

Project-based

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Project-Based Learning Model and Its implementation: Students' Perception in Curriculum Development Subject

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Abstract

This research was conducted to determine students' perception about the implementation of project-based learning in the Curriculum Development course. Researcher developed questionnaires as a data collection tool. The respondents in this study were IAIN Metro students in the English study program who were attending curriculum development courses. The results of the questionnaire showed that most students had a positive perception of the implementation of project-based learning. They agree that the material using project-based learning is clear, engaging, and easy to understand. In addition, the use of project-based learning models in curriculum development learning activities can increase their learning motivation. In addition, students have a positive perception of the lecturers' ability to guide and facilitate them in project-based learning.

Keywords: *Project-based Learning, perception, curriculum development*

INTRODUCTION

The curriculum development course is a compulsory subject in the English Language Education study program at IAIN Metro. This course equips students with knowledge related to the curriculum and also how to develop a curriculum. In the implementation of lectures, lecturers need an appropriate learning model to be able to make curriculum development course easier for students to understand. One of the learning models used is Project-based Learning. Project Based Learning Model is a learning model that can train students to be more active and independent in learning activities. Project-based learning (PjBL) refers to inquiry-based instructional methods that engage learners in building knowledge by: engaging them in completing projects and developing products in the real world (Brundiers & Wiek, 2013; Krajcik, J. S., & Shin, 2014). The project-based learning model has the advantage of its characteristics, namely helping students design the process to determine an outcome, training students to be responsible for managing information carried out on a project and finally students who produce a real product of student results themselves which are then presented in class. (Amirudin, 2015)

In simple terms, PjBL is defined as a learning method, as a philosophy or didactic conception, and as a coherence of knowledge construction and research approaches (Lasauskiene & Rauduvaite, 2015). Grant (2017) states that project-based learning in English language learning is seen as a series of activities that utilize a combination of language skills and critical thinking to obtain meaningful results. The terms project-based learning and task-based learning are sometimes confusing. Both approaches emphasize achieving or achieving certain goals, while task-based learning makes assignments the focus of a lesson, while project-based learning makes assignments the focus of the entire academic semester or year (Boelens, Van Laer, De Wever, & Elen, 2015; Grant, 2017)

Buck Institute for Education (Hosnan, 2014), in learning project based learning has several characteristics as follows: "(1) students make their own decisions within a predetermined framework; (2) students are trying to solve a problem or challenge that does not have a definite answer; (3) students participate in designing the process to be taken in finding solutions; (4) students are encouraged to think critically, solve problems, collaborate, and try various forms of communication; (5) students are responsible for finding and managing the information they collect themselves; (6) experts in fields related to the project are often invited to be guest teachers in certain sessions to provide enlightenment for students; (7) evaluation is carried out continuously

throughout the project; (8) students regularly reflect and reflect on what they have done, both in process and outcome; (9) the product of the end of the project (not necessarily material, but can be presentations, dramas, etc.) is presented in public (meaning not only to teachers, but also to teacher councils, parents and others) and evaluated for quality; (10) In the classroom an atmosphere of tolerance for mistakes and change is developed, and feedback and revision are encouraged."

Dias & Brantley-Dias, (2017) state that project-based learning is not a new instructional approach, but now has a retraction with a growing number of supporters. Project-based learning is a form of student-centred instruction that is based on three constructivist principles, namely learning is context-specific, learners are actively involved in the learning process and they achieve their goals through social interaction and sharing knowledge and understanding (Jumaat, Tasir, Abd halim, & Mohamad Ashari, 2017) It is considered a specific type of inquiry-based learning where the learning context is provided through authentic questions and problems in real-world practice that lead to meaningful learning experiences (Kokotsaki, Menzies, & Wiggins, 2016). This learning uses projects as a medium (Lesnowati & Hafifi, 2021).

Guo, Saab, Post, & Admiraal, (2020) also provide an overview of student learning outcomes from project-based learning in higher education based on a review of empirical studies. They posited that the learning outcomes of project-based learning evaluated in higher education found that there were several learning outcomes of project-based learning in higher education, namely cognitive outcomes, affective outcomes, behavioural outcomes, and artifact performance. (Grant, 2017; Roessingh & Chambers, 2011) emphasizes that a project-based approach can provide benefits for English learning in the classroom. This is because project-based learning is seen as an approach that provides meaningful and authentic use of language that can motivate and foster student learning independence. Flemming (2000) also believes that project-based learning is student-centred learning, where students themselves solve problems and create products based on their higher-order thinking skills.

In addition to the advantages of project-based learning, there are also some disadvantages of project-based learning according to Sani & Sani, 2014, p. 177) are "(1) it takes a lot of time to solve problems and produce products; (2) requires sufficient costs; (3) require teachers who are skilled and willing to learn; (4) require adequate facilities, equipment, and materials; (5) is not suitable for students who give up easily and do not have the required knowledge and skills; (6) difficulty involving all students in group work".

METHOD

The purpose of this study is to explain students' perceptions of the project-based learning model and its implementation in curriculum development courses. The method in this study is quantitative descriptive. The respondents in this study were 74 4th semester students who took curriculum development courses. The data collection technique used in this study was a questionnaire with 13 statements and 2 open-ended questions related to the implementation of project-based learning.

RESULTS AND DISCUSSION

To explain the results of the statement on the implementation of the project-based learning model, this study shows a high level of satisfaction among respondents which can be concluded that project activities increase student motivation in working on projects both in groups and individually and encourage positive attitudes towards English language learning. The highest satisfaction scores are project-based learning model can improve my achievement or learning outcomes (mean = 4.45) and Application of project-based learning model makes courses. Curriculum development becomes more interesting (mean = 4.37). In addition, in EFL classes, with the application of a project-based learning model, I came to understand every aspect of the task or job in managing a project. (average = 4.32) and I became trained in how to find solutions to every problem that hindered project work (average = 4.25). Overall, a number of respondents put more emphasis on the potential benefits of building alternative relationships in social skills, as well as the ability for lifelong learning. Project-based activities incorporate teamwork, problem-solving, negotiation and other interpersonal skills, which are essential in future life.

Table.1 Student Perception of Project-based Learning Implementation

No	Perception	S.D	Mean Score	Satisfactory Level
1	I feel more active in working on project management tasks both individual tasks and group tasks with a project-based learning model.	0.79	4.24	Very Satisfied
2	I dare to ask my group of friends or other friends as well as lecturers every time I face difficulties in doing assignments project management.	0.70	4.32	Very Satisfied
3	The project-based learning model makes me come up with new ideas or ideas to work on project management tasks	0.70	4.25	Very Satisfied
4	The application of a project-based learning model got me Understand the meaning of every detail of a task or job in managing a project.	0.75	4.20	Very Satisfied
5	The project-based learning model makes me creative in create a plan for the implementation of project work from the initial stage until the end of project work.	0.73	4.21	Very Satisfied
6	With the application of a project-based learning model, I became Understand every aspect of a task or job in managing a project.	0.73	4.10	Satisfied
7	My lecturer always gives direction in every job project management tasks.	0.70	4.00	Satisfied
8	I always consult with lecturers or friends in completing project management tasks	0.85	4.32	Very Satisfied
9	With the project-based learning model, I became more dare to express opinions to my lecturers or friends in in class about the course material	0.85	4.12	Satisfied
10	I became trained in how to find solutions to every problem that hinders the work of the project	0.72	4.25	Very Satisfied
11	Project-based learning models can improve my achievement or learning outcomes	0.73	4.45	Very Satisfied
12	The application of the project-based learning model makes courses curriculum development becomes more interesting	0.70	4.37	Very Satisfied
13	In my opinion, the project-based learning model is appropriate to be applied to curriculum development courses.	0.75	4.07	Satisfied

In addition, Kavlu (2017) explained lecturers' feedback on the use of PBL not only to improve students' language skills, but also their social communicative skills. This is in line with (Ma. Donna B. Macadangdang, 2019) which states that students' ability in problem-solving skills increases as students gain better knowledge and understanding in English. In addition, the improvement of reading comprehension skills is influenced by proficiency in students' problem-solving abilities. One interesting finding is the potential for project work to increase responsibility and better confidence in learning behavior, along with the ability to overcome difficulties that occur in the work process. Lecturers, meanwhile, act as project facilitators to support and accommodate students during project work.

In addition, two open-ended questions were given to students to reveal the benefits and obstacles they experienced from project work. Since the study needs to get proper feedback from participants, both questions and answers are presented in English.

Question 1: What benefits do you get from doing project work? The comments reflect a number of answers clarifying positive feedback for the opportunity to work in a team. Examples; "I have become more flexible when working with my teammates.", "I have increased better responsibility towards assigned work and volunteered to help my team.", "Our group has a good plan and we can produce perfect work.", "I feel more confident in sharing ideas and public speaking.", "I

have learned how to deal with uncomfortable situations.", "My friends helped me a lot in improving my English and they made me more confident". In addition, technology is touted as a necessary tool in this activity. For example, "I use various technologies to help me find information.", "I learn practical knowledge when looking for information.", and interestingly, "I get more useful ideas in the field of curriculum development, both from my group and my classmates." The development of English skills was one of the significant benefits that impressed the participants, for example, "I am more confident in speaking my English.", "I have improved my English, especially reading and speaking skills.", "I have learned a lot of vocabulary, especially in terms of agriculture." PBL reduced anxiety in oral presentations because I had to practice several times."

Question 2: What difficulties did you experience in this project work? Some obstacles in carrying out project work are also mentioned in this study. Most participants were concerned about the accuracy of English in their work; "I'm not good at English, so it's hard to get the message across to the audience.", "I'm usually nervous to present projects because I'm not confident in my English.", "I can't think about words in English.", "It's hard to build sentences in English." Furthermore, time management was raised as one of the issues in group work; "It's hard to find a schedule that we can work on together.", "Group members don't have enough time to meet and work on projects.", "I can't finish projects on time." Other comments were about relationships with team members and inadequate information about the project. According to participant feedback, it was revealed that PBL plays an important role in improving English skills and 21st century skills, while they still face some problems in project work. PBL further enhances the positive perception of English language improvement and allows them to solve problems as they occur. Yang (2016) claims that PBL has a positive effect on the speaking ability of non-English students and also shows their development in technological skills. In line with that, Febriana (2017) concluded that the application of PBL in the classroom can improve social behaviour and student learning outcomes in food poisoning subjects positively. It can also be shown that the introduction of PBL into English classes allows learners to experience authentic learning situations that they need to integrate different skills, knowledge, and language skills, so that participants have a positive perception of the current approach, learning procedures.

CONCLUSION

Project-Based Learning has been believed to be an important pedagogic methodology in preparing learners for the future. Positive perceptions such as creating a cooperative learning environment, promoting better self-confidence and expanding learning opportunities, motivating students to participate in learning activities and achieve learning goals. Particularly in the classroom, curriculum development, integration of project-based activities provides opportunities for students to experience the authentic use of language skills in virtual real-life situations and build better confidence in using language for communication purposes. According to the findings of this study, PBL is highly recommended to be applied by lecturers in learning activities. Project-based learning will promote a friendly learning environment for the classroom and increase trust among learners, as they have the opportunity to complete the learning process on their own.

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