Exploring Students' Feedback on the Implementation of Project-Based Learning at English Education of PSDKU MBD, Pattimura University

Louisa Sarah Kamanasa

English Education, Program Studi Diluar Kampus Utama, Universitas Pattimura

Corresponding E-mail: contactlouisakamanasa@gmail.com

ABSTRACT

This study aims to investigate student feedback on project-based learning. The major goal is to investigate the efficacy of project-based learning in improving students' pedagogical expertise. The study involved students from semesters 4 and 6 of the English Education Study Program of PSDKU Unpatti in Southwest Maluku Regency during the academic year 2022/2023. The data collection included eight open-ended questions. Data analysis techniques are utilized at several phases, including data collecting, data presentation, and drawing conclusions. The outcomes from the students' questionnaire are positive feedback about the maximum utilization of time, learning pace, strategic questioning, clarity of presentation, material management, and monitoring for understanding, as well as student engagement during the implementation of the project in class. These findings suggest that integrating project-based learning in 21st-century learning classes is highly effective and suggested for the teaching and learning process.

Keywords: Students' Feedback, Project-based Learning, Assessment

INTRODUCTION

In language learning, students are expected to master 4 skills of the English language by incorporating projects in 21st-century learning. The objective of education in the 21st century is to enhance students' cognitive capacities in order to enable them to effectively address real-life challenges. Today, intellectual capabilities must extend beyond mere comprehension to include the capacity to effectively address issues within their specific and situational context. Project-based learning (PjBL) is one of the instructional approaches that can be considered to facilitate language learners' comprehension of the knowledge (Binnendyk et al., 2023). Fostering 21st century skills during the learning process aims to cultivate persons who possess the necessary abilities to confront and seize the challenges and possibilities presented in the period of technology and informational progress. Where these talents are acquired not just via comprehension of the subject. Contextual education enhances students' critical thinking skills, enables them to proficiently use technology, fosters collaboration, and empowers them to solve challenges within their own contexts. The education system in Indonesia continues to encounter several obstacles (Septikasari & Frasandy, 2018)

Project-based learning has been used since the Minister of Education proclaimed 'Kurikulum Merdeka' in 2020, and it has been implemented slowly since 2021. The goal is to improve students' comprehension through a comprehensive and integrated system by including critical thinking skills and real-life project-based. Hanayanti et al. (2023) imply that the curriculum is designed to give students the information and abilities they will need when they enter the workforce, acting as a guide for their education. According to Permendikbud (Ministry of Education and Culture) No.65/2013, the teaching and learning process should employ suitable learning models, media, and resources that align with the students' characteristics and the subject being taught. The teachers select their instructional techniques, such as theme and/or integrated thematic, exploration, or project-based learning, based on factors such as the students' characteristics, the class content, the desired competencies, and the education levels of the students. The implementation of Project-based learning (PBL) is being explored in this research.

Arguably, project-based learning become one of the most critical methods to increase the success of Kurikulum Merdeka implementation. The utilization of project-based learning remains a widely embraced method among educators, serving as a practical approach to guide students in achieving their educational goals (Amalia et al., 2023). Project-based learning build motivation on students learning experience. As Tiwery & Souisa (2019) claimed that being motivated is feeling compelled to engage in activity. An individual who lacks the initiative to take action is generally described as unmotivated, while someone who is filled with vigor and propelled towards a goal is seen as motivated. PjBL has been categorized as a method to enhance students' motivation in language learning, as it exposes them to authentic challenges that need problem-solving. The application of the PjBL instructional paradigm, which emphasizes student engagement and active participation in the learning process, leads to cognitive enhancements in student academic performance (Rezeki, 2015).

The project-based learning instructional model is often known as a pedagogical approach that incorporates problem-solving into its framework, with the goal of facilitating students' comprehension and assimilation of the presented theory. This paradigm employs a contextual methodology and cultivates students' proficiency in critical thinking. In order to make an informed choice, it is important for them to carefully evaluate the situation and choose the most effective solution. The theory presented also involves an examination of the benefits and drawbacks of a decision used as a solution (Wena, 2010: 145). Project work typically involves a structured sequence of tasks focused on specific problems and difficulties, requiring students to employ analytical thinking in order to find solutions. Students' problem-solving strategies can be used as a basis for conducting assessments (Wena, 2010).

Project-based learning is an educational method that employs projects or activities to enhance the process of learning. Using this sort of learning, students have the opportunity to investigate, evaluate, analyze, combine, and acquire information. Project-based learning involves assigning students a complicated and challenging project that is authentic and relevant. Students are then provided with appropriate support to successfully finish the work

(Halimatusyadiyah et al, 2022). Muis and Dewi (2021) found that using the PjBL learning model enhances students' ability to formulate opinions and criticisms. This is because the approach encourages students to be receptive to information from others. Engaging in Project-Based Learning (PjBL) activities will enhance students' collaboration skills, enabling them to provide mutual assistance to one another. Furthermore, students will engage in the act of delivering the outcomes of their work to the best of their abilities. The PjBL approach enables students to acquire the 4C abilities that are crucial for success in the 21st century: creative thinking, communication, critical thinking and problem solving, and teamwork.

A preliminary research was done in the previous semester to evaluate the introduction of project-based learning in one of the classes in the fourth semester, specifically in an English as a Foreign Language (EFL) environment. The project was assigned subsequent to their mid-test. The students were anticipated to not only collaborate on the project, but also to gain the most gratifying and enriching learning experiences. The primary research question of this study focused on investigating the students' perception of project-based learning through their feedback. This preliminary study aims to contribute to the understanding of students' feedback in the implementation of project-based learning.

METHOD

This study took the subject from fourth and sixth-semester EFL students majoring in English Education at PSDKU Pattimura University, Southwest Maluku. This study applied qualitative research, where the study explores and provides deeper insights into real-world problems (Tenny, 2022).

This study used a questionnaire to explore the satisfaction of the students in experiencing learning with the project. The fourth-semester subject was Academic Listening (AL), and the sixth-semester subject was Language Testing and Assessment (LTA). The questionnaire consists of 8 open-ended questions about the pacing of the explanation during the class meeting, strategic questioning including higher order thinking skills questions, clarity of presentation and instruction during the class meeting, material management from the lecturer, monitoring, and checks for understanding of the students regarding the activities during the project, and students engagement during the project. The students record their answers through Google Forms and answer the questions without hesitation because their identity is confidential.

Qualitative analysis was implemented to evaluate the data. The responses of the participants were thematically organized based on their perceptions of the project-based learning in the classroom. This encompassed the students' emotions regarding the project, the challenges they encountered, and the additional benefits they could derive from the project.

FINDINGS AND DISCUSSION

The discussion here will be divided based on the number of the questionnaires.

Pacing

The students' survey revealed that they all held comparable perceptions regarding the lecturer's pace of explanation. Their statement was as follows.

"Ma'am's speed in teaching is not too fast, so it makes it easy for me to understand what Ma'am is saying, for example, when Ma'am gives directions for making assignments or is about to start tests and ongoing discussions."

"the speed of the lecturer in speaking can make me understand the lesson given because the lecturer's way of speaking is not too fast and not too slow so that I can catch and understand every lesson and material given."

When the pace of the explanations makes students easy to understand the instructions, it makes the students easy to comprehend what they must do in the activities. In doing project based activities, Hanardi (2015) employs that a project involves a new, complex task or problem. Therefore, the way the lecturer explain it to the students give opportunities and chance to comprehend what and how the project turns out at the end of the class. Hanardi continue stated that the project can motivate the students and create positive environment, communication and collaboration as they develop (2015, p.71). Hence, good communication in class including the pace of the explanations also play the important role for students in doing the project.

Strategic Questioning

The students' questionnaire indicated that they all held similar perceptions about the strategic questioning that the lecturer gave during the discussion in class. Two of the students stated that.

"Yes, because through those questions, I was encouraged to think faster and harder to understand properly."

"every question given by the lecturer has been able to hone my thinking skills because the questions given by the lecturer are connected to each material provided; with questions like that, I can assess my abilities related to each lesson that has been given by answering the questions."

The questions that the lecturer gave related to higher-order thinking skills to assist students in thinking critically. Anazifa (2017) notes that project-based learning not only provides students with knowledge but also enhances their creative, critical thinking, and problem-solving abilities. Therefore, the strategic questioning that the lecturer use to ask for the

students act as a tool to dig deeper their understanding about the material and the activities given at that day. In addition, critical thinking skill is also become 21st century learning skill that must be master by each of the students to equipped them with knowledge and analysis of one problem. Hence, project-based learning with critical thinking questions included during the activities become one of the important point that all the educators should pay attention to.

Clarity of Presentation

The students' survey revealed a unanimous consensus regarding the lecturer's presenting clarity. The students stated that

"Ma'am has given clear directions for us when we are going to do the work that has been given. Moreover, provide directions for making assignments very carefully and correctly."

"In making presentations, the lecturer gave examples of correct presentations and gave clear instructions before starting the presentation. However, sometimes, as students, we are negligent in paying attention to the instructions given, so we often do not make presentations according to the instructions given."

The lecturer's presentation was clear enough to make students understand the activities during the project meetings. Even though there are students who do not pay attention to the presentation and instruction, however, they manage to ask questions to equipped them with understanding from the lecturer's answer afterwards. To inform the classroom practices, the learners need clear and concise presentation and instruction from the teacher (Triastuti, 2023) to shape one ability in understanding and make the instruction effective.

Material Management

The students' questionnaire indicated that all of them had similar perceptions about the material management that was given by the lecturer as complementary material during the activities of the project. Students stated that

"Student and lecturer materials are structured to support the flow of learning, which can help us in learning in an orderly and orderly manner."

"the material provided is enough to help me in the learning process because the material is arranged according to the learning flow and can be understood."

The lecturer prepares the material before the project is given and delivers it during the class meetings. The students feel the benefit of the complementary material from the lecturer to help them do the project given. Sutomo et al (2021) stated that the manual instruction is suitable for teachers to instruct English and for students to learn and enhance their proficiency in the four language skills: listening, reading, speaking, and writing. Therefore, the students feel satisfy with the guided material and handbook given by the lecturer to help them comprehend the material during the project.

Monitoring and Checks for Understanding

The students' survey revealed that they shared same attitudes regarding the lecturer's supervision of comprehension checks for all students. They stated that

"Pause at appropriate points in the lesson to check student understanding. During the lesson, there will be a discussion where we do not understand the material, which will be explained again by Ma'am to make us understand more."

"The lecturer gives us a time lag for us to be able to understand each lesson, and if we do not understand the lesson, then we are also given the opportunity to ask questions."

The lecturer frequently checks for students' understanding in the middle of the explanation or at the end of the explanation to check students' understanding. The assessment to measure the students' comprehension were using self assessment and peer assessment by the lecturer. All types of assessment from teachers and students are all needed in project-based learning (Hanardi, 2015). Therefore, the questions from the lecturer or from the students are given back to the class to answer. If one student able to answer the question, the lecturer proceed to another student to ask their opinion and feedback related with that answer. Consequently, the discussion is going on for the whole class and become peer assessment for the students.

Students' Engagement

Based on the questionnaire, the students feel that on a particular day, they engaged more than they could. On a particular day, they were clueless about how to engage during the meeting, either with the lecturer, the explanation, or the project. Frequently, they need to ask questions a lot to help them cope with today's instructional objectives. The students stated that.

"Yes, I think I always listen to the lecturer when teaching, but sometimes I am careless, so I think I will increase my participation. Thank You"

"To be honest, I have already done my best to participate in this course. When the lecturer is teaching me, I pay full attention to it and try to understand it, and when my other friends are giving their presentations, I still do the same. I really respect all my friends and especially my lecturer."

Some of the students stated that they already engaged very well during the activities, and some of them stated that they had less engagement, but they will do their best to improve their engagement in the next meeting and subject. Halimatusyadiyah (2022) stated that PjBL's features include helping students think more critically so they may be creative and inspire collaboration. It also gives them instructions on how to find material on their own and present it. With a focus on teamwork, students are required to take the initiative and sign up for PjBL's scheduled relevant learning activities. Therefore, students engagement during the project are needed to let them figure out the problem themselves.

CONCLUSION

Overall, the findings show that the students have positive perceptions regarding the implementation of the project and the collaboration they had during the class with fellow students and the lecturer. Moreover, they feel the benefit of the project given. One benefit of project-based learning is that it can help students strengthen their creative thinking, problem-solving, collaboration, and communication skills—all of which align with the competencies outlined in the Merdeka Learning curriculum. But in this instance, it's important to remember that the teacher's facilitation of learning plays a major part in how well project-based learning is implemented. Because the project-based learning approach has some drawbacks in addition to its benefits that may impede the learning process. As a result, it is expected of teachers to have project-based learning strategies and techniques.

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