THE IMPLEMENTATION OF PROJECT-BASED ASSIGNMENT IN ONLINE LEARNING DURING COVID-19

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Abstract

By implementation of online systems strategy indirectly forces teachers and students to master the uses of technology in learning process. Online learning is needed to facilitate the teacher delivering the material to students during the pandemic situation. From this condition, it is suitable for teachers to implement Project Based Learning as it allows students to design, plan and carry out an extended project that produces a publicly exhibited output such as a product, publication or presentations Project Based Learning improves the students' media research skills provides a real-world connection to context. The students conduct research using multiple information resources. By locating the resources themselves, their research skills develop and improve. Project Based Learning increases the students" collaboration. In the processing stages, students create and organize their own groups. They share knowledge and collaboratively construct their products. Through collaboration, they develop social communication skills and obtain multiple perspectives.

Keywords: project based learning, online learning, COVID-19

INTRODUCTION

Nowadays, Covid-19 disease has become a seriously pandemic in around the world. Many human life aspects slowly changed from the spread of Covid-19 disease. Its gigantic impact has influenced numerous areas, for example, economy, education, politic, health, homegrown correspondence inside one nation and global correspondence among numerous nations all through the world. The government of Indonesia take action by make social distancing and also self-quarantine to minimizing the transmission of infectious Covid-19 diseases.

From the raise of Covid-19 disease, education sector has been one of the big areas that get impact by Covid-19 disease. In order to minimizing the transmission of infectious diseases, the students should study from home. The Education Ministry of Indonesia has changed the teaching and learning process with online systems strategy. As stated by Muliyah et al. (2020), the impact of Covid-19 outbreak on the education system is inevitable that education institutions need to transform their instructional practice to online form. The online system strategy of learning serves as a new rule in Indonesia to solve the lack of meeting in the classroom (Pustika, 2020; Mandasari, 2020). By implementation of online systems strategy indirectly forces teachers and students to master the uses of technology in learning process (Ambarwati and Mandasari, 2020; Sari, 2020). This also shows the expansion of technology can actually bring advantageous effect to the improvement of many aspects in education, such as teaching and learning process (Aminatun, 2019; Oktaviani and Sari, 202; Mandasari and Wahyudin; 2021). Regardless from advantages and disadvantage of online learning, technology plays an important role both for teaching and learning during online learning process. Online learning is needed to facilitate the teacher delivering the material to students during the pandemic situation.

Beside advantages and disadvantages of online learning, online learning has become popular during pandemic situation because of its potential for providing more flexible access to content and instruction at any time, from any place (Sari & Oktaviani, 2021). Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years (Evans and Haase, 2001; Mandasari and Aminatun, 2020). According to As

(2011), online learning platforms can reduce the workload of lecturers, improve teaching and learning process inside and outside the classroom. It fully changes face-to-face learning in classroom situation into online learning, while teacher, students, and parents have access to general resources, communication tools, and information, both inside and outside the classroom during online learning.

However, online learning provide more flexible access to content and instruction at any time, from any place (Ayu, 2020; Aminatun and Oktaviani, 2019; Mandasari and Aminatun, 2019). Teaching and learning process in online learning gives disadvantages to teachers and students. One of the examples disadvantages of online learning is about uncertainty toward learning model. During online learning teachers needs appropriate learning model that can make all students study effectively during online learning. Because online learning causes students learn from home and teachers teach from home too, it means there will be new problem raise from this situation. Based on a survey conducted by Indonesian Child Protection Commission, there are two most significant obstacles for students dealing with online learning, including stacking assignments and internet bandwidth cap issues (Detiknews, 2020).

On the other hand, when the researcher did teaching practice at SMK Budi Karya Natar several teachers use some models during teaching in online learning especially English teacher that teach in 10th grade. One of the way teaching and learning model that use by teacher is project-based assignment. Implementation of Project-Based assignment used in order to make online learning process not only in one-way learning, means online learning not only dominated by teacher. Students may talk to each other, give comment, and feedback to peers (Wahyudin, 2018). By implementing project-based assignment be expected indirectly engage students in learning process by create project at the end of the lesson (Wahyudin, 2017). Therefore, even though learning process change into online system but learning process still make the student active in learning process and can create good learning environment that make student comfortable, interested in learning process.

Look at this condition, it is suitable to use Project Based Learning during online learning. Project Based Learning allow students to design, plan and carry out an extended project that produces a publicly exhibited output such as a product, publication or presentations (Patton, 2012). Project Work is student-centered and driven by the students' need to create an end-product (Bell, 2010). Not only that, Project Based Learning improves the students' media research skills. Project-Based Learning provides a real-world connection to context. The students conduct research using multiple information resources. By locating the resources themselves, their research skills develop and improve. Project Based Learning increases the students" collaboration. In the processing stages, students create and organize their own groups. They share knowledge and collaboratively construct their products. Through collaboration, they develop social communication skills and obtain multiple perspectives (Wahyudin, 2017; Aminatun & Oktaviani, 2019).

Project Based Learning increases in resource-management skills. Successful Project-Based Learning provides learners with experience in project organization and time management with necessary scheduling of resources. Based on the explanation, the researcher conducted a study of implementation of project-based assignment in online learning during Covid-19 Pandemic.

Online Learning Process

The development of information and communication technology that very rapidly encourages various educational institutions to use the online learning system to increase the effectiveness and flexibility of learning (Putri & Sari, 2020). Equipped with internet, technology can easily spread information to all around the world; this means that internet in online learning plays a vital role in education field (Mandasari & Aminatun, 2019). Through online learning, learning material can be accessed anytime and from anywhere, in addition to the material that can be enriched with various learning resources including multimedia which can quickly be renewed by the teacher.

Many researchers generally refer to online learning as Web-based learning delivered through the Internet or accessed through an intranet or extranet (Chiu, Chiu & Chang, 2007). Online learning in higher education has been categorized as teaching and learning through asynchronous and synchronous communications via the Internet and with multimedia. It has the capacity for interactivity and was credited with promoting higher order thinking skills in students (Hazari & Johnson, 2007).

Thornton (2004) suggest that although online learning is a tool that could improve teaching and learning skills, its effectiveness lies in how the tool is used. It has been found that much unsatisfactory implementation of online learning still occurs in practice. Based on earlier studies (Dillon & Gunawardena, 1995) three main variables that influence the effectiveness of online learning, namely technology, instructor characteristics and student characteristics, still hold true today.

Dabbagh & Ritland (2005:15) said online learning is an open learning environment and distributed pedagogic tools, the internet, network-based technology, to facilitate learning and build knowledge through action and interaction. Online learning is learning that can be done anywhere and anytime, depending on the needs of human resources (instructors, lecturers, instructors, and students) who carry out these online learning activities.

From the explanation above, the writer concludes that online learning is education that takes place over the Internet. Online learning is also can be defined as courses online instead of in a physical classroom. It is can use to increase the effectiveness and flexibility of learning. Through online learning, learning material can be accessed anytime and from anywhere, in addition to the material that can be enriched with various learning resources including multimedia which can access quickly in an open learning environment, flexible, and distributed.

Advantages and Disadvantages of Online learning

The advantages of online learning are providing flexibility, interactivity, speed, visualization through various advantages of each media (Sudjana, 2005; Oktaviani and Mandasari, 2020). According to Tjokro (2009), online learning has many advantages, namely: it is easier to absorb, meaning that it uses multimedia facilities in the form of images, text, animation, sound, and also videos, much more effective in costs, meaning that there is no need for an instructor, no need for a minimum audience, anywhere, much more concise, meaning that it does not contain a lot of class formalities, directly into a subject, subjects that fit your needs, available in 24 hours per day, meaning that mastery in a material depends on enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

The disadvantages of online learning include the lack of interaction between learners and students or also even between students themselves, this tendency can ignore academic aspects as well as social aspects and vice versa make the growth of aspects of business or also commercial. the teaching and learning process tends towards training rather than education itself, changing a learning role from the original masters of conventional learning techniques is now also required to be able to know the learning techniques using ICT (information, communication, and also technology).

Project-Based Learning

Project-Based Learning (PBL) is an instructional model that is based in the constructivist approach to learning, which entails the construction of knowledge with multiple perspectives, within a social activity, and allows for self-awareness of learning and knowing while being context dependent stated (Duffy & Cunningham, 1996).Thomas (2000) sets five criteria for PBL: projects should be central to the curriculum, focused on problems that drive the students to struggle with major concepts, involve the students in constructivist investigation, student-driven, and realistic. PBL is an "outlet for every student to experience success" (Wolk, 1994). Furthermore, common features to PBL implementation are an anchor of the activity, a task, an investigation, provision of resources, scaffolding, collaboration, and opportunities for reflection and transfer (Grant, 2002)

Eyring (1997) defines projects, in language learning settings, as "assignments that incorporate student input, with content deriving from real second language use through extensive contact with either native speakers or native texts, integrating language skills and extending over several weeks or more". From the definitions above, the writer sees that Project-based learning (PBL) as a dynamic approach to teaching in which students explore real-world problems, issues and challenges, are inspired to obtain a deeper knowledge of the subjects they are studying and more likely to retain the knowledge gained through this approach far more readily than through traditional textbook centered learning. In addition, the students develop confidence and self-direction as they move through both team-based and independent work (Apriyanti & Ayu, 2020)

METHOD

In this research, the writer used descriptive qualitative research that focuses on the implementation of project-based assignments in online learning during the covid-19 pandemic in grade 10th at SMK Budi Karya Natar. The main data in this study in the data collection procedure were the observation of participating and collecting documents and information related to the implementation of project-based assignment in online learning.The writer did an observation aimed to find out data from some specific focus aspects. The observation was carried out one time through attendance during the online learning process. The writer recorded and transcribed detailed information needed in the research.In this case, the observation was intended to capture the teaching and learning process in English classroom.

FINDINGS AND DISCUSSION

During the observation of project based assignment, there are the stages that have been implemented by the English teacher in SMK Budi Karya Natar, that is, selection of the project topic, data collection and culmination of the project. These three stages correspond respectively to classroom planning: in collaboration with their teacher, learners discuss the content and the scope of the project; carrying out the project: learners

move out of the classroom setting to complete the tasks they planned like conducting interviews and collecting data; reviewing and monitoring the work: it includes discussion and feedback session to evaluate the project. In addition to these phases, a follow-up program to meet the language needs of students observed during the implementation stage may be fruitful for students' linguistic competence.

In the first phase, the project topic is selected based on a discussion of the teachers' and students' ideas and knowledge about the related topics including personal stories and experiences about the topic. **It** includes eight stages of development. These are stimulus: this is the initial discussion about the main topic and possible suggestions to work on it; definition of the Project Objective: it includes the discussion and negotiation of the objective of the project work; practice of Language Skills: this step includes the language that learners need for completing their project. It also introduces many functions like suggestions and asking for information; design of Written Materials: it includes for instance writing questionnaires for the sake of authentic data. Reading and writing skills are prominent here. Group Activities: this stage is designed to collect information. Students are to agree on the activities that they will conduct, it puts emphasis on discussing the collected data. They students organize the material that consists of developing the end–product of the project. The main language skill practiced in this phase is writing. The last is final presentation, the learners present the final product to the whole classroom.

To know how is the implementation of project-based assignment in online learning during covid-19 pandemic at SMK Budi Karya Natar, the writer did twice observations based on what happened during teaching and learning process. In this research, there are four object of observationthat observed by the writer, such as: teaching material, learning activities, students' role, and evaluation. To make the reader easier, the writer summarized the result of observation data into the table below:

Table 1. The result of Observation in implementing Project Based-Assingment

No.	Object Observation	Aspect to Observe	Result
1.	Teaching Materials	Model of Learning Materials	Book and video.
		Use of Source	YouTube video, book.
		Use of Lesson Plan	Online Lesson Plan
2.	Learning Activities	Model of Learning Activities	Contextual Learning
		Step of Learning Activities	Discussion, Assignment, Performance.
3.	Students' Role	The Role of Students during Learning Process	Discussions, Finish Assignment
4	Evaluation	ModelofEvaluation Technique	Written Evaluation.

Having two times observation during teaching and learning process, the writer found the following fact that the teacher implemented four from four objectobservation in the implementation of Project based-assignment. Therefore, the details implementation for the first observation as follow:

1. Teaching Material.

The teacher in SMK Budi Karya Natar taught in class TKR used materials that she got from "Buku Forward Grade X – PenerbitErlangga" and Modul Pengayaan Bahasa Inggrisfor SMK/MAK. The book is written by Shyla K. Lande and Eka Mulya Astuti and modul is written by ARAMANTA SAINS. Besideteacher also used video in YouTube as the learning materials.

The first meeting, the teaching material could be considered as a kind of "Recount Text"which tell about short story. She made two short story concerning about recount text. For the first task students had to choose the correct answer and submit the answer via google class.

After time was out,the teacher asked students to translate the first and second answer into Bahasa and send their answer via google classroom. The teacher then gave students three days for students to submit the answers. In the second meeting, the material could be considered as a kind of "Memo, Menu, Schedule, and Sign". During learning process, teacher taught material that she got from YouTube. The teachergave video related with memo, menu, schedule and sign to the students. After watching the video, teacher ask students to summarize the video and created 10 signs based on students know. The link video material as shown below:
https://www.youtube.com/watch?v=fCRmK-LOwAQ

2. Learning Activities

Due to corona virus, learning process delivered by using online system strategy. Therefore, in the first meeting the writer observed that teacher arranged the online learning activities for 10.C (TKR2) into following sequence: (1) the teacher greeted to students, (2) the teacher told to the student about what they have to do, (3)

the teacher gave them the instructions how to answer the questions, (4) the teacher provided phone number if students have any question related with the assignment, (5) the teacher provided the questions in the form of Microsoft word, and the students downloaded, (6) the teacher asked the students to finish the assignment in a week.

In the second meeting, the writer observed teacher arranged the online learning activities for 10.C (TKR2) into following sequence:(1) the teacher greeted to students, (2) the teacher told to the student about learning material, (3) the teacher gave them the instructions what students have to do, meanwhile teacher ask students to summarize and create ten signs, (4) the teacher gave the explanation how to send the answer, (5) the teacher provided phone number if students have any question related with the assignment.

During teaching and learning process, the teacher used contextual learning model as learning model. The teacher not only used google classroom as a platform but also used WhatsApp group as application instruction. After the teacher upload the materials, she always sends the message to the student via WhatsApp.In the first observation and second observation the teacher doesn't use video call during learning process. The material and learning instructions delivered in written model.

3. Students Roles

The students played their role in the class 10.C (TKR2) as follow: (1) students were involved to fulfilled the attendance, (2) students did the task and involved in discussing about their task, (3) students did assignmentfrom the teacher,(4) students send the answer to the teacher via google classroom. For the second meeting, the writer observed that students played their role in the class as follow: (1) students were involved to fulfilled the attendance, (2)students were read the instructions about the aim of the lesson, (3) students did the task and involved in discussing about their task, (4) students did assignment from the teacher.(5) students send the answer to the teacher via google classroom. During this activity, students were required to speak and share their ideas. The teacher only gave picture or topic to trigger the students to deliver their opinion. According to Pratiwi and Ayu (2020), pictures played important role to encourage students to speak English in discussion during online class.

4. Evaluation

The teacher only applied written evaluation during teaching in class 10C (TKR2). She did written evaluation by asking the students to answer the questions about recount text. The teacher asking the students to choose the correct answer and arranged the sentence related with material about recount text. For the second meeting, the writer observed that the teacher only applied written evaluation during learning process. Meanwhile teacher ask students to summarize and create ten signs based on video material.

CONCLUSION

The implementation of project-based learning technique has run effectively. It has been proved to help students learning English during Covid-19 pandemic. It offers many advantages in teaching learning proces, for instance increasing in student motivation in learning. The students can choose their own topics, the extent of content, and the presentation mode. They build their projects to suit their own interests and abilities. These kinds of activities are highly motivating for students. Then, students are easier to solve the learning problems. Project-Based Learning encourages students to engage in complex and ill-defined contexts. From the beginning, students identify their topics and their problems, and then seek possible solutions. By participating in both independent work and collaboration, students improve their problem-solving skills thereby developing their critical thinking skills.

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