JOSELT (Journal on Studies in English Language Teaching)
Vol. 5, No. 1 Maret 2024
ISSN 2721 – 9097

IMPLEMENTING PROJECT-BASED LEARNING TO THE STUDENTS' LEARNING OUTCOMES

Ida Bagus Nyoman Mantra, Celfiani Eno
Universitas Mahasaraswati Denpasar-Indonesia
bagusmantra@unmas.ac.id , celvianaeno@gmail.com

ABSTRACT

The selection of appropriate and ideal learning models by teaching staff or teachers so that they can be applied in the teaching and learning process is a fundamental factor that significantly influences student interest and achievement of learning outcomes. Several learning models can be applied in schools' teaching and learning process, one of which is the learning model Project Based Learning (PjBL). This research was conducted due to the student's lack of interest and learning outcomes caused by conventional learning methods, which seemed less effective and monotonous, so students did not play an active role in learning. This can be seen from the average student learning outcomes in learning about introducing myself who have not reached the minimum learning criterion so that the learning model is applied Project Based Learning (PjBL) is expected to be a solution-appropriate, effective, and efficient way to increase student interest and learning outcomes in English subjects, especially material Introducing Myself in the classroom. The research method used in classroom action research is the learning model PBjL. This is qualitative research. Based on the results of data analysis in the field, it was found that the use of learning models PBjL can increase the interest and learning outcomes of the students about introducing myself until the learning model PBjL teachers can apply it in learning activities in the classroom because it can increase student interest and learning outcomes.

Keywords: Project Based Learning, learning outcomes

INTRODUCTION

English is a tool for communicating verbally and in writing. Communicating is understanding and expressing information, thoughts, and feelings and developing science, technology, and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and produce spoken and written texts, which are realized in four language skills: listening, speaking, reading, and writing. These four skills are used to respond to or create discourse in people's lives (Widiastuti et al., 2020).

The demands of the global world are constantly changing, and there is a tendency to increase, marked by the development of information technology, which is one of the incentives for someone to develop mastery of a foreign language as a tool for communication, such as mastery of English (Astawa et al., 2019). Learning a language is essential for an individual's social and personality development. As a language that is widely used in the fields of science,

technology, and arts, English is an international language. Apart from acting as a language of science, technology, and art, this language can be a tool for achieving economic goals, trade, international relations, socio-cultural and educational goals, and career development goals (Handayani et al., 2021).

Mastery of English can be gained through various programs, and formal school instruction programs are the primary means for some Indonesian children. English is a tool for oral and written communication (Mantra et al., 2018). Communicating in English is intended to understand and express information, thoughts, and feelings and develop science, technology, and culture. Thus, mastery of English for students is an essential requirement for interaction and communication amid increasingly developing social interactions, both nationally and internationally. In this regard, mastery of English can be obtained through various programs, and formal school teaching or learning programs are the primary means for students (Mantra et al., 2020).

One of the fundamental factors that significantly influences student learning outcomes is selecting the suitable learning model. In this case, teachers as educators must be selective in choosing and implementing learning models suitable for students so that they do not seem monotonous and boring and only focus on theory so that students can easily understand the subject matter presented by the teacher during the teaching and learning process (Mantra & Widiastuti, 2023).

To date, many learning models have been developed that teachers can use to increase student interest and learning outcomes (Maba & Mantra, 2018). One is the p learning model-based learning, which focuses on real projects or tasks relevant to students' real lives while still utilizing media, tools, and technology. In project-based learning, students actively determine the topic, gather information, observe independently, and collaborate with group colleagues to complete the project. Apart from that, the learning model project-based learning encourages students to develop critical, active, creative, and productive thinking skills (Dharmayanti & Joni, 2022). This research was motivated by the need for more understanding, student learning outcomes in English subjects, and students' lack of active role in learning (Suparsa, 2023).

A learning model is a learning activity teachers and students must carry out to effectively and efficiently achieve

learning objectives. The project-based learning model is a learning model that provides teachers with the opportunity to manage learning in the classroom by involving project work. The PjBL model researchers mean in this research is a learning model applied to English language learning Introducing and Others for junior high school students because it provides an excellent opportunity for students to be more active and creative in designing a project independently or in groups (Mantra et al., 2021).

Learning outcomes are the ultimate goal of implementing learning activities at school. Learning outcomes can be improved through conscious efforts carried out systematically (Hanipah et al., 2018), leading to positive changes called the learning process. Learning outcomes are the abilities that students have after receiving their learning experience. Learning outcomes are divided into three types: 1) Skills and habits, 2) Knowledge and direction, and 3) Attitudes and ideals.

Learning outcomes are the results obtained by students after following specific material in a subject in the form of qualitative or quantitative data. Learning outcomes are changes that result in humans changing their attitudes and behavior. This change aspect refers to Bloom's taxonomy of teaching objectives, which includes cognitive, affective, and psychomotor aspects (Pikhart & Klimova, 2019). Learning is an interaction process between teachers and students and direct and indirect interactions such as face-to-face activities. Language learning is linguistics that develops contextual English language skills orally and in writing (Sholeh, 2020).

The application of the Project Based Learning model in English learning about introducing others in junior high schools directs students to be able to introduce themselves and other people in everyday life (Villalba, 2022). So, the purpose of English learning by the researchers is to develop the ability to apply the concepts of English words that students have when introducing themselves and other people in daily interactions. Applying the Project Based Learning model in learning English about Introducing Others in junior high schools can also be expected to grow students' thinking abilities in creating or working on an actual project, individually or in groups (Syakur et al., 2020).

PjBL learning is a learning model that provides teachers with the opportunity to manage learning in the classroom by involving project work. Through project-based learning, student creativity and motivation will increase (Anazifa &

Djukri, 2017). Project work is a form of open-ended contextual activity-based learning. It is part of the learning process, which strongly emphasizes problem-solving as a collaborative effort carried out over a certain period. The PjBL learning model involves students in problem-solving activities and provides students with opportunities to work independently. Learning focuses on a scientific discipline's core principles and concepts, involves students in problem-solving and other meaningful tasks, allows students to work independently in constructing their knowledge, and achieves the desire to produce natural products (Maba, 2022).

The PjBL model is project work containing complex tasks based on very challenging questions and problems, requiring students to design, solve problems, make decisions, carry out investigative activities, and provide opportunities for students to work independently. Project-based learning is also a model that focuses on a discipline's main principles and concepts, involves students in solving problems and other meaningful tasks, encourages students to work independently, and produces real work (Mantra et al., 2022).

The project-based learning model tries to link technology with students' daily life problems or with a school project. Project-based learning is a learning approach that involves students in an investigative activity (Nuramalina et al., 2022). Students conduct investigations themselves or with their groups to develop skills that are useful for developing their abilities. Project-based learning can focus on several problems that motivate and encourage students to deal directly with the concepts and basic principles of knowledge. Students also perceive their problems as challenges or questions that must be answered and can manage their time to complete their projects. So, PjBL learning uses projects/activities as a learning medium (Mantra et al., 2023).

PjBL learning is a learning model where the teacher only becomes a facilitator, and students can carry out learning that uses problems as the first step in gathering new knowledge based on their experience in actual activities (Yuliansyah & Ayu, 2021). Teachers do not just teach about theory because if students learn from theory only and without practice, the knowledge that students have for just a moment will only last for a while. This model is very suitable for saving energy resources because, in this material, students must produce an actual project as creatively as possible. The aim is for students to have

independence and increase creativity in solving their tasks or problems (Maba et al., 2023).

Based on the description of the phenomenon of English language learning and the application of PjBL learning, the research focuses on examining the application of the project-based learning model to improve the students' learning outcomes in introducing myself.

RESEARCH METHODS

The research design is a plan carried out in research activities. Research is a person's effort to collect as much data and information as possible to analyze the ins and outs of a problem. In this case, researchers must be directly involved in collecting data and information about the studied problem. The design used by the author in the research is Class Action Research.

The students chosen as subjects in this research were 20 students. The reason for choosing this class is based on students' low mastery of speaking skills when introducing themselves and others in English learning, lack of interest and student learning outcomes when learning is carried out, and low student participation in group work.

Before carrying out research in the field, researchers first prepare research instruments. Research instruments are one of the tools used to find answers to research. The following researchers used a description of the various instruments. Student activity observation sheets are used to obtain data about student activities during the learning process by applying the project learning model.

Data collection techniques are a strategic step in research because this research aims to obtain data. The researcher only collected data that met the specified data standards if they knew the data collection techniques. To obtain data in this research, the author used data collection techniques in the form of observation.

The data obtained were then analyzed based on the research problem formulation, which is as follows: Data on student learning outcomes are obtained from observations filled in by observers during the learning process. Student learning outcomes during learning are said to be at a level of success if rated as good or very good. Suppose from the results of the data analysis there are aspects of the observation that are still rated as insufficient, sufficient, or failed. In that case, they are used to revise the upcoming learning activity.

FINDINGS AND DISCUSSION

Through this research, some information was obtained from data collected from observation sheets and final tests, as follows:

Test results at the end of the cycle I learning process, the researcher gave a test in the form of multiple choice with 10 questions.

Based on the test results in cycle I, it was found that as many as 15 students completed their studies with a score presentation of 75%, while the students who did not complete their studies had a score of 25%. This measure of completeness is based on the minimum learning criterion results that have been determined at school. A student is said to be successful in learning if they have an absorption capacity of 70 (individual completeness). In contrast, a class is said to be successful in learning if it is ≥ 70 (Classical completeness). So, it can be concluded that students' classical learning completeness for cycle I has been achieved.

As with the implementation of learning cycle I, cycle II is also carried out, starting from action planning, observation, and testing. Cycle II consists of three stages: planning, implementation, observation, and reflection. Researchers prepared lesson plans and observation sheets for teacher and student activities at the planning stage and created worksheets and evaluation questions. At the implementation stage, there are three activities: preliminary, core, and closing. Then, in the observation stage, the observer will observe the teacher's and student's activities during the learning process. Reflection stage: at this stage, the activity is to remember and look back at all the activities in the learning cycle that have been carried out. After carrying out learning activities in cycle II, the teacher gives test questions to determine student learning success.

Based on the test results in cycle II, it was found that 20 students (100%) completed learning the series material. Introducing myself. This measure of completeness is based on the minimum learning criterion results determined at school, namely, if students are said to be successful in learning individually if they have an absorption capacity of 70 (individual completeness). In contrast, a class is said to be successful in learning if it is ≥ 70 (classical completeness). This shows that students have been able to solve the questions given by the teacher in the material introducing myself and show improvement during learning using the Project Based Learning model, especially English learning.

In carrying out research using the Project-Based Learning model on student learning creativity in the material, I introduced myself, and from cycle I to the next cycle, there is a change in the learning process for the better. The results of observations of student activities in managing the learning process implemented in cycle I still need improvement and effectiveness. In contrast, in cycle II, there has been an increase. This increase is measured based on the value and percentage of data obtained from each cycle.

Based on the explanation above, applying the Project Based Learning model can increase students' interest and creativity in learning success because creativity is essential for achieving maximum learning success. In research using the Project Based Learning model, the researcher found that there was an active role of students in learning activities, which could be seen from the busyness of the students and the interaction between fellow students in participating in the ongoing learning.

The data obtained shows that the active role of students has increased. The student activity data obtained shows that the average percentage in cycle I was 75%, and cycle II was 100%. The results of the analysis show that there is an increase in student learning outcomes in learning using the Project-Based Learning model.

The researcher conducted a learning evaluation to see overall student learning outcomes regarding the material introducing myself. Based on the test results, there was an increase between cycle I and cycle II for each cycle. In cycle I, 5 students did not complete with an overall percentage score of 75%; in cycle II, all students achieved the minimum learning criterion score with an overall percentage of 100%. Thus, using the Project Based Learning model in simple electrical circuit material is more effective and efficient because it can improve student learning outcomes.

When applying a learning model, one must consider the appropriate steps to determine the success of the learning model used, including based learning models. The steps for implementing the PjBL model are divided into several stages, namely the orientation, design, implementation, and evaluation stages.

Apart from that, what is important is that teachers and students reflect at the end of learning. The reflection process can be carried out individually or in groups. PjBL learning is determining the project to be carried out. At this stage, the teacher gives the project to the

students. This stage is the stage of how long the project will take. Planning what activities will be carried out. At this stage, the teacher explains an overview of the project creation process related to the material. When planning the assessment, the teacher writes down several assessment objectives and plans what assessment tools will be used. This stage is the stage of working on the project planned in class. The final description of the learning process in the material. This stage is the final result in a particular forum: discussing or writing essential things from the learning process.

From the steps above, there are several differences, but the aim remains the same: both discuss asking questions that can motivate students to be involved in learning and then students make project plans with the teacher's guidance. The next step is to prepare a schedule; students must create a project implementation schedule that is agreed upon with the teacher and propose stages.

After that, the teacher monitors the implementation of the process. Next is assessment; this project assessment is used to determine understanding, ability to apply, ability to carry out investigations, and ability to apply skills to create projects or works. The final step is evaluation, which is intended to allow students to reflect on learning carried out individually and in groups. So, this learning model has shown that applying the PjBL learning model can make students more active and creative when preparing a natural product.

CONCLUSION

Student activities in managing learning by applying the Project-Based Learning model in the cycle I was obtained in the excellent category. In the first cycle stage, students' abilities in managing learning still need to be improved because they are still shy, afraid, and lack self-confidence. Apart from that, students also need more cooperation when working on projects. Meanwhile, in cycle II, student activities in the learning process showed maximum results, namely that during learning activities, students became more active and enthusiastic in participating in the learning process. This can be seen from students' active role and learning results and when working on projects on time so that they get a percentage of 100% in the outstanding category.

Student learning outcomes using the Project Based Learning model in cycle I mean the average percentage of creativity was 100%, with 20 students getting a complete score. This value is included in the excellent creativity

category. In cycle II, the average percentage score increased from cycle I, namely 100%, with all students scoring 70 and above. This value is included in the outstanding category. This shows that student learning outcomes regarding the material introducing myself using the Project Based Learning model are satisfactory, effective, and efficient.

Based on the results of this research, teachers are advised to try applying the Project Based Learning model to the material. Applying the Project Based Learning model is easy but takes longer. Therefore, teachers who apply the Project Based Learning model are expected to make the best use of their time so that the planned learning goes as expected.

REFERENCES

Anazifa, R. D., & Djukri. (2017). Project-based learning and problem-based learning: Are they effective to improve student's thinking skills? *Jurnal Pendidikan IPA Indonesia*, *6*(2), 346–355. https://doi.org/10.15294/jpii.v6i2.11100

Astawa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2019). Communicative English Language Test: A Prospective Measuring Device For Tourism Practitioners' Employability. *The 9th International Conference Rural Research & Planning Group*.

Dharmayanti, P. A. P., & Joni, D. A. A. W. (2022, September). Project-based learning in English as foreign language teaching. In *Proceedings 5th International Conference of Sustainable Development (ICSD) 2021* (pp. 30-36).

Handayani, N. D., Widiastuti, I., & ... (2021). Leveraging Whatsapp Group As a Learning Device To Enhance Students'Speaking Skills. *International Journal of …*, *3*(2), 51–57. http://e-journal.unmas.ac.id/index.php/IJASSD/article/view/2641

Hanipah, S., Florentinus, T. S., & Rc, A. R. (2018). The Effectiveness of Problem-Based Learning and Project-Based Learning Model to Improve Natural Science Study Outcomes. *Innovative Journal of Curriculum and Educational Technology*, *7*(1), 1–6.

Maba, W. (2022). Promoting Students ' Academic Speaking Skills Through Project Report Presentation. *International Journal of Linguistics and Discourse Analytics*, *3*(2), 94–100.

Maba, W., & Mantra, I. B. N. (2018). The primary school teachers' competence in implementing the 2013 curriculum. *SHS Web of Conferences*, *42*, 00035. https://doi.org/10.1051/shsconf/20184200035

Maba, W., Widiastuti, I. A. M. S., Mantra, I. B. N., Suartama, I. K., & Sukanadi, N. L. (2023). Learning loss: Impact of the COVID-19 pandemic on the students' psychosocial condition. *Journal of Education and E-Learning Research*, *10*(2), 209–214. https://doi.org/10.20448/jeelr.v10i2.4543

Mantra, I. B. N., Astawa, I. N., & Widiastuti, I. A. M. S. (2018). Integrating Innovative Experiential Learning in Cyclic Teaching Sessions of English Speaking Classes. *SOSHUM : Jurnal Sosial Dan Humaniora*, *8*(2), 185–190.

https://doi.org/10.31940/soshum.v8i2.992

Mantra, I. B. N., Handayani, N. D., & Pramawati, A. A. I. Y. (2021). Alternative Learning Methods Employed by Language Teachers in the New Normal of COVID-19. *IJEE (Indonesian Journal of English Education)*, *8*(2), 232–246. https://doi.org/10.15408/ijee.v8i2.21135

Mantra, I. B. N., Handayani, N. D., Pramawati, A. A. I. Y., & Widiastuti, I. A. M. S. (2023). Brainstorming Combined With Project-Based Learning as an Effective Learning Strategy in Writing Classrooms. *Journal of Language Teaching and Research*, *14*(6), 1590–1596. https://doi.org/10.17507/jltr.1406.17

Mantra, I. B. N., Handayani, N. D., Suwandi, I. N., & Maba, W. (2022). Promoting Students' Academic Speaking Skills Through Project Report Presentation. *International Journal of Linguistics and Discourse Analytics*, *3*(2), 94–100.

Mantra, I. B. N., & Widiastuti, I. A. M. S. (2023). Brainstorming, Exploring, Sharing, Transferring Knowledge (Best) As an Effective Strategy To Upraise Students' Writing Skills. *JOSELT (Journal on Studies in English Language Teaching)*, *4*(1), 21–30.

Mantra, I. B. N., Widiastuti, I. A. M. S., Handayani, N. D., & Pramawati, A. A. I. Y. (2020). English Language Urgency For Tourism And Hospitality Employees To Boost Global Economy. *PalArch's Journal of Archaeology of Egypt/Egyptology*, *17*(7), 5458–5469.

Nuramalina, A. R., Rahmatan, H., Safitri, R., Pada, A. U. T., Nurmaliah, C., & Evendi, E. (2022). Using Project-Based Learning Model with Mind Mapping Method to Increase Students' Learning Motivation. *Jurnal Penelitian Pendidikan IPA*, *8*(6), 2712–2716.

Pikhart, M., & Klimova, B. (2019). Utilization of linguistic aspects of Bloom's taxonomy in blended learning. *Education Sciences*, *9*(3). https://doi.org/10.3390/educsci9030235

Sholeh, M. B. (2020). Implementation of Task-based Learning in Teaching English in Indonesia: Benefits and Problems. *Language Circle: Journal of Language and Literature*, *15*(1), 1–9. https://doi.org/10.15294/lc.v15i1.26004

Suparsa, N. (2023). *Assessing Students ' English Vocabulary Ability Using*. *5*(1), 1–6.

Syakur, A., Musyarofah, L., Sulistiyaningsih, S., & Wike, W. (2020). The Effect of Project Based Learning (PjBL) Continuing Learning Innovation on Learning Outcomes of English in Higher Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, *3*(1), 625–630. https://doi.org/10.33258/birle.v3i1.860

Villalba, S. M. (2022). Blogging in Action: Teaching English within the project-Based Learning Approach. *Call-Ej*, *23*(1), 63–77.

Widiastuti, I., Mantra, I. B. N., & Murtini, N. M. W. (2020). An Analysis of Text Writing Acquisition by Pre-Service Teachers. *International Journal of Linguistics and Discourse Analytics (IJOLIDA)*, *1*(2), 25–31.

Yuliansyah, A., & Ayu, M. (2021). The Implementation of Project-Based Assignment in Online Learning during Covid-19. *Journal of English Language Teaching and Learning (JELTL)*, *2*(1), 32–38. http://jim.teknokrat.ac.id/index.php/english-language-teaching/index