are asked to provide their opinions or input on today's lesson.

Fifth lesson. The researcher directed the costume and make-up team to show some photos of costumes, make-up, and props used by dancers from various dances. This is to give students an overview of the costumes, make-up, and properties that will be

used later by the dancers in the performance that will be held.

The costume and make-up team explained each of the photos shown. All students pay close attention. All students were then asked for their opinions by the costume and make-up team regarding the costumes, make-up, and property according to the form and theme of the dance that would be performed in the performance.

Many students argue and discuss some of the costumes, make-up, and property shown. After everyone agrees on the picture that fits the form and theme of the dance later, the *tat arias* and costume team asks all students to design costumes, *tat arias*, and props that match the dance form.

The researcher directed students into three groups: design and make costumes, make-up, and props. All the necessary materials are given to students. Students then form groups to make costumes and props. For make-up, some students are modeled by the make-up team. At this stage, students are seen to be active and take part in each project. This is my first time playing a direct and fundamental role in learning, especially in arts and culture subjects. It can be seen that students work together with their friends, working on Project 3 in groups.

At the end of the lesson, not all of Project 3 could be completed due to insufficient time, so the researcher gave students time outside of class hours to complete the project.

At the end of the core activity, students were asked to give their impressions and opinions about today's learning about project making 3. All students had a favorable opinion. Many thought that today's learning was fun, and they considered making some products that could be sold.

Sixth lesson. They are starting with the direction from the researcher that this lesson is a combined exercise of the three projects that have been done at the previous meeting and exercise. After listening to the direction of the researcher, the director directed the choreographer to prepare a joint dance practice using music, costumes, and props. Then, the choreographer directs all the dancers to prepare for practice using music, costumes, and props. Then, the costume and *arias* team prepares the costumes and make-up for the dancers to wear. Before preparing students to wear costumes and props, the costume and *tat arias* team appointed several students to become costume and *tat arias* assistants to assist dancers in preparing for the performance later. All

students helped each other and worked together to prepare the equipment for this joint exercise.

After all the dancers are ready, the joint practice is carried out. This exercise was deliberately carried out in the hall before the school to train their confidence and readiness for later performances. Combined exercises are carried out until the students look even more enthusiastic in performing dances. After all the exercises were finished, the researcher asked the students to gather and give their opinions about this lesson. Students thought, "this lesson tested our confidence and our mentality ma'am." there were also those who thought, "it was scary and thrilling ma'am but it was fun."

Seventh lesson. The researcher informed me that today's learning materials in class would prepare *gladicotor* and rehearsal because the performance day is getting closer. The researcher divides the students into two groups again so that they focus on the production committee group and the artistic committee.

The production team, led by the chief executive, explained one by one what had been achieved and what obstacles had occurred, and each committee prepared what was needed for the preparation of *the gladicotor* and rehearsal. The committee that has a vital role in planning *the gladicotor* and rehearsal is the event section, which organizes the entire event later to fit the planned schedule. Then, communicate to all committees.

The artistic team, led by the director, gave directions regarding the preparation of *the gladicotor*, rehearsals, and the implementation of dance performances. In addition, the choreographer prepares dancers for *gladicotor* and rehearsals until the performance is implemented.

After all discussions with their respective divisions, the researcher asked the students to sit back and then inform them of the overall discussion results for each division today. All students work together and make the same determination for the event to occur later. The researcher gave feedback to the students about their impressions and opinions on today's lesson. All students responded well.

Eighth lesson. First, the chief executive motivated the entire committee and then asked it to prepare everything needed for the performance. The event section organized and checked all performance preparations. All committee divisions stood by and prepared what was needed when the event started later.

The consumption section prepares all things related to consumption and prepares merchandise for selling culinary products. Elsewhere, the costume and make-up team prepares all the costumes, make-up, and props for the dancers.

After everything was ready, the researcher gathered all the students and had a briefing to prepare for the performance. The performance starts at 09.00 WIB, all the needs have been prepared. The event section checks the readiness of all dancers. After everything was ready, the MC (master of ceremony) entered the art stage to open an art performance. After being opened by Mc, the chief executive gave a speech on stage. The head of the executive's speech was finished, and the MC immediately called for the first dance performance, namely the Saman Dance; because this dance was the first time it was danced in this school, all the audience and teachers looked enthusiastic and amazed. Everyone clapped when the dance was finished. Not long after, the MC recalled the second performance, namely the Piring dance; this dance also made the audience amazed, because it was just being danced here, as well as in the third dance, the Jaipong dance, the beat of the echoing music made the audience enjoy the dancers' performances on stage. The performance was closed with a dance with all the dancers; although the dance movements in this joint dance looked simple, the loud applause from the audience made all the dancers and the committee satisfied with the performance that was displayed. It did not feel like the performance was finished; the MC closed the show.

Ninth lesson. Researchers provided various descriptions of the entire dance performance yesterday. After the researcher gave an overview, students were asked to group up and evaluate the advantages and disadvantages of the performance from the initial process to the implementation of the dance performance. All students grouped and discussed the advantages and disadvantages of yesterday's performance, both from the production and artistic committees. After the discussion, the researcher asked representatives from several students to present it to other friends. Here, it can be seen from some of the evaluation opinions that they put forward, from the difficulty of making and distributing proposals, seeking initial funding, selling culinary products to get funds, and practicing dancing, all of which were expressed. However, a particular impression made them satisfied with this project: a valuable experience. They get from the process to the implementation of the performance event. Students become aware of making proposals, finding funds for performances, and entrepreneurs

who can generate funds for making shows. These experiences are what they get in this dance lesson that they do not usually get in other lessons. After listening to all the opinions that students present. Researchers and students evaluate together from the start of the process to the implementation of the performance. The researcher showed a slight appreciation in the form of profuse gratitude for the student's effort, hard work, and enthusiasm for this study. Researchers continue to motivate students. Students respond well.

Discussion

There are cultural arts subjects with dance learning materials in the learning process at VS. One of the goals of education at the VS level is to prepare students who are ready to work and have entrepreneurial motivation to develop their potential. The entrepreneurial motivation of students before using PBL has emerged but is still normal because that motivation has existed in every human since birth. Motivation is seen from the basis of its formation. Motives are inborn, so motivation exists without being learned ([Sadirman, 2011](#)). Therefore, it can be concluded that motivation exists in every human being since birth, whether high or low. Students with high motivation learn better than those with low motivation ([Riduwan, 2011](#)). Thus, that motivation must continue to be developed so that the motivation in students continues to grow and motivate students to reach their goals.

Therefore, before the researchers applied PBL to students, students had the motivation, but the motivation was still not high, as seen from the results of the pretest that the researchers had done. Judging from the problems regarding VS students' lack of entrepreneurial motivation, researchers researched the application of PBL through performances to entrepreneurial motivation in art learning for VS students. PBL can provide authentic learning experiences so students feel they are learning according to actual events. This project-based learning examines the relationship between theoretical and practical information and motivates students to reflect on what they learn in an actual project. Learners can work as if in the real world and produce products realistically ([Priansa, 2017](#)).

It is very clearly explained that project-based learning motivates students to reflect on what they learn and turn it into a real project. In addition, PBL provides opportunities for students to think and be creative when realizing a project. Project-based learning also increases students' self-confidence, motivation to learn, creative abilities, and self-esteem ([Priansa, 2017](#)).

Researchers' needs regarding the artistic and entrepreneurial motivation of VS students using PBL refer to previous research, which states that PBL can increase student motivation. The application of PBL in this study was successful, and students' learning motivation and problem-solving ability increased ([Chiang & Lee, 2016](#)). From the results of previous studies, the researchers tested this PBL to increase the entrepreneurial motivation of VS students.

The researcher conducted the research in nine meetings. As previously explained, the learning process is carried out very carefully. Judging from the process, each meeting assessed the level of student motivation to increase. This can be seen from statistical calculations, which give the results that there is an influence of PBL on entrepreneurial motivation in art learning for VS students.

It is associated with the application of PBL, which is included in the creative economy sector where there is a performing arts sub-sector that can be used as an entrepreneurial profession related to students getting job descriptions such as being a director, choreographer, dancer, singer, costume stylist, makeup artist, property team, photographer, MC, and others. The performing arts sector provides opportunities for employment in the arts as performers, musicians, lighting, stage crew, costume and makeup stylists, and stage managers ([Masunah & Milyartini, 2016](#)). The final student understands that in art performances, they can find a professional field that may later be able to help them become entrepreneurs. PBL is student-centered active learning characterized by student autonomy, constructive investigation, goal setting, collaboration, communication, and reflection in real-world practice ([Kokotsaki, Menzies, & Wiggins, 2016](#)).

From the findings obtained, teachers who will start teaching using PBL should use PBL steps according to the PBL steps in this study ([Klein et al., 2009](#)), such as: 1) determining content and skill objectives, 2) developing formats for final products, 3) designing project scope, 4) planning process programs, and 5) assessing design projects. Another alternative is to use the seven essentials for PBL ([Bender, 2012](#)), such as: 1) a need to know, 2) a driving question, 3) student voice and choice, 4) 21st-century skills, 5) inquiry and innovation, 6) feedback and revision, and 7) a publicly presented project. In addition, the school should hold socialization or workshops related to implementing PBL in VS. In implementing PBL for VS students, especially in arts learning, teachers must be able to

choose appropriate learning content, such as holding performing arts where students learn about job descriptions in a performing art such as being a director, choreographer, dancer, singer, costume designer, make-up artist, property team, photographer, host, and others. This is in line with what happened in other VS that when the school gave students the opportunity, vocational high school children had extraordinary talents that led to professionals displaying their best-performing arts such as the right costumes they prepared and the dance movements were also compact according to the theme they wanted to display ([Elyas, 2023](#)).

The results of this study support the assertion that PBL is a student-centered approach to promote active and deep learning by engaging students in investigating real-world problems in a collaborative environment ([Yam & Rossini, 2010](#)). PBL is a student-centered learning technique that teaches practical-oriented concepts ([Wafula & Odhiambo, 2016](#)). PBL is one method that leads pedagogical technology towards interactive learning, including project preparation and presentation ([Rauduvaitė, Lasauskienė, & Barkauskaitė, 2015](#)).

The results of this study also support the idea that PBL can motivate students to learn. PBL can motivate students to be involved in learning ([Liu, 2016](#)). The motivation or learning outcomes of VS who use PBL are better than those of VS students who learn using the direct method ([Tafakur & Suyanto, 2015](#)). There is a significant difference in students' motivation using PBL and not using PBL ([Rahmini et al., 2015](#)). PBL increases motivation and the ability to problem-solve ([Chiang & Lee, 2016](#)).

Overall, this study has shortcomings, including the absence of a comparison or control class and the use of a quasi-experimental research method. For further research, it is recommended to use a control class to compare the implementation's results using PBL and also use the true experimental research method.

CONCLUSION

This study concludes that PBL influences entrepreneurial motivation in art learning for VS students. This study suggests that PBL be used in art and culture learning in VS, primarily related to performing arts through performances in dance, by paying attention to the steps of implementing PBL, which can use five or seven essential PBL as suggested in this study. PBL can motivate student entrepreneurship to reflect what they have learned into an actual project and provide opportunities for

students to think and be creative when realizing a project in the field of art and culture through performing arts with various job descriptions that can be used as business opportunities or jobs in the field of art and culture. In addition, further research should be conducted with more participants, using a control class, so that the results of this study can be more generalized.

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