



THE EFFECTIVENESS OF PROJECT – BASED LEARNING (EGG DROP PROJECT) TOWARDS STUDENTS’ PERCEPTION IN LEARNING PHYSICS

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ABSTRACT

This research was taken place in one selected school at Tuaran and Kota Marudu Districts and was carried out on 38 Form 4 Science students. Quantitative data were collected via The Colorado Learning Attitude about Science Survey (CLASS) – personal interest, sense making and effort, real world connection and problem solving general category before and after Project – Based Learning (PBL). Gathered data were analysed using Statistical Package for Social Science Version 20.0 for windows (SPSS) to compare the students’ pre-survey and post-survey responses by using Wilcoxon Signed Ranks Tests and Paired Samples-t-test. Both tests results showed that students in each perspective have statistically significant difference after PBL for each CLASS – category.

KEYWORDS Personal Interest, Sense Making and Effort, Real World Connection, Problem Solving Perception

INTRODUCTION

Hands on activities for physics in everyday life course give a positive effect towards students’ personal interest, sense making and effort, real world connection and problem solving (Harlow, Landau & Bailey, 2013). PBL serves with real world projects that connect students with daily life situations that help students to achieve high standards in education (Emanuel, Joyner, Bradby, Creech & Bottoms, 1998).

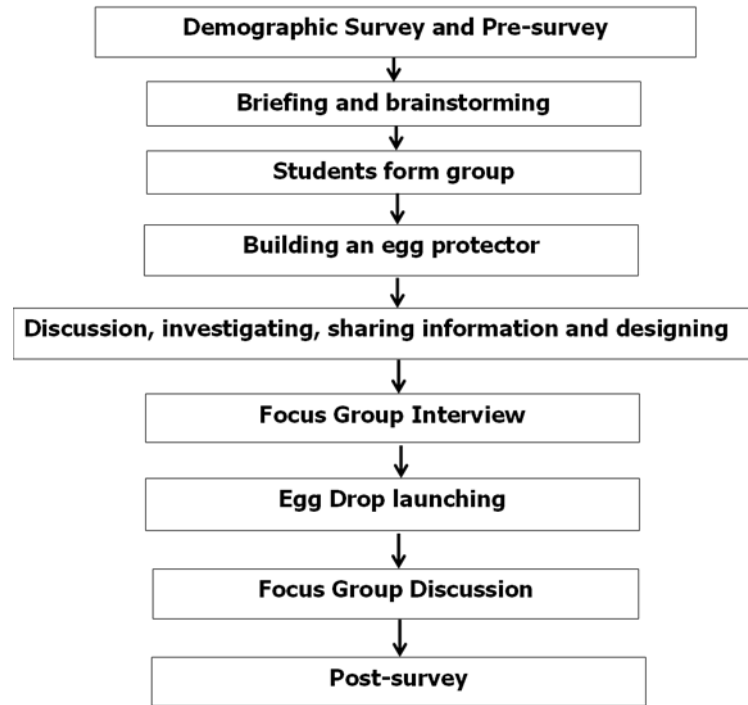
PUBLICATIONS

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METHODOLOGY



RESULTS AND FINDINGS

Category	z - value	t - value	p - value	Results and Findings
Personal Interest	-4.45	6.14	0.00*	Have significant difference
Sense Making and Effort	-3.70	9.04	0.00*	Have significant difference
Real world Connection	-5.06	8.95	0.00*	Have significant difference
Problem Solving Perception	-5.04	8.42	0.00*	Have significant difference

CONCLUSION

Through PBL – egg drop project, students can relate physics concepts; momentum, impulse and impulsive force into real life situations.

