English Teachers' Perspective on the Practice of Project Based Learning (PBL) Approach in the District of Bengkalis

Dessy Satria
dessynoerdin@gmail.com
SMP Negeri 3 Bengkalis, Riau, Indonesia

Abstract

The aim of this study is to determine teachers' perspective on the practice of project-based learning approach in the District of Bengkalis, Riau Province, Indonesia. The population of the study includes 44 teachers working in the City of Bengkalis, and the samples were 20 teachers, 19 of whom are female and 1 is male. In this research, survey method has been used. As a data collection instrument, "Developing the Implementation Difficulties Scale for the Project Based Learning" developed by Pektas, Çelik and Köse (2009) was used. data analysis was conducted using computer program Minitab 19. Standard deviation, arithmetic mean, variance, skewness, maximum, minimum, median and percentage were utilized to analyze the data. Observing how the teachers feel about project-based learning, it is clear that the prototype curriculum offers a fresh opportunity to implement this method and the English teacher showed positive attitudes. According to these research findings, it can be suggested that English teacher should further increase the use of internet media in teaching using PBL.

Keywords: Project-based learning, teacher practice on PBL, Teachers' perspective

Introduction

During the COVID-19 pandemic, the world of education experienced drastic changes. Usually teaching and learning in schools is done face-to-face, now during the COVID-19 pandemic teaching and learning is done online. There are many concerns that arise from education experts and teachers. the existence of learning lost. The article on the research brief (Halterbeck et al., 2020) conclude that a number of data sources, school closures had an adverse effect on learning time and effectiveness more so on students from lower socioeconomic groups than on students from higher groups. According to estimates, when adolescents in secondary school from a high school to a typical year SEG suffered a typical loss of learning of 21%. compared to 34 percent for those in the 2019–20 academic year due to low SEGs. Widyanuratikah (2021) states learning to be lost is the opposite of having the capacity and willingness to learn and then the assessment diagnostic work being done, the majority of teacher assesses that most of the nurses fall short of the required level of competency.

To overcome this learning lose, the term learning gain emerged. Gains in learning refer to knowledge pupils have at two periods in their academic careers (Zhou et al., 2021). The largest learning gains when they first engage in a peer discussion and then listen to an explanation by the teacher (Molin et al., 2021)

Starting from these issues, the Indonesian government, especially the Ministry of Education and Culture immediately responded by offering innovative learning methods. The

innovative learning method to avoid boredom in distance learning refers to Indonesian Ministry of Education and Culture's Learning House Platform which includes 6 learning methods, namely: discovery- Inquiry, Flipped- classroom, Project based learning, Blended learning with blog, game, and Self organized learning environment (Adit, 2020).

After the Covid-19 pandemic began to decrease, new issues emerged regarding the improvement of the quality of student learning by using a prototype curriculum or learning recovery. This curriculum emphasizes project-based learning methods for all subjects including English lessons in schools with the aim of developing students' soft skills and character. With the launch of the prototype curriculum, all Indonesian teachers must know about PBL because this approach will be implemented into teaching with all subjects in schools, especially English. This is where various perspectives on PBL emerge.

The practice of PBL approach in the English teacher also new experience. Many of them still do not know how to do it. However, Meli (2020) in her book revealed that the PBL method is an inquiry learning approach. The teacher only acts as a facilitator and students learn independently. in distance learning, PBL is the only one that can be chosen. Through PBL students who study at home will learn independently so that parents are not burdened with teaching their children at home. The PBL method will encourage students to form their own learning style and replace learning lose. So PBL is an ideal way to introduce the 21st century way of learning today, where they are in a safe learning environment. Cultural issues can influence the application of PBL approach Problem Based Learning (PBL) is a complex, real-world linking teaching method used as a tool to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, promoting the development of critical thinking skills, problem solving skills, and communication skills can also use PBL. These principles can provide opportunities for working in groups, finding and evaluating research materials, and lifelong learning (Duch et al, 2001).

This study investigated teachers' perspective on the practice of Project Based Learning (PBL) approach in Bengkalis District. The practice of PBL in English lesson for English teacher is not always easy. A teacher's perspective is essential to investigate because the teacher is one of the facilitators who determine the kinds of materials to use in the learning process. According to law No.20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by the community, nation and state. Therefore, from phenomena above, the research question addressed is: What are the teachers' perspective on the practice of project-based learning approach in Bengkalis district?

Project-Based Learning (PBL) is a learning model that uses a learning process project and is a student center (Kemendikbud, 2017). The PBL model gives students the freedom to plan their learning activities, carry out tasks collaboratively, and ultimately produce work products presented to others (Kemendikbud, 2017). Krajcik and Blumenfeld (2006) conclude that Projects are Widely used in social studies, arts, and English classes. In these subjects, project ideas tend to be passed down by word of mouth, or are developed from scratch by teachers themselves. For the most part these projects are not based in learning sciences research, and researchers have not examined the most effective ways to design these projects. PBL differs from the traditional, teacher-centered approach because it

involves students in an extended inquiry process to help them learn new information and develop new skills (Cyprian, 2014). Ergül & Kargın (2014) state One of the student-centered instructional approaches is project-based learning. It is one approach for giving students the chance to participate in the learning process, making them take ownership of their education, growing students, and helping them absorb and organize information. According to Wilkinson in Aldabbus (2018), because project-based learning is more comparable to the globalized working environment than traditional lecture-driven training, it was also accepted as an instructional strategy. Numerous definitions exist to explain project-based learning. Each of these definitions includes a student group's solution to a problem. Additionally, students' work is typically completed by producing a final output, which could be a thesis, paper, design concept, or model (Kubiatko & Vaculová, 2011).

Any learning environment in which the problem drives the learning is known as problem-based learning (PBL). In other words, an issue is presented to the class before any knowledge is taught. The goal of the challenge is to make the learner realize they need to acquire some new information in order to solve it. A constructivist approach to learning is a component of problem-based learning, which is a comprehensive approach to education (Harper-Marinick, 2001). Students must choose how they will approach the topic on their own. Giving students opportunities that are pertinent to them is referred to as being student-centered in problem-based learning. It will fundamentally change its emphasis from one on teaching to one on learning. The goal of the issue-based learning method is to motivate and engage students by utilizing the power of real-world problem solving. The teacher acts as a problem solver and sets the students' objectives during problem-based learning. This won't give the teacher the power to decide what is or isn't crucial for pupils to learn, but it will teach them to take responsibility and encourage them to learn. The educator serves as. In order to execute issue-based learning, the teacher must select the topics or resources from the subject area in which the problem exists and can be resolved. The issue may come up in class or from another source, such as an occurrence involving the environment, a family, or social interactions. Problem-based learning, according to Arends (2008:57), is a method of instruction where students tackle real-world issues in order to build their own knowledge, hone higher order thinking and inquiry abilities, and gain independence and self-assurance. In essence, problem-based learning depends on students' capacity for self-directed learning and is regarded as bridging the theory-practice divide.

From various definition about PBL can be concluded that PBL is the activities that students do in learning and the teacher as a facilitator to give the students new experience in cooperation work. PBL also apply teacher-center approach. According to William Kilpatrick theory in Lu (2021) Project-based learning was the name of this procedure. Target setting, teaching content integration, encouragement, remark and feedback are the three divisions of the project-based learning teaching methodologies. And there are five strategies by the teachers in implementing project-based learning, which can already be overcome by the teacher. They are: 1) teacher's belief and commitment; 2) merging relevant projects or learning; 3) creating a semester program by calculating the effective weeks details; 4) modifying the project listed in the teacher book; 5) choosing a convenient project and providing the time appropriate to project needs (Cintang et al., 2018).

Methodology
The population of the study includes 44 English teachers in the city of Bengkalis. All the population comes from English teachers at the junior high school level who are members of the deliberative group for English subject teachers. The sample of the study includes 19 teachers, 18 of whom are female and 1 is male. Two questionnaires were distributed via google forms. In google forms the English teacher would fill in biodata in the form of name and institution of origin. Then they will be given two questionnaire models. The first questioner asked about a participant opinion consisting of 10 Likert-scale statements. In this section, participants were invited to provide their thoughts on key elements and tactics that are frequently associated with project-based learning in the literature. (e.g., Hedge, 1993; Legutke & Thomas, 1991; Thomas, 2000; Petersen & Nassaji, 2016). Then the second question asked participants to rate how often they used teaching techniques often associated with project-based learning and had project-type experiences in their classroom activities. The second question consist of 14 statements. The author created a questionnaire for teachers initially, which served as the basis for developing the questionnaire items.

Results and Discussion
Data were collected by means of a survey conducted by distributing questionnaires through Google forms. This Google form contains two types of questions with different number of questions. The first type of question is in the form of teachers' opinions about PBL and the second type of question is in the form of teaching techniques commonly used by teachers in the PBL approach. The data collected in the survey with a sample size of 19 teachers are presented below.

Table 1. Results of teachers' overall opinions of aspects of PBL

No	Option	Questions										Total
		1	2	3	4	5	6	7	8	9	10	
1	Strongly Disagree	1	0	0	0	1	0	1	1	1	1	6
2	Disagree	1	0	0	0	0	4	0	0	1	2	8
3	Slightly Disagree	0	0	0	0	0	0	0	0	0	0	0
4	Partly Agree	1	1	1	0	1	4	0	1	0	1	10
5	Agree	13	12	12	17	13	10	16	10	13	15	131
6	Strongly Agree	3	6	6	7	4	1	2	7	4	0	40

Table 1 above shows that the teacher answer based on the survey are: Question 1 – question no 10 where 19 teachers answer "Agree" 131 times, 19 teachers answer "strongly agree" 40 times, 19 teachers answer "Partly agree" 10 times, 19 teachers answer "Disagree" 8 times, 19 teachers answer "Strongly disagree" 6 times and not one of the teachers answered "slightly disagree".

Based on table 2, the researcher found the teacher answer based on the survey are: Question 1 – question no 14 where 19 teachers answer "often" 87 times, 19 teachers answer "usually" 80 times, 19 teachers answer "sometimes" 70 times, 19 teachers answer "Almost always" 15 times, 19 teachers answer "Never" 10 times and 19 teachers answer "Almost never" 4 times.

Table 2: Overall teacher frequency of use of project-based learning

No	Option	Questions														Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	Never	1	0	2	0	0	1	1	1	1	1	1	0	1	0	10
2	Almost Never	0	0	0	0	1	1	1	0	0	0	0	1	0	0	4
3	Sometimes	7	4	5	2	5	7	5	5	2	4	6	5	7	6	70
4	Often	2	6	4	7	7	6	8	5	9	7	7	6	7	6	87
5	Usually	9	8	7	8	6	4	4	6	5	6	4	6	2	5	80
6	Almost Always	0	1	1	2	0	0	0	2	2	1	1	1	2	2	15

In this research, survey method has been used, and as a data collection instrument, "Developing the Implementation Difficulties Scale for the Project Based Learning" developed and analyzed for validity and reliability by Pektas, Çelik and Köse (2009) has been used. Data from the questionnaire's first two closed-ended Likert-scale sections were subjected to quantitative analyses. And in the analysis of the data, percentage, mean, standard deviation and variance values using the Minitab 19 computer software.

The initial research topic looked at how teachers felt about project-based learning in general. The first 10 survey questions, which used a 6-point Likert scale ranging from strongly disagree to strongly agree, asked teachers about their perceptions of the key elements of project-based learning (see Appendix A). Before the analyses, the overall reliability of these questionnaire items was calculated and the reliability estimates (Cronbach alpha) for the teachers' questionnaire items was 0.83 respectively, which we considered satisfactory. As Table 1 indicates, Questions Q1 to Q10 have the highest average between 10.00 to 16.00 with opinion agree. Judging from table 1 there is no data distribution. This can be shown also with the same number of option percentages and the largest minimum option with 16.00 (Q7: Agree).

Judging from the shape of the distribution, each question with six answer choices does not have skewness, meaning that the normal distribution does not have a left or right curve tail. The results found are normal curves. From the diagram 1-10, it can also be concluded that the Bengkalis teachers agreed to determine topics for discussion assign group work, use activities that encourage reflection, use group work which is focused on a theme or is project-based, use a variety of materials in addition to textbooks (e.g., films, Internet, and people from the Victoria area), students to experience hands-on and real life tasks or activities which involve going outside the classroom, classes are focused on content and an ongoing theme rather than individual linguistics items or skills, produces a final product (e.g., a scrapbook collection of writing and pictures, a formal written report, a classroom display, a newspaper, a student performance, a radio or video program), assume different roles in class (e. g., facilitator, sharing, and/ or instructor), students have to assume different roles as well (e.g., manager, actor, writer, secretary, teacher, and/or researcher), students to work on a project for more than a single class session.
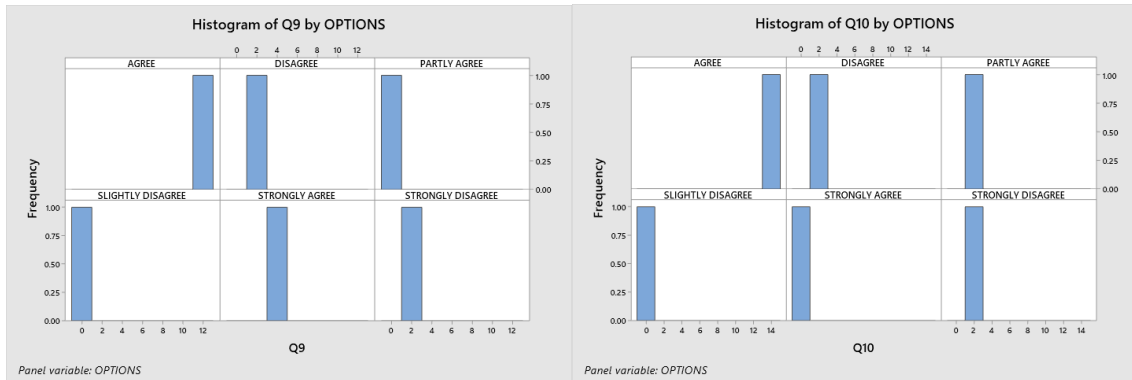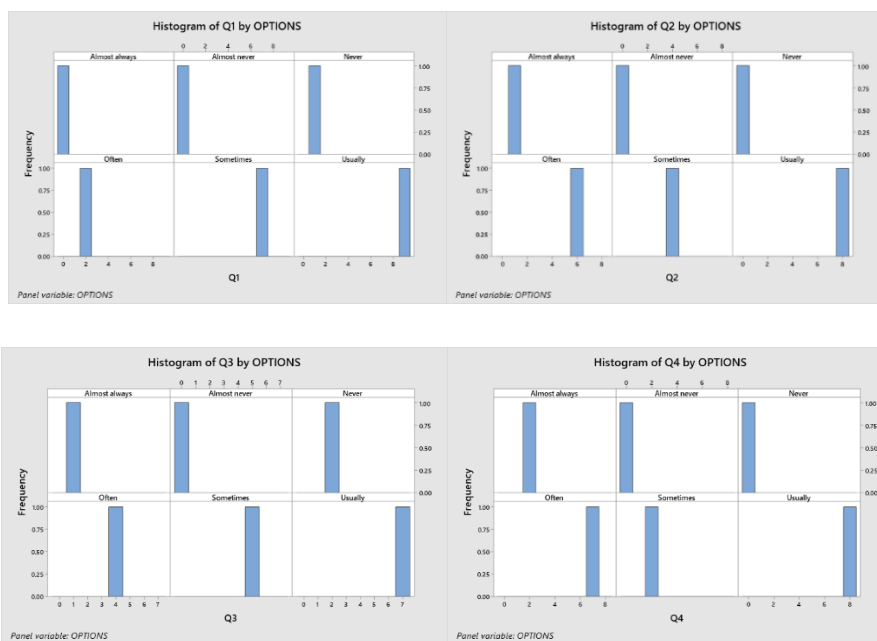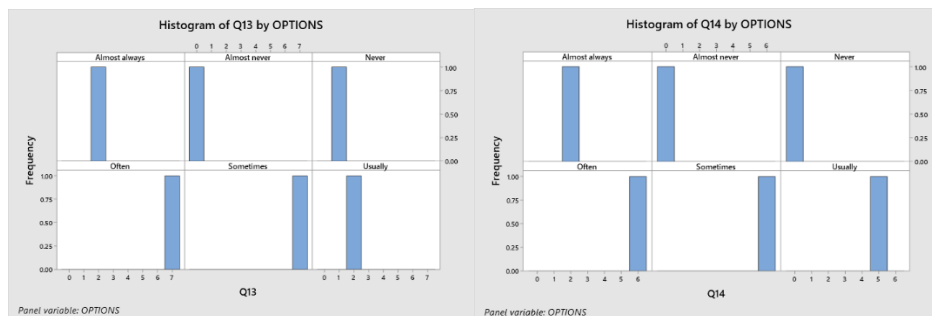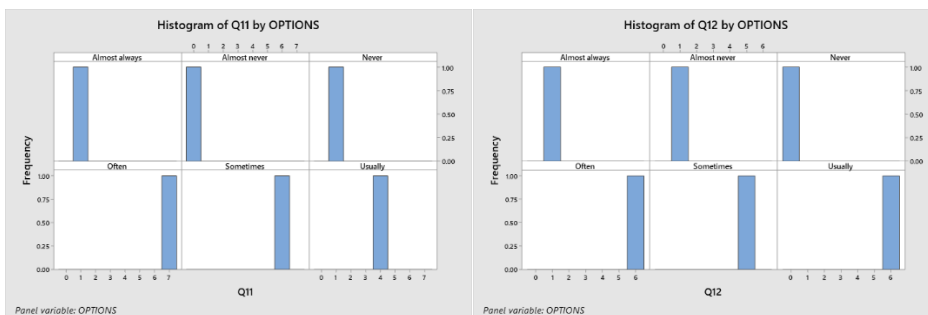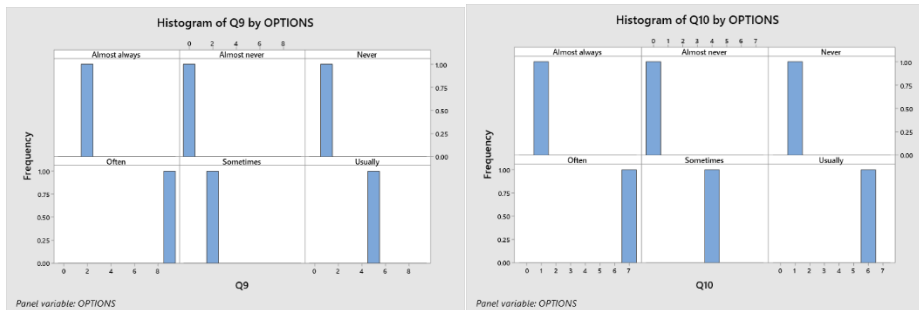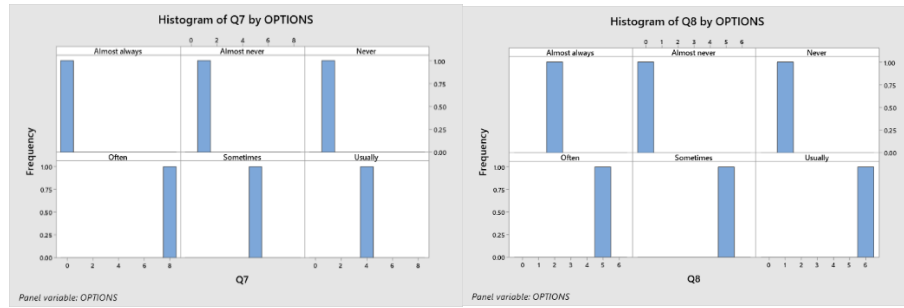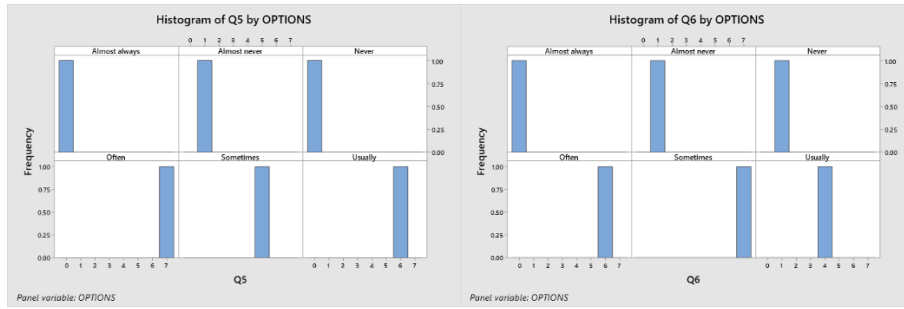
Diagram 1-10
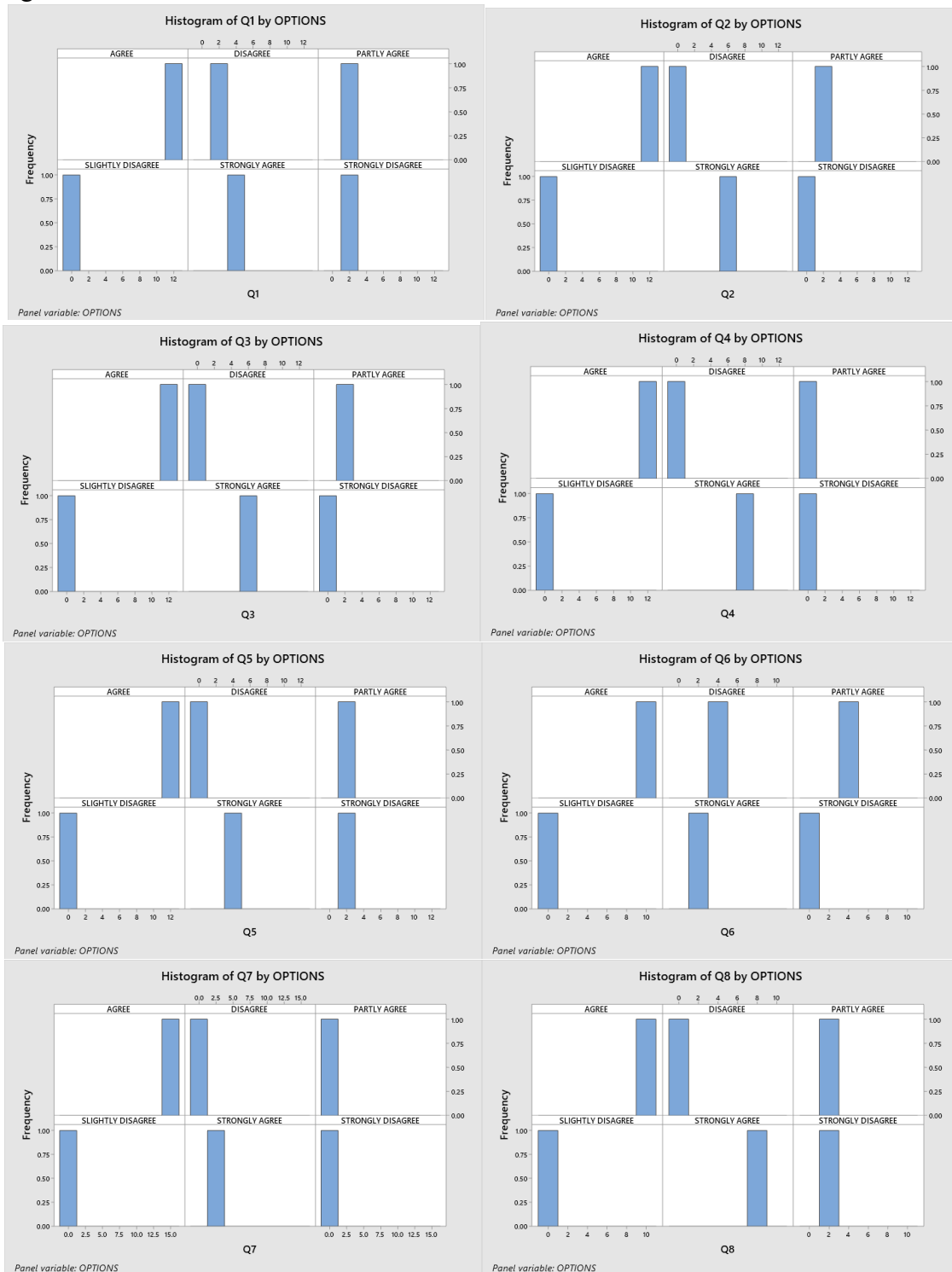
Table 2 indicates questions 1 to 14 (Q1 toQ14), the English teacher in Bengkalis has not been fully able to implement the PBL approach. The results of the analysis that answer usually mean the average for 14 questions, namely frequency often with a mean of 6.214, sometimes with a mean of 5,000 and usually with a mean of 5,714. while the frequency is almost always, almost never, and never the average is below sometimes. It can be concluded that the teacher frequency of use of project-based learning is still low. This is because the project-based learning approach is not used to being used, especially English teachers in Bengkalis. Each question has six possible answers, and based on the distribution's form, it is clear that none of them are skew, which means that neither the left nor right curve tails of the normal distribution exist. The findings are normal curves.

From the diagram 11-24, it can also be concluded that the Bengkalis teachers do more often: a variety of materials in addition to textbooks(e.g., films, Internet, and people from the Victoria area), send students outside the classroom during class time to collect information for class-related work, proof read each other's written work, Completing activities or projects in class requires everyone to contribute and participate, grade the students mainly through an ongoing collection of their work and do not rely solely on tests, get students to practice listening and speaking in small groups and investigate topics in the community or real-world issues (e.g., elections, the environment, public transportation etc.).

Diagram 1-14

Histogram of Q5 by OPTIONS

Histogram of Q6 by OPTIONS

Histogram of Q7 by OPTIONS

Histogram of Q8 by OPTIONS

Histogram of Q9 by OPTIONS

Histogram of Q10 by OPTIONS

Histogram of Q11 by OPTIONS

Histogram of Q12 by OPTIONS

Histogram of Q13 by OPTIONS

Histogram of Q14 by OPTIONS

Conclusion

Overall from the data analysis, English Teacher's Perspective on the Practice of Project Based Learning (PBL) Approach in Bengkalis District is positive. The teachers' opinions of aspects of PBL and teacher frequency of use of project-based learning as a whole are also positive, even though in Bengkalis, the implementation of project based learning is still a new experience. In conclusion, in implementing the project based learning approach it is also suggested that it is necessary to increase the use of internet media in teaching because from the results of the survey the use of the internet is still not used by English teachers.

References

Aldabbus, S. (2018). Project-Based Learning: Implementation & Challenges. International Journal of Education, Learning and Development, 6(3), 71–79. www.eajournals.org

Cintang, N., Setyowati, D. L., & Handayani, S. S. D. (2018). The Obstacles and Strategy of Project Based Learning Implementation in Elementary School. Journal of Education and Learning (EduLearn), 12(1), 7–15. https://doi.org/10.11591/edulearn.v12i1.7045

Ergül, N. R., & Kargın, E. K. (2014). The Effect of Project based Learning on Students' Science Success. Procedia - Social and Behavioral Sciences, 136, 537–541. https://doi.org/10.1016/j.sbspro.2014.05.371

Halterbeck, M., Conlon, G., Patrignani, P., & Pritchard, A. (2020). Lost Learning , Lost Earnings. Research Brief, 1(10), 1–10.

Kubiatko, M., & Vaculová, I. (2011). Project-based learning : characteristic and the experiences with application in the science subjects. 3(1), 65–74.

Molin, F., Haelermans, C., Cabus, S., & Groot, W. (2021). Do feedback strategies improve students' learning gain?-Results of a randomized experiment using polling technology in physics classrooms. Computers and Education, 175(July). https://doi.org/10.1016/j.compedu.2021.104339

Zhou, X., Chai, C. S., Jong, M. S. Y., & Xiong, X. B. (2021). Does Relatedness Matter for Online Self-regulated Learning to Promote Perceived Learning Gains and Satisfaction? Asia-Pacific Education Researcher, 30(3), 205–215. https://doi.org/10.1007/s40299-021-00579-5

Widyanuratikah, Inas. (2021, January 21).Kemendikbud:Tanda learning lost sudah mulai tampak. Newspaper article. Retrieved from https://www.republika.co.id/berita/qna3kh428/kemendikbud-tanda-learning-lost-sudah-mulai-tampak

Adit, Albertus (2020,august 28).Bosan pjj itu-itu saja?ini 6 model pembelajaran bagi siswa. Kompas.com, p.1. Retrived from https://www.kompas.com/edu/read/2020/08/28/114509371/bosan-pjj-itu-itu-saja-ini-6-model-pembelajaran-inovatif-bagi-siswa?page=all

Meli,Pepi (2020).Distance education: Teaching and learning in a project-based world (PBL). Retrieved from https://www.academia.edu/42641143/ Distance_Education _ Teaching _and_Learning _in_a_project_based_world_PBL_

Duch, B. J., Groh, S. E, & Allen, D. E. (Eds.). (2001). The power of problem-based learning. Sterling, VA: Stylus.

Presiden Republik Indonesia. (2003).Undang-Undang Pendidikan Nasional no 20. Sistem Pendidikan Nasional. Jakarta,Seketaris Negara Republik Indonesia

Kemendikbud. (2017). Buku Guru Ilmu Pengetahuan Alam. Jakarta: PT.Tiga Serangkai Pustaka Mandiri.

Krajcik, Joseph, S., & Blumenfeld, Phyllis, C .2006. The Cambridge Handbook of the Learning Science .In Poject-based learning (chap. 19,pp.317-329).Knilt.arcc.albany.edu

Yprian, T, E. (2014). Teacher self-efficacy in a project-based learning (pbl) classroom. The University of Texas At Arlington

Harper-Marinick, M. (2001). Engaging students in problem-based learning. Maricopa Centre for Learning and Instruction.

Arends, R. (2008). Learning to teach. London: Student Library.

Hedge, T. (1993). Key concepts in ELT. ELT Journal, 47(3), 275–277. http://dx.doi.org/10.1093/elt/47.3.275

Legutke, M., & Thomas, H. (1991). Process and experience in the language classroom. New York, NY: Longman Group UK.

Petersen, Cristina., & Nassaji, Hossein. (2016). Project-based learning through the eyes of teachers and students in adult esl classrooms. Retrived from http://www.utpjournalspress.