

Teachers' Perception On Project Based Learning Method In Teaching English Lesson

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Abstract

This research investigates how English teachers at Budi Satrya School view project-based learning. The strategy used in this study to gather data from interviews is qualitative. Next, information was gathered to determine how Budi Satrya School teachers felt about Project Based Learning. The findings demonstrate that the Budi Satrya School students benefited from the teachers' application of project-based learning. Additionally, according to this research, children become self-regulated, motivated, cooperative, critical, and communicative learners when they interact with the actual world. Project-based learning has greater beneficial effects than traditional teaching techniques. Project-Based Learning has many benefits over traditional teaching methods, even though it cannot be used with all selected materials

Keywords: *Project-Based Learning; Teachers' Perception*

Introduction

One of the most important duties of a high school education is to provide students with the necessary professional skills to adapt to evolving conditions in the workforce. The objective is to equip students with essential knowledge, practical abilities, and competencies required to secure suitable employment in the professional sphere. The classroom should focus on nurturing students' strengths, particularly their creative aptitudes. The objective of fostering creativity is to equip students with the necessary skills to fulfill the requirements of the job market. Currently, schools are not effectively cultivating students' creativity.

The belief that creativity cannot be taught or measured is the root of the lack of attention given to the development of creativity. According to Trilling & Fadel (2019), learning environments that encourage inquiry, patience, openness to new ideas, strong self-confidence, and the ability to learn from mistakes and failures are conducive to the development of creativity. It is possible to cultivate creativity through constant practice. Teachers need to keep searching for strategies and techniques that they can use in the writing classroom in order to address this problem. A legal strategy appears appropriate in this instance. Within the framework of the process approach (PBL), one of the methods that is utilized is project-based learning. Students are able to develop, plan, and carry out extended projects that result in public output such as products, publications, and presentations through the use of the project-based learning (PBL) methodology, as stated by Riswandi (2018). Moreover, project-based learning (PBL) is an instructional method that teaches curricular concepts through the use of projects. To put it another way, the approach demonstrates how language is acquired and offers possibilities to teach pupils through the utilization of classroom activities and methods that are designed to enhance their learning. Project-based learning (PBL) is a form of situational cooperative learning that is structured into five primary phases and places an emphasis on the significance of student engagement. To begin, the first step is to choose a topic, followed by the second step of planning the project, and finally the third step is to gather information on the project topic. They [4] devise

and carry out a strategy for finishing the project, and [5] they continue to be dedicated to presenting and analyzing the results of the project as well as the efforts that the students have made to finish the project. Additionally, it assists students in gaining a more profound comprehension of the topics they are studying, intensifies their motivation to learn, and heightens their desire to acquire more in-depth knowledge regarding a specific subject area.

Problem-based learning is a method of instruction that places an emphasis on problems in order to cultivate problem-solving skills, materials, and self-organization qualities in students. Not only does project-based learning (PBL) assist students in acquiring knowledge, but it also helps them enhance their problem-solving skills, critical and creative thinking abilities, time management skills, communication skills, teamwork skills, adaptability to change, and self-evaluation abilities. PBL is a method of motivating students by using real-world challenges. In order for students to successfully complete problems, they will share knowledge with one another and collaborate on finding solutions. It is the role of the teachers to act as facilitators, guiding the challenges in such a way that the conversations of the students are centered on the answer. This study's objective is to provide a description of the understanding that English teachers have regarding the project-based learning strategy. It is expected that this research will be beneficial to educators, students, and other researchers, either directly or indirectly. In the context of English instruction, teachers have the ability to improve the model of instruction by incorporating learning methodologies that are focused on projects and problems. Students have the opportunity to improve their creative and critical thinking skills, in addition to applying the knowledge they have gained from the interactive learning activities to scenarios that are based in the real world. In addition, the opinions of educators regarding the effects of project-based and problem-based learning on students can be gathered by other researchers, which will be beneficial for the research that will be conducted in the future. Many individuals believe that project-based learning is a viable alternative to the traditional method of instruction that is guided by the teacher. The authors Chen and Yong (2019) assert that, in contrast to traditional schooling, it has a modest to large positive influence on the academic achievement of pupils. In addition, it is essential to keep in mind that project-based learning cannot completely fulfill the role that traditional education currently plays. According to Chen and Yong (2019), students can acquire the knowledge and skills necessary for life by working to solve and evaluate difficulties and presenting their results to an audience if they are given the opportunity to do so. To be more specific, it makes learning easier by facilitating activities such as problem-solving, questioning, idea sharing, planning, and interpersonal communication (Choi et al., 2019). Through the use of project-based learning, students are encouraged to work together effectively, with the instructor serving just as a guide during the duration of the project (Greenier, 2020).

Students are motivated to not only interpret educational information in engaging ways and acquire new knowledge through the use of project-based learning, but also to develop the personal skills necessary to interact with others and find solutions to troublesome circumstances. According to Chmelárová and Pasiar (2017), it is regarded as a very helpful instrument for the development of desirable attributes. According to Pedersen and Hoby's research from 2020, this establishes a strong connection between the learning results and the projects working on by the students. It is generally accepted that educators who employ project-based learning have the highest level of teaching ability and consider it to be an exceptionally effective way of instruction. The fundamental idea behind project-based learning is that students should be responsible for learning more difficult projects than they should for learning abstract definitions. Through the use of the Project-Based Learning approach, students are able to maintain their interest in the classroom. In the context of education, project-based learning

refers to instructional tactics that are active and student-centered. These strategies enable students to work either independently or in groups to solve issues that are relevant to the real world and to build higher-order thinking skills. In the context of project-based learning, children are given the opportunity to participate in real-world activities and procedures that are analogous to those utilized by adults working in professional settings. These activities include examining issues, providing hypotheses and explanations, and discussing and testing new ideas in their everyday lives. Through the use of project-based learning (PjBL), the Merdeka curriculum can be implemented in Indonesia in a number of different ways. In order to address scientific issues, children take part in project-based learning activities, which allow them to make contributions and have an effect on the environment around them. Instruction through the use of project-based learning.

It is interesting to conduct study on the Project-Based Learning (PBL) learning technique for a variety of reasons connected to its success and excellence in growing students' skills and comprehension. As a result, academics are interested in learning the perspectives of educators who employ this instructional approach. For the most part, the findings of previous studies on active learning in relation to the educational outcomes of students have been extremely good. This has increased the importance of active learning as a superior teaching strategy in comparison to traditional ways that are more content-oriented, such as lectures (Hartikainen et al., 2019), where knowledge is learned in a more passive manner. Brainstorming, role-playing, didactic games, and case studies are some examples of strategies to promote student involvement, interaction, and communication. Project-based learning is another method that can be utilized to accomplish these goals. Contrary to the findings of earlier studies, the present investigation is centered on the perspectives of educators with relation to the project-based learning approach. When it comes to the emotions that teachers experience when they teach English utilizing the Project-Based Learning method. The purpose of this study is to provide an overview of the perspectives that teachers have regarding the incorporation of project-based learning into their classes based on their own personal experiences.

A professional teacher is a teacher who can teach and educate and continues to develop his abilities in line with developments over time (Indrawan, et al., 2020). Professional teachers must be able to encourage their students to become subjects in learning. To carry out the curriculum mandate, teachers need to be facilitated with professional development programs such as the implementation of Project Based Learning. Students' diverse English abilities mean teachers must be able to provide teaching that can encourage them to be active in learning in accordance with curriculum requirements

The purpose of this study is to investigate the perspectives of teachers with regard to the implementation of project-based learning in the process of teaching and learning, specifically how they view it in terms of whether it is good or detrimental to the teaching of English education.

Method

This study used a qualitative research methodology. Because researchers typically gather data through in-person interactions and face-to-face interactions with participants in a study setting, qualitative research is also known as an investigative strategy. Another way to define qualitative research is as study whose conclusions are not derived from statistical analysis or other types of computation. A qualitative study was conducted in order to fully and thoroughly characterize the perceptions that teachers have regarding the project-based learning method that is utilized in the English lesson instruction that is provided at BudiSatrya Schools.

In order to obtain data that is directly based on their experience, the participants in this research are three English teachers who work in Budisatrya. These three teachers were used as research subjects because these three teachers were the people most involved in the English learning process so that the researcher could obtain the necessary data based on the data and information required and it was believed that the subjects had understood the purpose of this research in order to provide solutions to the problems that had been formulated. To carry out the research, the researchers focused their attention on a few key questions that were connected to the formulation of the problem and asked the participants to answer them. In order to acquire data, the researchers decided to conduct interviews as their primary method of data collecting. It was important for researchers to conduct interviews since they gave them the opportunity to pose questions personally and in person to the participants. Participants are also better able to communicate directly with one another when interview techniques are utilized, which enables researchers to acquire responses that are more in-depth to the questions that are presented to them. The questionnaire consists of eight questions, and its purpose is to collect the thoughts of teachers regarding the project-based learning strategy that is utilized in the instruction of English classrooms. For the purpose of acquiring the data, the following protocol was followed:

1. The researcher conducted the interviews with a compassionate attitude, giving close attention to the respondents' points of view as well as the questions that they had prepared in advance. Both the recording method and the recording media are utilized in order to record the conversations. In this particular instance, the researcher conducted interviews with teachers in order to gain insight into their perspectives regarding the PBL mode of instruction for English language.
2. Interview transcripts are prepared by the researchers with the recordings serving as a direct reference.

Results

Perception is someone's insight into deciphering something. According to (Nurhayati, Samiati, & Hersulastuti, 2018), perception can be defined as the process by which a person selects, organizes, and comprehends the inputs of data in order to develop a significant overall concept. A fundamental shift from a learning approach that is focused on the teacher to one that is focused on the student is required in order to make the transition from traditional teaching methods to project-based learning. The use of project-based learning has the potential to significantly enhance the learning experience in the classroom for both the instructors and the students. How teachers teach, how students learn, and how teachers and students interact with one another can all be affected by it. During the course of the discussion with the educators, each of the participants discussed their thoughts and feelings regarding project-based learning. During the course of the class session, they talked about some of the positive viewpoints and obstacles that they encountered. During the course of the interview, participants were provided with their initials in order to maintain their confidentiality. I, II, and III those who participated. The Project-Based Learning technique was something that each and every educator who participated in this study was familiar with, and they had also utilized this learning technique in the past. Their understanding of the Project-Based Learning method was so similar that it was virtually identical. According to the teacher, project-based learning is an approach that encourages students to participate more actively in class. Project-based learning, as defined by Teacher II, is a strategy that is extremely suitable for application in schools since it requires students to participate actively in direct practice while they are within the classroom setting.

When it comes to developing students' critical thinking skills, Teacher III believes that Project-Based Learning is an excellent instruction strategy. All of the teachers who participated in this study are of the opinion that the Project-Based Learning technique is suitable and may be implemented in the instruction of any subject. Specifically in English classes, but also in every other subject that is taught in school. Only a select handful of the dialogues that were presented during the results session were selected.

“The Project Based Learning method provides good benefits for students. I personally feel this method really helps students think critically. The Project Based Learning method provides good benefits for students. I personally feel that this method really helps students think critically, this can be seen from several assessment indicators that I carry out, such as being able to provide explanations related to the material, being able to describe causes and effects, and providing solutions to projects carried out.” (Teacher 1)

During the course of the interview, what was conveyed by teacher 1 is in accordance with the results of research conducted by (Lisna, 2017) where the process of students' critical thinking abilities by applying the Project Based Learning model in learning can increase, then educators were in agreement that students exhibit a higher level of enthusiasm when they are given a project to complete, and that the implementation of project-based learning makes learning more simple. The majority of teachers have prior expertise on the implementation of project-based learning in language learning and instruction. This is due to the fact that the majority of teachers are graduates of the English department. The instructor is able to reap several benefits from project-based learning since it encourages students to become more involved and enthusiastic about the content that they are studying. Before entering the classroom, the instructor makes preparations in order to conduct instruction and facilitate learning from the beginning. This includes, for instance, the preparation of the required instruments, supplies, and detailed instructions.

“Some advantages of project-based learning include lessons that will eventually result in products that will increase students' motivation and excitement for learning since they are exposed to new concepts that they can feel, see, and create.” (Teacher 1)

The students' motivation is maintained throughout the entirety of the educational process when they are engaged in project-based learning. As the instructor makes an educated guess about anything at the beginning of the session by making use of the clue that has been provided, it has the potential to excite the students' cognitive and motor skills equally. Instead of directly instructing the students, the instructor provides them with hints that will stimulate their existing knowledge and encourage them to engage in critical thinking. This method protects pupils from becoming spoilt, in contrast to traditional teaching approaches, which place an emphasis on the instructor narrating in front of the class while the students merely listen.

“Of course, the project-based learning method is very fun, but this method is not always fun for all students. This is the challenge of learning using this method.” (Teacher 2)

As a result of the findings of the interviews, teachers have noted that they occasionally face challenges when implementing Project-Based Learning. These challenges include the fact that it requires a significant amount of time and that students' reactions might be unpredictable. During the time that the students are working on their projects, the instructor moves around the classroom, asking questions and providing assistance to those students who require it. It would appear that Project-Based Learning presents a lot of challenges for both educators and students, in addition to the fact that it is beneficial to the learning of teachers. Taking into consideration the perspective of the educator, it is not always feasible to execute Project-Based

Learning teaching in the same manner for each and every subject. It is typical for students to feel eager about learning at the beginning of a lesson, but then they get sluggish and bored later on. This is due to the fact that every student is different in terms of their personality, feelings, and pedagogical competence.

"Information technology is the initial lesson plan, school is not available, simply use the existing media." (Teacher 2)

The fact that this is the case demonstrates the significance of information technology in the educational process, particularly in light of the technology breakthroughs that are currently taking place. However, in order to provide students with the ability to solve problems that arise from the obstacles they face, it is more important to teach them how to make use of a variety of resources, to practice a variety of abilities, and to provide opportunities for learning. Peers, principals, and other stakeholders who have a carrying capacity become critical decision-makers who have the potential to discourage teachers from implementing project-based learning. In order to fulfill the job of facilitator, a teacher needs to be prepared to provide students with access to a learning resource in the event that the school is overcrowded and the environment is not ideal for learning. Project-based learning also necessitates the use of information technology, so it is not accurate to say that information technology is the only tool for success.

"The difficulty I faced in planning is to synchronize between the parts contained in the lesson plan from the title up to the end." (Teacher 3)

The issues that are presented have a direct bearing on the outside world, the experiences of the students, and/or the experiences of people who are in close proximity to them. It is not always the case that public concerns that are directly pertinent to the subject matter contain instructional resources. As a result of this understanding, teachers have challenges when it comes to producing issues and making links between those problems and the content that is covered in fundamental skills according to the curriculum. Within the context of project-based learning, there are three categories of questions that are utilized: foundational questions, learning questions (projects), and question content (matter). It is the questions contained within the curriculum framework that serve as the basis for these inquiries. The most fundamental question is one that is thought-provoking, insightful, and goes beyond specific areas of knowledge. Through the use of fundamental questions, students are encouraged to draw connections between the various learning resources, competencies, and problem-solving abilities that they possess in the actual world.

"I sometimes find it difficult to produce basic inquiry exercises that can hold students' attention" (Teacher 3)

When it comes to teaching English, there are also some issues that arise with the utilization of project-based learning by classroom instructors. Following the completion of the interviews, it was discovered that English teachers had the perception that they lacked the skills essential to carry out all stages of the Project-Based Learning process. To begin, it is challenging for educators to devise simple inquiry or brainstorming activities that are both able to capture the attention of students and are pertinent to the topic that is being demonstrated in the lesson. In the first stages of project-based learning, the most crucial step is to initially ask fundamental questions. In the event that the instructor is not provided with an engaging lesson plan, the attention of the students will be diverted.

Discussion

The results of this study highlight that teachers view Project-Based Learning (PBL) as a valuable teaching method that significantly boosts students' critical thinking, motivation, and

engagement. All three teachers agreed that PBL promotes active participation and practical knowledge application, validating the shift from traditional teaching to student-centered approaches. This finding emphasizes the need for a dynamic and interactive classroom where students are encouraged to explore and solve real-world problems. Comparing these results with other studies, such as those by Nurhayati, Samiati, and Hersulastuti (2018) and Lisna (2017), reinforces the idea that PBL enhances students' cognitive engagement and practical skills. It also aligns with literature suggesting that PBL increases student motivation by making learning more hands-on and relevant. However, the study also identifies challenges like the significant time investment required and varying student reactions, echoing broader research on PBL. Practically, these findings suggest expanding PBL across various subjects, including English, to capitalize on its benefits for critical thinking and student engagement. Theoretically, the study supports student-centered learning and highlights the need for teacher training in PBL methods. It also stresses the importance of providing resources and support to address PBL's logistical challenges. The study's limitations include a small sample size and the qualitative nature of the research, which might introduce subjective biases and limit the generalizability of the findings. The study did not quantitatively measure PBL's impact on student outcomes, relying instead on teachers' perceptions. Future research should involve larger, more diverse samples to validate these findings and include quantitative measures of student outcomes. Investigating the long-term impacts of PBL on students' career readiness and learning trajectories would provide deeper insights into its effectiveness. Additionally, exploring strategies to address identified challenges, such as time management and student engagement variability, would help refine PBL practices

Conclusion

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