

# The Role of Project-Based Learning in Increasing Students Confidence and Self Engagement in Practice Courses

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**Abstract.** Self-confidence is the belief that someone is able to overcome a problem in the best situation and provide something pleasant for other people. to increase students' self-confidence and self-engagement in practical courses at the Faculty of Sports Science, Medan State University. The application of valid and reliable project-based learning roles is effective in increasing students' self-confidence in taking practical courses at the Faculty of Sports Science, Medan State University using educational psychology and sports psychology approaches, which are then designed to foster students' self-confidence and self-engagement in the courses practice. The method used to answer questions from the research objectives, this design was prepared to determine the increase in students' self-confidence after participating in learning using project-based learning methods. Conclusion of the research, researchers want the confidence of students at the Faculty of Sports Science, Medan State University to increase in the learning process for practical courses.

**Keywords:** Roles, Learning, Project Based, Self-Confidence and Self-Engagement.

## 1 Introduction

Creativity is one of the assets that students must have to achieve learning achievements. Self-confidence allows individuals to act what they want and if they act on their self-confidence, it will make the individual able to make decisions and be able to determine accurate, efficient, and effective choices. In creating active, creative and innovative learning, students must have Self-Confidence (Ningsih et al., 2021). With self-confidence, individuals become more capable of motivating and also developing and improving themselves and carrying out various innovations as a continuation (Mastuti., & Aswi. 2008). Student creativity should not only be interpreted as the ability to create something completely new, but can also combine existing ideas and then apply them to something different from what existed before. To increase creativity, it is deemed

necessary to carry out learning that encourages students to be more creative. If they lack Self-Confidence, students will have difficulty understanding the concepts given by the teacher and cannot solve the problems so that students guess the answers to a problem that has been given (Salamah et al., 2020). The current lecture method in higher education is centered on students and is based on a curriculum that refers to solving real problems during lectures. In the current independent learning curriculum, students are given complex challenges or problems, lectures in higher education require analysis and creative problem solving from students, the problems given represent real-world situations that are relevant to the lecture material in higher education. In principle, the ideal disclosure of learning outcomes includes all psychological domains that change as a result of students' experiences and learning processes. According to Lauster (2003), there are several aspects of self-confidence, namely: (1) Belief in one's own abilities, namely a person's positive attitude about himself that he truly understands what he is doing; (2) Optimistic, namely a person's positive attitude who always has a positive view in facing everything about himself, hopes and abilities; (3) Objective, namely a person who is confident in viewing problems or everything; (4) something according to the truth as it should be, not according to personal truth; (5) Responsible, namely a person's willingness to bear everything that has become a consequence; and (6) Rational, namely analysis of a problem, something, something incident by using thoughts that are accepted by reason and in accordance with reality. However, disclosure of behavioral changes in all domains, especially the student's emotional domain, is very difficult. This is because the changes in learning outcomes are intangible. Therefore, what teachers can do in this case is only to take a snapshot of behavioral changes that are considered important and are expected to reflect the changes that occur as a result of student learning, both in the dimensions of creation and feeling and in the dimensions of will (Syah, 2008). Students work collaboratively in groups to identify relevant information, develop problem-solving strategies, and present their solutions. Creative problem solving from students allows students to understand the lecture material in higher education more deeply because students are actively involved in solving real problems. Students are active in solving interesting problems and developing a deeper interest in the lecture material. 21st century teachers have a role as educators and also as mentors. There are four skills that 21st century students must have, namely creativity, critical thinking, communication, and collaboration. (Maknun D 2018 : 85). In the context of teaching assistantships, students can engage in teaching activities at schools that collaborate with other universities, because providing opportunities as teaching assistants can develop critical thinking, collaboration, and problem-solving skills for students. In practical lectures, students can act as peer facilitators to guide other students in exploring the concept of force through challenging problem situations during lectures. Several empirical studies have shown that project-based learning has a role in increasing students' self-confidence when taking practical courses, because so far they have felt unable to do what has been taught by the lecturers of practical courses at the State University of Medan. Self-confidence in English is also called self-confidence. According to the Great Dictionary of the Indonesian Language, self-confidence is believing in one's own abilities, strengths, and judgments (Depdikbud, 2008). Self-confidence is one aspect of personality in the form of belief in one's own abilities so as not to influence others and can act according to one's wishes, be happy, optimistic, quite tolerant, and responsible (Ghufron and Risnawati, 2010). This learning model involves the active role of students to produce products or projects that can encourage students' ability to understand knowledge through systematic syntax. Based on the findings of previous research and the formulation of the problem in this study, the hypothesis of this study is. External factors that influence include: (a) Work, Quoting the opinion of Anthony Rogers (2010) translated by Rita Wiryadi, he is of the opinion that work can develop creativity and independence as well as self-confidence,

furthermore it is stated that self-confidence can emerge by doing work, besides also getting material, satisfaction and a sense of pride can be obtained because of being able to develop one's abilities. The implementation of valid and reliable project-based learning roles effectively increases students' self-confidence in taking practical courses at the Faculty of Sport Science, State University of Medan with an educational psychology and sports psychology approach which is further designed to foster students' self-confidence and self-engagement in practical courses.

## **2 Method**

This research was conducted at the faculty of sports science, students who will be used as research samples are odd semester students who take practical courses. Data collection in the form of questionnaires compiled using comparative descriptive quantitative approach scale compilation techniques. The instruments in this self-confidence questionnaire were made based on hypothesis testing and then analyzed using one-way ANOVA.

## **3 Results and Discussion**

### **3.1. Result**

The results showed that the implementation of project-based learning (PBL) significantly increased students' self-confidence in the practical course. Data analysis showed that students involved in the project-based learning reported a clear increase in self-confidence, especially in terms of practical ability and problem-solving skills. This increase can be attributed to the opportunity for students to apply knowledge in a relevant context and receive immediate feedback on their work. In addition, student engagement also increased significantly after the implementation of project-based learning. Observations and survey data showed that students involved in the project-based learning showed higher levels of participation in class activities and were more active in group discussions. This may be due to the challenging and relevant nature of the project, which encouraged students to invest more deeply in the learning process during the practical course. The study also identified that projects involving team collaboration contributed to increased student engagement. When students work in groups to complete a project, they not only share responsibility but also support each other, which increases their motivation and engagement. These experiences strengthened students' understanding and facilitated the development of important interpersonal skills. However, not all students experienced the same increase in confidence and engagement. Some students reported challenges in adapting to project-based learning, particularly in terms of time management and group assignments, suggesting the need for additional support and guidance for students to maximise the benefits of a project-based learning approach. In terms of learning outcomes, the data showed that students who engaged in project-based learning performed better on practical assessments compared to students who participated in traditional learning, suggesting that project-based learning may provide additional benefits in improving students' academic outcomes through practical application and hands-on experience. This discussion is consistent with findings from previous research showing that project-based learning can increase students'

confidence and engagement. However, differences in outcomes across students suggest the need for a more tailored approach to meet individual needs in the project-based learning context

### **3.2. Discussion**

Factors that influence students in practical courses at the Faculty of Sports Science, State University of Medan, cannot be concluded that optimal in achieving students' self-confidence grows well, namely internal and external factors. The first internal factor is life experience. Sometimes students who have disappointing experiences certainly cause sadness in the student. Especially if the character of a person who has a sense of insecurity, lack of affection from people around, and lack of attention from lecturers and colleagues. The second internal factor is the formation of self-concept in students which begins with the development of self-concept obtained in socialization with a less than good environment. Every student certainly has a sense of inferiority usually has a negative self-concept, on the other hand a student who has self-confidence will have a positive self-concept. However, from the findings obtained by researchers based on observations in the field, there are students who have low self-confidence, because these students are embarrassed to ask questions, afraid and inferior to express opinions when practical lectures are taking place, do not dare to demonstrate the material that has been given by the lecturer in charge of the course, not a few students have difficulty developing their strengths because they feel less confident, then students find it difficult to socialize with peers or students they have just met. Thus, it can be concluded that students in practical courses at the Faculty of Sport Science, State University of Medan have a sufficient level of self-confidence. Based on the results of these data, it is hoped that there will be cooperation between lecturers in charge of practical courses and sports psychology lecturers to develop students' self-confidence and provide direction to students because there are still students who have sufficient self-confidence. Therefore, it is better for psychology lecturers to provide guidance through group guidance services or individual counseling that allow students in practical courses at the Faculty of Sport Science, State University of Medan to receive persuasive services.

## **4 Conclusion**

This study concluded that the implementation of project-based learning significantly increased students' confidence and engagement in practical courses. The results showed that project-based learning provided students with opportunities to apply their knowledge in relevant and challenging contexts, which contributed to their increased confidence and motivation. In addition, project-based learning encouraged active participation and collaboration among students, which positively impacted their engagement in the learning process. Although some students faced challenges in adapting to this method, the benefits of project-based learning in improving learning outcomes and practical skills were clear. Therefore, the integration of project-based learning into the curriculum of practical courses is highly recommended as an effective strategy to improve the quality of education and student learning outcomes. This study also highlighted the need for additional support for students to overcome challenges that may arise during the implementation of project-based learning, as well as suggestions for further research in developing a more tailored approach to the individual needs of students in practical courses.

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