

Project-Based Learning In Teachers Module

Herfyna Asty

Universitas PGRI Sumatera Barat

Email : astyherfyna@gmail.com

Abstract

This study aims to analyze the application of Project-Based Learning (PBL) in the English teaching module used by teachers. The approach used is qualitative with a document study method, with data obtained from the Independent Curriculum teaching module. The analysis was carried out using a checklist based on project-based learning criteria. The results of the study show that the teaching modules used have met the PBL criteria according to the Independent Curriculum. This proves that as a driving school has implemented project-based learning effectively in the classroom. This module assists teachers in planning more structured and meaningful learning for students.

KeyWords: Module, PBL Teacher.

INTRODUCTION

The module supports systematic and meaningful learning experiences for students. This study was conducted at SMPN 30 Padang, a driving school that has implemented the Merdeka Curriculum for about four years. The research focuses on analyzing the English teachers' modules to determine whether they meet the criteria of project-based learning as outlined in the curriculum. In this context, evaluating the quality and alignment of teacher-developed modules with the principles of project-based learning becomes crucial. Understanding how well these modules reflect the goals of the Merdeka Curriculum can provide insights into the effectiveness of its implementation at the classroom level. Moreover, such analysis can identify strengths and gaps in the current teaching practices, which can be used to improve professional development programs for teachers. By focusing on English language modules, this study highlights how language learning can be enhanced through PBL, fostering both linguistic competence and essential life skills among students.

As a driving school implementing the Merdeka Curriculum, must ensure that its teacher's to evaluate how well PBL is applied within it. Based on the background and identification of problems, the researchers state the research question —Are the teachers' module in accordance. Based on the research questions above, the purpose of this study is to analyze project-based learning in the teachers' module at junior high school 30 Padang.

DISCUSSIONS

A. Teachers Module

The study reveals that the implementation of project-based learning (PBL) by English teachers varies in depth and consistency. Some modules reflect student-centered activities and contextual projects, while others still rely on traditional, teacher-centered methods. Although projects like creating posters or presentations promote creativity, many lack inquiry-based learning and sufficient student autonomy—key elements of effective PBL.

Another issue is the absence of detailed planning, especially in assessment and reflection. Without clear rubrics and opportunities for students to reflect, the learning process becomes overly focused on the final product. The findings also highlight the need for further teacher training to ensure modules align with PBL principles. Strengthening teachers' understanding and providing structured guidance are essential to fully realize the benefits of the Merdeka Curriculum.

B. Project Based Learning

Project-based learning (PBL) is a student-centered approach to learning, where students work on complex projects that involve solving real-world problems and producing meaningful products or presentations. PBL allows students to learn through real-life experiences, building skills such as collaboration,

communication, problem-solving, and critical thinking (Kokotsaki, Menzies, & Wiggins, 2016). In PBL, students work in groups to complete tasks relevant to daily life, aiming to improve their ability to communicate and collaborate.

According to Altabany (2020), PBL provides opportunities for students to use daily life materials as teaching materials, making learning more interesting. In addition, Simpson (2011) states that PBL emphasizes the learning process, not just the final outcome, by providing hands-on experience for students in solving problems and producing products.

This approach allows students to actively participate in projects according to their individual interests and differences. Overall, PBL is an effective and rewarding learning model in 21st century education, allowing students to build knowledge through practical experiences that are relevant to the real world.

1. Criteria Project Based Learning

Project-based learning (PBL) has several key criteria that set it apart from traditional learning models. Thomas (2021) mentions five main criteria in PBL, namely centrality, guiding questions, constructive inquiry, autonomy, and realism.

1. Project

centrality should be at the core of the curriculum, not an adjunct. In PBL, projects are central to the teaching strategy, where students learn the main concepts of the material through the project.

2. PBL Driving Questions

focus on questions or problems that encourage students to learn core concepts. The project should be designed by connecting the activity with the underlying conceptual knowledge.

3. Constructive Inquiry

Students are given the opportunity to build their own knowledge through the inquiry process. The project should involve problem solving or developing a model that reflects an

adequate level of difficulty.

4. Autonomy

Students are given autonomy in the learning process, from determining how to work on projects to determining the completion time. The project focuses more on student initiative than teacher-driven teaching.

5. Realistic Projects

The project must reflect authentic real-world problems. PBL focuses on real-life challenges and solutions that can be applied in real-life situations.

According to the Buck Institute (2013), PBL involves elements such as planning carried out by students, data collection, continuous assessment, and the final result in the form of products that are evaluated for quality. Thus, project-based learning can be declared effective if it meets these criteria, prioritizing the active role of students in the learning process.

2. Advantages of Project-Based Learning

Project-based learning (PBL) has several significant advantages. According to the Project-Based Learning Guide (2020), PBL can:

1. Train students in using reasoning to solve business problems.

2. Practice critical thinking skills and make hypotheses in solving problems.

Improve students' ability to solve problems, make decisions, and conduct experiments to prove hypotheses.

RESEARCH METHODOLOGY

This research used qualitative research. Qualitative research is an approach to exploring and understanding individual or group meanings derived from social or human problems (Cresswell, 2014). researcher used qualitative document studies aim to analyze project-based learning contained in the English teachers' module at SMPN 30 Padang. In document analysis, researchers focus on analyzing project-based learning in teachers

modules that are in accordance with the criteria for project-based learning at the school.

INSTRUMENTATION

According to Suharsimi Arikunto (2010), research instruments are tools used by researchers to collect data efficiently, systematically, and easily analyzed. In this study, researchers used semi-structured interviews and document checklists to obtain accurate data.

Semi-Structured Interviews

The researcher conducted semi-structured interviews with teachers at SMP Negeri 30 Padang to collect data related to the Independent Curriculum program in project-based learning. This interview aims to get information from English teachers who design teaching modules in schools. After the interview, the researcher proceeded with the analysis of the teaching module using a document checklist to obtain further data.

RESEARCH FINDING

To collect data, the researcher used document analysis techniques with the help of instruments in the form of checklists which were compiled based on five PBL criteria according to Thomas (2000), namely centrality, driving question, constructive investigation, autonomy, and realism. The analysis is carried out by observing the content of the module and recording the presence or absence of each criterion in the structure and content of the module. Preliminary results show that some criteria have been implemented, but there are also important elements of PBL that have not been fully contained in the module. These findings serve as a basis for researchers to assess the extent to which the teacher modules support Project-based learning and how their implementation can be improved in the future

Centrality

Teachers' module contains student centered project based learning

In the project-based learning model, students become the center of the learning process. This is stated in the teacher module designed by the teacher as a guide in the learning process. The goal in project-based

learning is for students to be the center in the classroom learning process. In the learning outcomes of the teacher module used by the teacher, students are able to communicate their ideas and opinions. students can compile arguments and defend their opinions. so that discussions between teachers and students are formed in the learning process

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Project-based learning emphasizes students as the center of the learning process. To achieve this goal, teachers use modules as a guide. In the module, there are 6 learning objectives that show that students are the center, one of which is that students are able to identify learning materials.

In the teacher module, there are six learning objectives that show that students are central to the learning process. First, students are able to identify the social functions, text structure, and linguistic elements of the teaching material. Second, students can explain the elements in detail. Third, students are able to express ideas from various texts presented.

Fourth, students can use the material according to the learning context. Fifth, students are able to direct the material according to the learning objectives. Sixth, students can design learning materials using media such as flowcharts. These goals support the implementation of active, student-centered project-based learning.

1. Driving question

In project-based learning, teacher modules typically use questions that

encourage students to learn key concepts and principles. The goal is for students to be able to express their opinions regarding the questions given by the teacher, thereby encouraging student activity in the learning process. However, in the teacher modules analyzed in this study, no questions were found that were in accordance with the project-based learning criteria. There are only light questions in the onboarding section of the activity that serve more as a warm-up, rather than as a question that can spark discussion or debate between students.

In project-based learning, there are usually questions that connect activities with conceptual knowledge. This allows for discussions between teachers and students, as well as creating an active learning atmosphere. However, in the modules analyzed in this study, no questions were found that matched these criteria. The modules used in the sample schools did not meet these criteria.

Constructive investigation

- a. Teaching Modules Contain Investigation in the Form of Process Design, Decision Making, Problem Discovery, Problem Solving, or Model Development in the Context of Project-Based Learning has criteria in the form of investigation involving process design, decision-making, problem discovery, problem solving, and model development. In the modules used by teachers in the schools that were sampled in this study, it was found that

there were learning stages ranging from design to evaluation, although they were not fully in accordance with the project-based investigation criteria.

- b. Project-Based Learning Activities in Teaching Modules Can Be Done by Applying Information and Skills Learned

Project-based learning involves applying the information and skills that students have. In the modules analyzed, students are given the opportunity to gather information related to the skills being studied and express their ideas and opinions. The role of the teacher as a facilitator is also

seen in the module, which is in accordance with the project-based learning criteria.

2. Autonomy

a. Teachers' module contains students' independence from the start of learning to the Project-based learning encourages student independence throughout the learning process. In the teaching module, the learning activities are structured to promote this autonomy. The first stage involves orienting students to the problem by presenting questions that students must answer independently, based on a video provided by the teacher. The next stage involves organizing students into groups to solve problems using a flowchart given by the teacher. Students are encouraged to discuss and argue freely within their groups to find solutions. In the third stage, students conduct investigations, gathering relevant information from their discussions. Finally, in the fourth stage, students develop and present their findings, documenting the results of their problem-solving process. From these stages, it is evident that students work independently to solve problems within their groups. The teacher plays a facilitating role, providing appropriate media and guidance to support the students in their problem-solving process, ensuring that the project aligns with the learning objectives.

Teachers' module contains students' timeliness in completing project learning during the learning process. The project-based learning process has a long period of time. Because this project-based learning has several stages in the implementation of the learning. In Project-based learning encourages student independence throughout the learning process. In the teaching module, the learning activities are structured to promote this autonomy. The

CONCLUSION

The module incorporates essential aspects such as student-centered learning, problem orientation, investigative activities, and the use of real-life problems for student problem-solving. successfully implemented project-based learning as a teaching model in

its English classes. The analysis of the English teacher's module revealed that the module aligns with the criteria for project-based learning. The module incorporates essential aspects such as student-centered learning, problem orientation, investigative activities, and the use of real-life problems for student problem-solving. This suggests has successfully implemented project-based learning as a teaching model in its English classes. However, some criteria were not fully addressed in the module, indicating room for improvement in the application of project-based learning. Overall, the study shows that with further refinement, the use of project-based learning can significantly enhance the effectiveness of the learning process.

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