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Application of Project-Based Learning with Fan Material to Increase Learning Motivation in Class X IPA 3 SMA Lab School USK Students

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A B S T R A C T

Learning motivation is an absolute requirement for learning and has an importance in providing enthusiasm for learning, for this reason, efforts are needed by teachers to foster student learning motivation. One of them is by applying the Project Based Learning model. The purpose of this study was to apply the Project Based Learning learning model in an effort to increase student learning motivation in entrepreneurship workshop subjects with gold thread embroidery fan material and to determine the increase in student learning motivation in class X IPA 3 SMA Lab School Unsyiah. The research sample was students of class X IPA 3 SMA Lab School Unsyiah with 35 students. Data collection was obtained through observation of learning activities and tests. The results of the study obtained learning activities in cycle I with an average value of 4.32 (86%) including in the category of excellent, for the results of learning motivation in cycle I with an average value of 91.14% has reached the set target of 80%, then for the results of the final post-test of the cycle I with individual completeness (86%) has reached the completeness criteria of 80%. The research conclusion is that the application of the Project Based Learning learning model can increase student learning motivation. Therefore, the application of Project Based Learning can be applied to other learning.

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INTRODUCTION

A learning model is a plan or a pattern used as a guide in carrying out learning in the classroom. The learning model is also a framework that presents an organized picture in the teacher carrying out learning. The learning model is all the arrangements for presenting learning material which includes aspects before, during and after learning carried out by the teacher, so the teacher needs to design an interesting and enjoyable learning to be able to increase student involvement in the learning process so that students want to think and be motivated in the learning process, so that learning is more meaningful and can foster student interest and motivation to learn optimally. One of the effective and widely used learning models in the 21st century is the Project Based Learning model. Project Based Learning is a constructivist learning, which presents learning in a real problem situation for students so that it can produce permanent knowledge. The opportunities that exist in a learning system that refers to learners, are more incorporated, with students actively involved in completing projects independently and working together in groups and solving real and practical problems.

The Project Based Learning learning model can also increase student motivation, this is reinforced by Purnomo's research 2019: 25 which argues, "The Project Based Learning learning model is able to increase student motivation and provide its own images at all levels. The motivation in Project Based Learning is contained in the ARCS component, namely, Attention (A) attention, Relevance (R), Confidence (C) trust and Satisfation (S), satisfaction." The general definition of learning motivation in project learning, comes from the word learning motivation itself. Learning motivation is an absolute requirement for learning and has an importance in providing enthusiasm for learning, learning motivation is not only a provision of encouragement to get good results but also an effort to achieve learning goals. Learning motivation is important for students, namely as (a) making students aware of their position at the beginning of learning, the process and the results of learning; (b) information about the persistence of learning efforts compared to other students; (c) the existence of learning instructions / directions; (d) building a spirit of learning; (e) awakening awareness that there is a learning journey and then working Tri Rumhadi (2017). But in fact, the lack of student motivation in learning at school turns out to be a problem that is so confusing for teachers, even though motivation is very important for students, the optimal learning outcomes of a student must be accompanied by learning motivation, the more appropriate the motivation given by a teacher, the better the learning outcomes (Asli Nurcahya 2018). Thus motivation always determines the intensity of learning efforts for students, in this case learning motivation will be applied by researchers in entrepreneurial workshop subjects.

Entrepreneurial workshop subjects are a process before the work occurs, also included in the development of appreciation and production of work. Workshop subjects are trained to be more skilled and build life skills, in this subject is divided into 4 branches / lines, namely crafts, engineering, cultivation and processing. In entrepreneurial workshop learning, education units can choose 2 (two) branches that are in accordance with the potential of the local environment, one of which is craft.

Crafts rely on hand skills and the unique character of the materials used to produce products with beautiful value and good function. For example, in the manufacture of gold thread embroidery fans (kasab Aceh), by making ornamental varieties on plain woven fabrics, attaching gold threads with balut stitch, the motifs used are naturalist motifs and decorative motifs in the form of continuous lines by applying the Project Based Learning model to increase student learning motivation.

Classroom action research itself is a study in the form of reflective research, which offers new ways and procedures to improve and improve teacher professionalism in the teaching and learning process in the classroom by looking at student conditions (Supardi 2006 in Indra Nanda 2021). The actions taken in this study are based on the daily lives of students who are then given certain treatments so that the expected results will be better than before. Based on the results of initial observations during the author's field experience program (PLP II) at SMA Lab School Unsyiah, students in class X IPA 3 generally have a very high level of creativity in their work, they are also able to make a beautiful craft idea, as well as when making archipelago crafts, one of which is Acehnese crafts, It's just that in this case students are still lacking in recognizing the typical Acehnese crafts they are working on, and many of the students do not know the name of the typical Acehnese crafts, even though the craft is a typical craft from their own region, so students are less motivated in the learning process, besides that in learning teachers use Discovery learning methods, Problem Based Learning and lecture methods. So therefore the researcher wants to conduct class action research using the Project Based Learning learning model. Based on these problems, the authors are interested and want to do research with the title "Application of Project Based Learning with Fan Material to Increase Learning Motivation in Class X IPA 3 SMA Lab School Unsyiah.

LITERATURE REVIEW

1. Classroom Action Research

Classroom action research is an action research used in teaching and learning activities in the classroom with the intention of improving the teaching and learning process, aiming to increase or improve learning practices to be more effective. Classroom action research was first developed by Kurt Lewin in 1946, who proposed 4 steps of PTK, namely: planning, action, observation, and reflection. However, the idea of applying action research to improve learning

was coined by Stephen Corey. Activities that must be carried out by teachers in carrying out PTK to be in line with efforts to improve the quality of the process and learning outcomes of students are: (a) observing learners' learning activities carefully; (b) analyzing learners' needs; and (c) adjusting the curriculum (syllabus, lesson plans, teaching materials, etc.) to learners' needs. After assessing learners' needs for classroom learning, teachers then design and implement actions to improve learning processes and outcomes (H Farhana, 2019).

2. Learning

Learning is the process of interacting students with educators and learning resources in a learning environment. Talking about the discussion of learning there is the word learning in it. According to Behavoristic theory (Gege 1984) "Learning is a change in behavior as a result of the interaction process between stimulus and response". So, learning is a process of change that does exist and is experienced by students in terms of the ability of students to behave correctly and in accordance with the rules taught which is the result of the interaction between stimulus and response. From the above opinion, it can be concluded that learning and learning is a two-way communication process, as we know that communication will definitely form a process of understanding new concepts and changes in behavior, morals and skills in a learner.

3. Learning Model

The learning model according to (Trianto 2009: 22 in Suaidinmath 2016) is "A conceptual framework that describes systematic procedures in organizing learning experiences to achieve specific learning objectives, and serves as a guide for learning designers and teachers in planning teaching and learning activities". Based on this opinion, it can be concluded that the learning model is a conceptual framework that describes a structured pattern or steps in structuring learning that serves as a guide for educators in designing and implementing the learning process. In the 21st century there is a change in the teaching strategy applied by teachers from the traditional way now leads to a digital approach because it is more relevant in meeting student needs. Based on (21stCentury Partnership Learning Framework (2007) in Sudrajat & Eneng Hernawati, 2020) there are several competencies or skills that must be possessed by 21st century human resources:

> Namely, critical-thinking and problem-solving skills, being able to think critically, laterally, and systematically, especially in the context of problem solving as well as being able to communicate and cooperate effectively with various parties, then have the ability to create and renew (creativity and innovation skills), being able to develop their creativity to produce various innovative works, and finally have contextual learning skills, being able to carry out contextual independent learning activities as part of personal development.
>
> In line with the competencies or skills that must be possessed by teachers in the 21st century above, learning in the 2013 curriculum is expected to make

students active in the learning process in the classroom. Teachers must be able to show an innovative learning with new thoughts and creativity to answer the challenges of era 4.0. One of the learning models that can be implemented is the Project Based Learning model.

According to (George Lucas Educational Foundation 2005 in Halim Purnomo 2019: 4) Project Based Learning: "It is a learning model that requires content standards in the curriculum. Through Project Based Learning, the inqury process begins by creating a guiding question (A guiding question) and learners are guided in a collaborative project that integrates various subjects (materials) in the curriculum ". By the time the question has been answered, learners can see firsthand the main elements as well as the principles of the discipline under review. Mahasneh & Alwan 2018 in Halim Purnomo 2019:11 have proven that project-based learning can motivate learners to increase creativity and other abilities in the learning process. Furthermore, the following are the benefits of project-based learning: "(a) the application of Project-based learning in the teaching and learning process to improve student academic achievement and that is very important; (b) applying Project Based Learning in learning can help students to be ready to enter the world of work based on skills; (c) Project Based Learning can condition learning in the classroom, directing students in completing projects independently and working together in groups on problems in the real world / work environment ".So that it will help the process of adjusting to the work environment in the future. Based on the opinions of the figures above, it can be concluded that the main characteristic of project-based learning is that the central actors in learning activities are students. While the teacher is only a facilitator and evaluator.

The Project Based Learning model was chosen because this model is very suitable to be applied to the application of gold thread embroidery fan learning material. Through project-based learning later, students are expected to be more proactive in the learning process, foster the creative side of learning, students become more critical, and the learning process can run more openly and meaningfully.

4. Learning Motivation

Motivation is a dynamic force that encourages students to do something. Because in that motivation there are also various abilities to do something. Learning motivation has an inner factor that is useful to cause, underlie, direct student actions (Yessi Aggrayni: 2011). High learning motivation can make students excited and diligent in learning. In this regard, the following are indicators for measuring motivation according to (Sardirman 2012 in Wahyuningtiyas, et al 2022) "(a) persevere in facing tasks; (b) resilient in the face of difficulties; (c) have an interest in learning; (d) prefer to work independently; (e) get bored quickly on routine tasks; (f) can defend his opinion; (g) not easily let go of what is believed; (h) like to find and solve problems ". Based on the opinions of the experts above, it can be concluded that the characteristics of learning motivation are having the desire to be more successful and change the situation from bad to good, accompanied by

encouragement and needs in learning that are useful for achieving the desired goals, motivation is not only given by teachers at school but can be given by parents and the environment of students.

5. Gold Thread Embroidery

Gold thread embroidery is to create decorative varieties on plain woven fabrics by attaching gold threads with balut stitches, the motifs used are naturalist motifs and decorative motifs in the form of continuous lines. Meanwhile, according to (Sativa 1999: 72 in Fitriana et al, 2021) Gold thread embroidery is making ornamental decorations on plain woven fabrics by attaching gold threads with balut / adhesive stitches. From some of the above opinions it can be concluded that gold thread embroidery is a strategy or technique for decorating fabrics by attaching gold or silver threads with balut stitch or embroidery with ikat sewing on the surface of the fabric in the form of continuous lines so as to provide aesthetics and luxury. Gold thread embroidery craft, is a hereditary craft in Aceh. Reviewing the story first, the craft of gold thread embroidery in Aceh or often referred to as khasab Aceh was born in Aceh Besar. Gold thread embroidery is growing rapidly in Aceh, the people of Aceh used to call it "seumulam" (Indra, 2021). From various histories, it shows that kasab crafts since the 15th and 16th centuries have begun to develop in Indonesia, in 1602 Sulthan Alauddin Syah sent three pieces of cloth patterned with gold embroidery to be given to Queen Elizabeth I (Leigh 1977). Meanwhile, kasab in Aceh first appeared in the village of Meuraxa Ulee lheue, introduced by the descendants of Teuku M.Yusuf's family in the village of Dayah glumpang Ulee lheue.

The motifs used are usually chosen in the form of flora and fauna that have been stylized (changed) in addition to other motifs in the imagination of the embroiderers themselves. Gold thread embroidery can be applied to several crafts, for example, Tampok, Tiree, angkling, fans and so on. In this study, gold embroidery will be applied to Aceh fans in class X IPA 3 SMA Lab School Unsyiah.

Figure 2 Example of Gold Thread Embroidery Motif

A typical Acehnese fan is one of the tools for fanning and is usually used at traditional events such as weddings, peusijuk events or fresh flour and so on. In the traditional wedding ceremony in Meukek village, precisely in Lhok

Aman, fans are usually used to block the face of the dara baroe during the inter lintoe session.

METHODOLOGY

The approach used in this research is quantitative research method, because the data to be obtained is direct data recorded from field activities, while this type of research is classroom action research (PTK). Classroom action research is research that is oriented towards the application of action with the aim of improving quality or solving problems in a group of subjects under study and observing the level of success or the effects of action, to then provide follow-up in the nature of improving action or adjusting conditions and situations so that better results are obtained. The criteria for this research are collaborative and participatory, which is research in collaboration with the subject teacher and the researcher participates in doing what the data source does. This research design uses the Kemmis and Tanggart design (1990: 11), which is carried out for one cycle. Cycle 1 consisted of 4 meetings.

Place and Time

This research was conducted at SMA Lab School Unsyiah which is located at JL. Kuta Inong Balee No.2 Kopelma Darussalam, Kec. Syiah Kuala, Banda Aceh city. Research at SMA Lab.School was conducted on November 4 to December 2, 2022 in odd semester which was adjusted to the schedule of gold thread embroidery fan material in class X IPA 3. This research was carried out in I cycle which was divided into 4 stages namely planning, implementation, observation, and reflection.

Population and Sample

The population of this study were students of SMA Lab School Unsyiah in the 2022/2023 school year. While the research sample was students of class X IPA SMA Lab School Unsyiah. Sample withdrawal in this study using random sampling technique. Simple random sampling is a strategy of taking samples from members of the population which is done randomly without observing the strata in the population (Sugiyono 2001; 57). In this sample withdrawal consists of 35 students, namely 15 male students and 20 female students and a teacher who teaches entrepreneurial workshop subjects in the class. The object of this research is the implementation of the Project Based Learning learning model in the teaching and learning process to increase the motivation to learn entrepreneurial workshops for students in class X IPA 3 SMA Lab School Unsyiah.

Research Instruments

Data collection in this study used observation and test instruments. (Sugiyono 2011) states that observation is a way of collecting data through observations made during the implementation of research. The observation sheets that were applied were (1) student learning activity observation sheets; (2) student learning motivation sheets. Test is a task or a series of tasks

distributed to individuals or groups of individuals, which are directed at comparing skills with each other (Arikunto 2002 in Nadifah 2016). The test strategy implemented in this study is a formative test that is done at the end of the action and aims to determine the improvement of student learning outcomes. In this study, the test to be used is a test question in the form of an essay consisting of 5 questions in the form of a quiz for cycle 1.

Data Collection Techniques

a. Observation

Among the various research methods in the field of art, the observation method seems to be an important method and should get the attention it deserves. This technique is very relevant to be used in classroom action research which includes observing the conditions of learning interaction, the character of students and the interaction of students and their groups. Observation reveals a systematic description of events, behaviors, objects or works produced and equipment used.

b. Test

The learning outcomes test is intended to determine student learning outcomes after the implementation of learning is carried out. Apart from the test at the end of cycle 1, practical tests were also used to see student creativity in the classroom.

c. Documentation

Documentation technique is the provision or collection of evidence and information such as visuals or pictures and so on. This method is done to strengthen the previous data. This method is used to obtain data and documents along with notes, this process can be obtained through documentation using a camera, taking pictures when the design is in progress.

Data Analysis Technique

The data analysis of this research is presented as follows: (1) qualitative data results are taken from the results of observations that have been carried out, regarding student learning motivation. In connection with this, it can be related to quantitative, it can underlie in describing the success or failure of learning using the Project Based Learning model. (2) quantitative data is taken from the results of the pre test and post test. The data is then processed using qualitative descriptive and percentage.

RESEARCH RESULT

This study aims to: (a) applying the Project Based Learning learning model in an effort to increase student learning motivation in entrepreneurial workshop subjects with gold thread embroidery fan material in class X IPA 3 SMA Lab.School Unsyiah; (b) to determine the increase in student learning motivation in class X IPA 3 SMA Lab School Unsyiah in entrepreneurial workshop subjects with gold thread embroidery fan material using the Project Based Learning learning model.

1. Results of pre-cycle student learning activities

Student learning activities when participating in learning organized by teachers and researchers before using the Project Based Learning learning model showed that student learning activities following Pre-cycle learning in core activities received an average score of 3.25 (65%) including in the sufficient category, and seen in the overall ability of students to follow workshop and entrepreneurship learning before using the Project Based Learning learning model received an average score of 3.2 (64%) including in the sufficient category.

2. Pre-cycle student learning motivation results

Pre-cycle student learning motivation scores are as follows: (1) when working on assignments given by the teacher, all students in class X IPA 3 did the task thoroughly. Then there are 37% of students who are not careful in working on problems, the remaining 64% of students do most of the problems carefully and thoroughly, so that an average score of 81% is obtained; (2) as many as 23% of students do not want to discuss with other students when they find difficulties and 77% others like to discuss and ask questions with other students when they find problems. Then as many as 65% of students are happy to ask the teacher when it is difficult to understand the learning, the remaining 34% of students are not confident to ask when finding difficulties so that an average indicator value of 71% is obtained; (3) then as many as 88% of students pay attention to the teacher's explanation from beginning to end, the remaining 11% of students do not pay attention seriously and tend to do other things outside of learning hours; (4) during learning, 88% of students are enthusiastic in participating in learning and 74% of students get bored quickly with routine tasks and want to look for new experiences; (5) in the question session asked by the teacher, 71% of students can answer the questions given by the teacher; (6) 25% of students are not sure and confident in the opinions they have conveyed, the rest 85% of students are confident and confident in the opinions they have conveyed; (7) and 94% of students enjoy finding and solving problems so that the tasks given will be completed quickly.

3. Pre-cycle students' initial test results (Pre-test)

The results of the initial student learning test pre test showed that the number of students who were complete before using the Project Based Learning learning model was 14 students individually, while classically the completeness reached 40% with an average score of 68. The completeness achieved as much as 40% has certainly not reached the desired target, namely 80% of students must be classically complete. Therefore, the researcher gave a treatment/teaching action to students using the Project Based Learning learning model, then at the end of the meeting a post test was conducted to be able to find changes obtained after applying the Project Based Learning learning model.

After applying the Project Based Learning learning model in cycle I, it shows that student learning activities follow learning managed by teachers and

researchers using the Project Based Learning learning model, it can be concluded that in core activities it gets an average score of 4.6 (93%) including in the excellent category, and students' ability to follow workshop and entrepreneurship learning with the Project Based Learning learning model gets an average score of 4.32 (86%) including in the excellent category. Based on these conclusions, it can be decided that the ability of students to follow learning has reached the desired or satisfactory target, at the first cycle stage. Then based on the observations and data obtained above, the following is the Student Learning Motivation Score through observations made by researchers in cycle I:

No	Indikator	Presentase obsevasi
1	Tekun dalam menghadapi tugas	95%
2	Tidak putus asa dan ulet menghadapi tugas	92%
3	Memiliki ketertarikan terhadap pelajaran	95%
4	Mudah merasa bosan pada tugas-tugas rutin	82%
5	Dapat mempertahankan argumen/pendapat	92%
6	Dapat mempertahankan hal yang diyakini	85%
7	Senang mencari dan memecahkan masalah	97%
	Rata-rata	91,14%
Sumber : Data Primer yang diolah 2023		

Figure Student Learning Motivation Score Cycle I

In each indicator, student learning motivation has reached the minimum number that has been previously determined, then in terms of the overall score of the indicator, the learning motivation score is 91.14%. comparison of the results of pre-cycle and cycle I student learning motivation can be seen in the following graph:

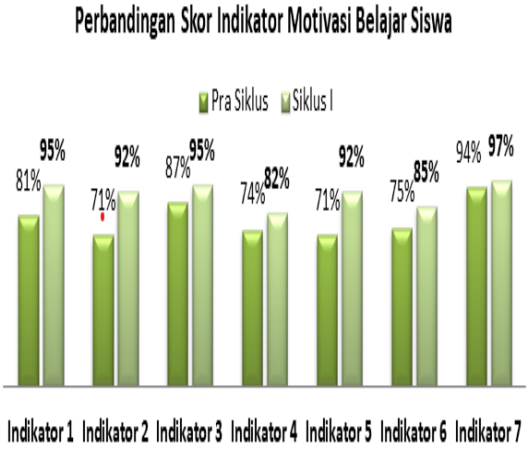
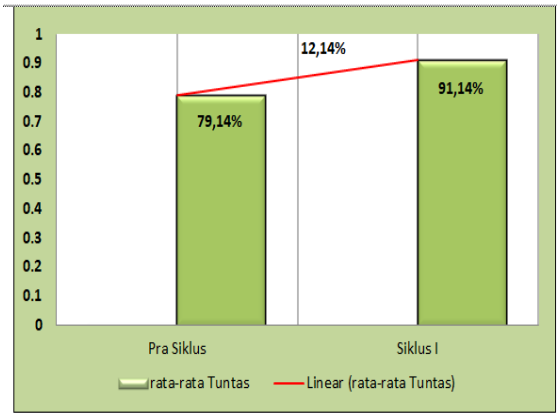


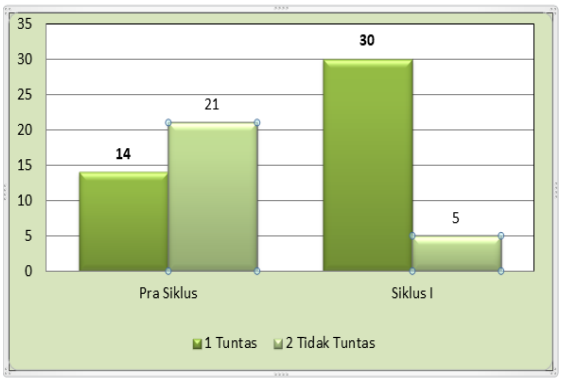
Figure 3 Comparison Chart of Student Motivation Scores in Pre-Cycle and Cycle I



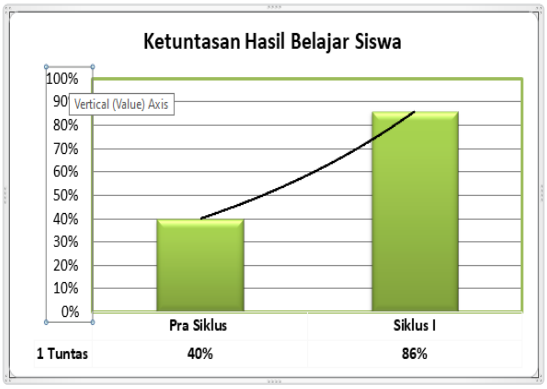
Graph of Increased Student Motivation

Based on graphs 1 and 2, it can be seen that there was an increase in the learning motivation score for workshop and entrepreneurship from before the application of the Project Based Learning model to cycle I by 12.14% so that the motivation score was 91.14%.

The increase in learning motivation can also be seen from the final test results of students which show that the number of students who are complete after using the Project Based Learning learning model is 30 students individually, while classically the completeness reached 86% with an average score of 88, therefore the completeness achieved by 86% has certainly reached the desired target of 80% of students must be completed classically. Comparison of learning outcomes from before the cycle to the end of the cycle can be seen in the following graphs 3 and 4:



Graph of Improvement in Individual Student Learning Outcomes



Graph of Percentage of Completion of Classical Student Learning Outcomes

Based on graphs 3 and 4, it can be concluded that learning outcomes continued to increase after the implementation of the Project Based Learning model. In the final stage of cycle I, the results of the student post test also experienced a more positive increase, namely out of 35 people, 30 of them were declared individually complete in cycle I with a percentage of completeness of 86% classically, this also met the results of the 80% completeness indicator.

DISCUSSION

1. Application of the Project Based Learning Model to Increase Learning Motivation Judging from Student Learning Activities

The application of the Project Based Learning learning model in workshop and entrepreneurship subjects in class X IPA 3 SMA Lab School Unsyiah in the 2022/2023 school year can increase learning motivation, seen from pre-cycle student learning activities with an average value of 3.2 (64%) in the sufficient category, then increasing in the implementation of cycle I with an average value of 4.32 (86%) in the excellent category. Teachers and researchers seek to provide class action by applying the Project Based Learning model to the material of making gold thread embroidery fans. The application of the Project Based Learning learning model is very effective in increasing student learning motivation, students can freely pass through disciplines by trying to solve problems by giving students the freedom to explore themselves thus students are motivated to search or explore when in learning that frees them without many rigid rules, this is also reflected in the learning activities of students in the classroom after the application of the Project Based Learning learning model shows an average result of 86% with a very good category.

2. Application of Project Based Learning Model to Increase Learning Motivation Judging from Student Learning Motivation Score

The application of the Project Based Learning Model in workshop and entrepreneurship subjects in class X IPA 3 SMA Lab School Unsyiah in the 2022/2023 school year can increase student learning motivation seen from the

student learning motivation score in the pre-cycle with an average value of 79.14% then increased in cycle I with an average value of 91.14%, of course, it has reached the target completeness set at 80%. Motivation is a provider of encouragement to achieve student success which makes students motivated to work hard, this motivation arises from within which describes the desire and drive (Slavin 2008, in Muhammad 2020), it can be understood that learning motivation is the overall psychic driving force within which can foster the spirit of learning.

3. Application of Project Based Learning Model to Increase Learning Motivation seen from Students' Test Results (pre test and post test)

Student learning motivation can also be determined by student learning outcomes pre test and post test. Student learning outcomes are certainly related to learning motivation because students who have high learning motivation will be encouraged to learn to achieve goals. This opinion is supported by (Kompri, 2016 in Sunarti 2022) which states "Motivation is useful as a driver of effort and achievement, good learning outcomes are obtained with good motivation in learning". Thus, if students have good motivation in learning, their learning outcomes will also be good. So from these results it can be concluded that by increasing student learning outcomes, student learning motivation also increases. the results of the final post test of cycle I with individual completeness (86%) have reached the completeness criteria of 80%. When applying the Project Based Learning model, most students are actively involved in learning because the Project Based Learning model is contextualized learning so that students are actively involved in direct practice. This is evidenced by an increase in the percentage of activity scores, motivation and student learning outcomes.

From the discussion of the results of student learning activities, learning motivation scores and student test results, it can be concluded that the application of the Project Based Learning learning model can increase student learning motivation in workshop and entrepreneurship subjects at SMA Lab School Unsyiah in the 2022/2023 school year.

CONCLUSIONS AND RECOMMENDATIONS

The application of the Project Based Learning learning model in an effort to increase student learning motivation in workshop and entrepreneurship subjects can be seen from the results of pre-cycle learning activities with an average value of 3.25 (64%) including in the sufficient category, for the results of student learning motivation in the pre-cycle with an average value of 79.14% has not reached the target set of 80%. then for the results of the initial pre-test pre-cycle test with 40% individual completeness. this average value certainly has not reached the criteria for completeness of student learning outcomes,

namely 80%. It turns out that after using the Project Based Learning learning model, the increase can be seen from the results of cyclic learning activities I with an average value of 4.32 (86%) including in the excellent category, for the results of learning motivation in cycle I with an average value of 91.14% has reached the set target of 80%, then for the application of the project-based learning model in an effort to increase student learning motivation in entrepreneurship workshop subjects can be seen from the results of student learning motivation which continues to increase from pre-cycle to Cycle I with an average value of 12.14% increase so that the results are 91.14%. With all the data obtained, it can be concluded that the application of the Project Based Learning learning model can increase the learning motivation of X IPA 3 SMA Lab School Unsyiah students.

Researchers hope that SMA Lab School Unsyiah students will always be active in carrying out learning, and also of course always be motivated in learning entrepreneurship workshop subjects or other lessons and to the school it is hoped that they can maintain a proactive attitude in providing motivation to class teachers who will apply learning models during the learning process. One of the learning models that can be used is using the Project Based Learning learning model.

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