The Impact of Project-Based Learning on English Subject for Third Semester Students of Indonesian Education Study program, Faculty of Teacher Training and Education, University of Borneo, Tarakan

Fitriawati[a,1,]

[a] *Prodi Pendidikan Bahasa Inggris, Universitas Borneo Tarakan , Indonesia*
[1] *fitriawatiubt@gmail.com*

ARTICLE INFO

ABSTRACT

The purpose of this study is to determine the impact of student learning outcomes by using Project Based Learning (PjBL) in the Indonesia Education Department at the University of Borneo Tarakan. This research uses descriptive method with qualitative approach. The researcher uses 3 techniques to collect data which include observation, interview, and documentation. Students must create a project that will be displayed at the end of the lesson. The results of this study show that student learning outcomes in applying PjBL indicated satisfactory results of 77% of the tasks given and integrated in 4 PjBL steps, namely Preparation, Implementation, Development, and Presentation.

I. Introduction

In commemoration of Teacher's Day (2019), Minister of Education and Culture Nadiem Makarim emphasized that teachers must provide opportunities and space for every student to dare to express their thoughts or ideas, as well as opportunities for students to teach. According to the Minister of Education and Culture's remarks, it is expected that students will be given the opportunity to provide ideas, while teachers will provide space for creativity. The use of the Project Based Learning (PjBL) learning model is one of the successes in improving learning outcomes. PjBL is a project-based learning model that requires students to create a product or work at the end of the learning process. PjBL is defined by Manahal (2009) as learning with projects as the learning method. Students work in reality as if they were in the real world, producing realistic results. Meanwhile, Bell (2010) claims that PjBL is an innovative learning model based on problem-solving research and collaboration to create products based on their knowledge. We hope that by using the project-based learning method, students enrolled in the Indonesian language curriculum English course will find meaning in the learning process and will be able to integrate their four language skills, which are listening, speaking, reading, and writing.

Activities that will be carried out in order to complete the project. According to (Haines, Levine, 2004; Septyarini, 2019). Tasks or projects immerse pupils in a meaningful environment, helping them to learn the language in context. MKWU English in Higher Education necessitates more than just reading abilities; plainly, many adjustments are required. The first point to agree on is the minimal target that must be met. The purpose is to determine what English skills a person should possess before completing their degree. The objective is to assist pupils in improving their reading, listening, speaking, and writing skills. Of fact, if literacy is the main goal, graduates will be unprepared to face the problems of the twenty-first century. The spread of Covid-19, which has a significant impact on the effectiveness of learning, particularly English learning, the obstacles in the English learning process have become increasingly difficult (Susanthi, 2021). The online learning method makes it difficult for students to master English as a means of active

communication. As a result, it is necessary to further investigate learning models that are more likely to and effectively assist students in the process of teaching English in online classes during the pandemic. One of the methods that can be used to improve students' learning outcomes in learning English at the university level is using the Project Based Learning method. Project-based learning is a learning method that focuses on the learner; the teacher acts mainly as a facilitator and motivator. This learning model emphasizes learner-centered learning activities and is usually integrated with real-world concerns. There are several levels in PjBL, one of which is given by Nurhajati 2020). The stages of the process are preparation, implementation, development and presentation.

English has been taught as a foreign language in Indonesian universities for a very long time. In fact, it is empirically proven that project-based learning can interest students and provoke critical thinking as students acquire and apply new knowledge in a problem-solving context (Widiati & Pangesti, 2022a in CeisyNwuntu) . Almulla (2020) proved that project-based learning can significantly increase students' engagement in the English learning process by allowing a variety of knowledge and information to be gained through discussion and learning processes that focus on the completion of outcomes. It can be assumed that this project-based learning approach is highly recommended for use in education by students and its application in higher education should be encouraged based on this. Through this research, it analysed the impact of project-based learning in improving learning outcomes effectively and maximally in English language learning for students in Indonesian Language Education Study Program.

II. Method

The research method was Descriptive Qualitative Design. This research design was chosen because it can comprehensively express the process of creating learning tools in Project-Based Learning (PjBL) learning. This survey included 42 students from the Indonesian language study program Class of 2020, A1. While the purpose of this project is for students to be able to construct learning materials in Required University Courses (MKWU) English utilizing the Project-Based Learning (PjBL) methodology. In this study, a questionnaire was employed to collect information about students' perceptions of the Project Based Learning model and student projects as final project assignments. The data was collected and analyzed utilizing qualitative data analysis. Data was gathered using the behavioral component and emotional attitude. In this study, researchers used non-participatory methods. This method was chosen because the researcher wished to observe students in natural learning scenarios without intervening from the researcher in order to establish a natural learning situation. In obviously, to create an appropriate atmosphere, the researcher keeps a safe distance from the research topic. When doing observations, researcher document specific things or unusual events that occur during data collecting, whether in class or when working on field projects. When students were working on field projects, they used the observation method as well. The use of recording activities ensures that researchers pay attention to the actions of students working on projects using learning gadgets. The research analyzed the data using the interactive analysis model outlined by Miles and Huberman in the following chart while analyzing descriptive quantitative data.

According to Miles and Hubermen (2010), activities in qualitative data analysis are carried out interactively and continuously until completion, causing the data to become saturated. Data saturation is characterized by the inability to obtain new data or information. Data reduction (data reduction), data presentation (data display), and conclusion drawing / verification are all activities in the analysis.

III. Results and Discussion

1. **Learning Process of MKWU English Course with PjBL Method**

   a. **Preliminary Activity**

In the first meeting, the lecturer greets the students, inquiries about their health, provides feedback, and motivates the students with the last lesson. The instructor asked the pupils a few questions about the topic. The project was divided into eight groups by the lecturer.

b. Core Activities

Based on the syntax of the PjBL learning model, lecturers ask basic questions to students in order to help them construct their own knowledge through independent learning experiences related to creating learning tools. Students are expected to be able to build project plans that must be completed after listening to lectures about how to create learning tools. Students are given autonomy and the flexibility to be creative. When students create project plans, they work in small groups to discuss the contents of their plans in light of the fundamental competency. Furthermore, the project design is being translated into competency achievement indicators, determining learning experiences, and selecting relevant learning methodologies. The students then plan the assessment to determine their level of achievement Then, students plan the assessment to determine the achievement of basic competence. The next step, lecturers and students determine the schedule for collecting project assignments by mutual agreement. Based on the schedule that has been agreed upon before students collect the assignment, the lecturer will monitor the progress of the project undertaken by students. Lecturers evaluate students' learning processes and outcomes while working on projects to develop learning tools. The following criteria are used to evaluate the project's outcomes:

1) Controlling students' ability to select activities in the form of operational verbs.
2) Obtaining information and allocating time for each activity's execution.
3) The relevance of activities in the curriculum with KD.
4) The originality of the product (for example, a video about local wisdom in North Kalimantan) produced by students is the result of their work, while lecturers' contributions in the form of instructions and support for student projects are taken into account.
5) Creativity and innovation. Project-Based Learning assignments
6) The student project results contain elements of novelty and find something different from usual.
7) Closing activities, Lecturers and students complete the learning process activities before moving on to assign homework for the next meeting.

In the last meeting, the lecturer asked the students to report the project orally in front of the class and gave the students the opportunity in asking and giving question or commented based on the topic that they discussed

According to Grant (2017), project-based learning in English language learning is defined as a series of activities that combine language and critical thinking skills to achieve meaningful outcomes. The terms project-based learning and task-based learning are frequently used interchangeably. Both approaches emphasize the accomplishment or attainment of specific goals, with task-based learning making the task the primary focus of a lesson and project-based learning making the task the primary focus of an entire semester or academic year (Grant, 2017; Tamim & Grant, 2013). In other words, task-based learning is limited in scope to one or part of a lesson, whereas project-based learning can contain multiple tasks covering a much longer period of time. Larmer, et al (2015) state that project-based learning is not a new instructional approach, but it is now gaining traction again with a growing number of supporters. After the learning observation process was carried out, the researcher then gave a questionnaire to students to find out their responses or perceptions of the application of the PjBL model in the learning process of MKWU English courses using the PjBL model, and the experience of working on projects to create

learning tools related to local wisdom in North Kalimantan. The following is further explained about the results of the questionnaire to students.

2. Student Response to the Implementation of the Project- Based Learning Model

   a.   Aspect of Students Motivation

The application of the PjBl model realizes students' imaginations as professional prospective teachers who are always eager to work on tasks in the creation of learning tools. According to some research sheets (Lindawati, F., Siska D., & Maftukhin, 2013 and Yunus A., 2016), the PjBL model makes students more creative and innovative in developing basic competencies into indicators and learning objectives. Determining learning strategies and media, as well as assessments used to assess indicator achievement. Students demonstrated much more understanding in creating learning tools that must be done as a professional teacher in this study, in addition to being creative and innovative. Students expressed this when given the task of creating learning tools that could be completed on time . According to the student questionnaire, 93% of students are very happy because they work in groups for syllabus assignments while lesson plans are completed alone. Students receive advance directions and explanations from lecturers about what and how to make learning tools so that they are more active in doing assignments, dare to ask questions and have opinions, and consult more frequently. Meanwhile, students who like the PjBL model are around 7% because they still do not fully understand the Basic Competencies that must be developed into indicators to learning objectives, resulting in lower motivation than other students.

   b.   Students Understanding to the Subject

According to the questionnaire, implementing the PjBL model 90% of the time makes it easier for students to understand learning tools in depth. When building instructional tools using the PjBL approach, students are encouraged to be creative. Students become more creative in constructing learning tools while using the PjBL paradigm, and they also learn how to overcome any challenges that arise while creating learning tools. Students must come up with innovative ideas for constructing learning gadgets under the PjBL concept. Students can use the PjBL paradigm to explore and be creative with their own potential. Student learning time becomes more meaningful when the PjBL model is implemented. 90% of the time, the PjBL paradigm makes it easier for students to understand learning tools in depth. Students are encouraged to be creative while developing learning materials using the PjBL concept. With the PjBL paradigm, students become more creative in creating learning tools and also learn how to solve any problems that arise while creating learning tools. The PjBL concept requires students to come up with fresh ideas for creating learning gadgets. Students can use the PjBL paradigm to discover their own potential and be innovative. When the PjBL paradigm is used, student learning time becomes more meaningful. However, 10% of students continue to struggle with grasping the direction of basic competencies that will be converted into indicators and subsequently into learning objectives, even when other learning aids are ready. This finding is supported by research by Jagantara, I.MW., Adyana, P.B, and Widiyanti, (2014) and Lestari D J, et al. (2017), which show that the PjBL model used by lecturers in the teaching and learning process helps students understand better in creating learning tools that must be done by a professional lecturer.

   c. Students Experiences in working on the project

Based on the results of student interviews, 87% of students gain experience creating real learning tools in the field and details in accordance with the applicable curriculum. Because of the syntax in the procedural learning model, creating learning tools using the PjBL Model is easier to implement. Students find it simple to complete assignments, which makes

MKWU English courses more interesting. According to their field, the PjBL model makes the MKWU English course more useful.

According to students, the PjBL model is ideal for use in the MKWU English course. Students are also pleased with the outcomes of MKWU English course grades using the PjBL model (Wena, 2011, Almujab, S & Yogaswara, 2018).

2. The result of students assignments using Project-Based Learning

Learning MKWU English courses using the PjBL method makes it easier for students to work on their project assignments. Through the PjBL model, students are able to choose activities in the form of operational verbs, find information, and manage time for the implementation of each activity according to the results of calculating time in effective weeks.

The scores obtained by students for the material of creating local content in North Kalimantan, by making a video description of customs or habits in traditional ceremonies in North Kalimantan. There 87% of students had reached the KKM (Minimum Completeness Criteria) determined by the lecturer and there were 13% of students were not able to reach the KKM value. The value exceeds the Minimum Completeness Criteria (KKM) set by the lecturer by 70%. The originality of the product (in the form of traditional characteristics and tourist attractions) produced by students is the result of student innovation and creativity in developing the Curriculum into learning tools by considering the contribution of lecturers in the form of instructions and support for student projects. The relevance of the activities in the learning steps is in accordance with the indicators and basic competence so that the results of student projects in the form of learning devices have elements of novelty and find something different from usual.

IV. Conclusion

According to the prior data analysis, 87% of students met the lecturer's KKM (Minimum Completeness Criteria), whereas 13% were unable to meet the KKM score. The value exceeds the lecturer's Minimum Completeness Criteria (KKM) by 70%. The originality of the product produced by students (in the form of traditional characteristics and tourist attractions) is the result of student innovation and creativity in developing the Curriculum into learning tools while taking into account the contribution of lecturers in the form of instructions and support for student projects. Several conclusions were drawn based on the results and discussion. First, the lecturer began to implement project-based learning by posing essential questions that would pique the student's interest and attention. The question or problem should be relevant to the student's interests and real-life issues, such as Kalimantan Utara's local wisdom. As a result, the students were eager to participate in the teaching-learning process. The use of media such as pictures and video as teaching tools was effective in providing students with visualization. Giving a question as a brainstorming exercise before diving into the material may teach students to think critically. The following activity was developing a project plan, which required the student's participation. The students were positioned in the center of the classroom. They were told to define the project's concept. As a result, the student's imagination was required. They also learned how to work in a group setting. They moved on to the next activity after agreeing on the concept and rules. Third, schedules were created to provide a deadline for project collection. The lecturer was still needed to help the students organize their timetable. Fourth, the lecturer checked in on the students and the project's progress to remind them to stay focused on the project and the deadline. In this step, the lecturer should assist the students if they require assistance with the video-making process. Students were also required to explain their progress during the task creation process in a target language. They could share anything about the project, including the topic, venue selection, recording date, media, and problem they discovered. Fifth, the lecturer evaluated the students' projects to determine whether or not the learning objective was accomplished. Finally, at the conclusion of the meeting, the students were required to share their feelings, opinions, and experiences while working on the project in the target language. In conclusion, the task of students in creating learning tools using the Project-based Learning model is satisfactory. According to Abidin (2014), the criteria of success are that students understand how to develop basic competencies into indicators because indicators become goals and

determine learning strategies and media, and assessments in accordance with existing guidebooks. Following the syntax of the Project Based Learning model, the process of working on projects in the form of learning devices is delivered procedurally. The results of this study show that student learning outcomes in applying PjBL indicated satisfactory results of 77% of the tasks given and integrated in 4 PjBL steps, namely Preparation, Implementation, Development, and Presentation

Acknowledgment

References

[1] Abidin Y. (2014). Desaoin sistem Pembelajaran dalam Konteks Kurikulum 2013. Bandung : PT Refika Aditama.

[2] Grant, M.M. 2002. Getting A Grip of Project Based Learning : Theory, Cases and Recomandation. North Carolina : Meredian A Middle School Computer Technologies. Journal Vol. 5.

[3] Larmer, J., Mergendoller, J., & Boss, S. (2015)

[4] Lindawati, L., Fatmaryanti, S. D., & Maftukhin, A. (2013). Penerapan Model Pembelajaran Project Based Learning Untuk Meningkatkan Kreativitas Siswa Man I Kebumen. *Radiasi : Jurnal Berkala Pendidikan Fisika, 3*(1), 42-45

[5] Miles, M.B., Huberman, A.M. and Saldana, J.(2014) Qualitative Data analysis: A Methode Sourcebook. Sage, London

[6] R. Nicole, "Title of paper with only first word capitalized," J. Name Stand. Abbrev., in press.

[7] Sushanti, Kendala dalam belajar Bahasa Inggris dan Cara Mengatasinya'. Linguistic Community Service Jurnal 1 (2): 64-70

[8] Voice Of Indonesia, Ministry of Education and Culture (@Kemdikbud_RI) 2019. november 25

[9] Wena, M. (2011). Strategi pembelajaran inivatif kontemporer: suatu tinjauan konseptual operasional. (6th ed.). Bumi Aksara.

[10] Yuli, A. (2017). Interactional Strategies in Public Speaking Class Used by Low Learners. Journal of English Educators Society, 2(2), 65–74. Yustinus, C & Gai M. (2016). Project-Based Learning in Indonesian EFL Classrooms: from Theory to Practice. IJEE (Indonesian Journal of English Education), 3(1)