

Higher Education Teachers' Perception and Use of Project-Based Learning in Teaching English

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ABSTRACT

This study aims to examine how English professors perceive adopting project-based learning and examine the difficulties they encounter when doing so in various colleges. All the research subjects used four sources of English language education study programs. The study included all instructors who had used project-based learning in their classes. A questionnaire was used to gather quantitative data for this investigation. The study's findings indicate that English teachers positively view project-based learning. Teachers are eager to integrate Project-Based Learning if they have a favourable opinion quickly. The challenges were finding resources to help students with their projects and running out of time to finish them. The following suggestions urge more significant investigation into potential solutions to overcome project-based learning's adoption challenges, particularly in teaching English.

Keywords: *Teacher; perception; Project-Based Learning; implementation challenges*

INTRODUCTION

Project-based learning, or PJBL, is a type of instruction that uses projects and other hands-on activities. With this approach, students must be able to investigate, evaluate, interpret, and synthesize knowledge to achieve various learning outcomes. PjBL implementation involves six steps: 1. Determining fundamental questions (start with an essential question), 2. Creating project plans (design a project), 3. Setting up schedules (make a schedule), 4. Tracking students' progress and project progress (tracking students' progress and project progress), 5. Evaluating the results, and 6. Reviewing the experience. (Thobroni, 2015) constructivism theory is "A theory which gives freedom to humans who want to learn or seek needs with the ability to find wants or those needs with the help of other people's facilities. According to this constructivist theory, supported as well by Kuswahyuningsih et al. (2023) and Rombepajung &

Lengkoan (2024), one of the most essential principles in educational psychology is that the teacher does not just give knowledge to students. Students must build their knowledge in their minds. Teachers may facilitate this process by offering students the chance to identify and apply their ideas and by training them to become aware of and consciously use their learning processes. The research results on the MBKM policy implementation program for students, lecturers, and educational staff have yet to be maximized (Amin et al., 2021). The Ministry of Education and Culture's outlets provided most of the information about MBKM, with universities' socialization efforts on independent campuses providing the remaining material (Handini et al., 2023). It becomes intriguing when one of the learning models is used as a performance indicator for higher education, together with students, lecturers, and learning outcomes.

Project-based learning also called the case method, is one of the evaluation criteria for performance indicators in higher education. According to government regulation, PjBL must be used in at least 30% of courses (Direktorat Jenderal Pendidikan Tinggi., 2021). Project-based learning is a method for teaching English at tertiary institutions, particularly in English language education study programs. It is a perspective on teaching and learning and a theoretical view of language and how it may be learned. Students in tertiary institutions must develop advanced learning techniques and concentrate on studying English because teachers will no longer use the traditional method. However, they will focus on student involvement and opportunities for pupils to advance their English learning abilities through various projects in which they will encounter difficulties and real-world issues.

Project-based learning (PjBL) has been implemented to teach English at the tertiary level. However, its adoption is primarily driven by performance indicators and pursuing higher education targets rather than a deep understanding of its concept. Implementing PjBL is only sometimes proper due to a lack of understanding of the approach (Direktorat Jenderal Pendidikan Tinggi, 2021). The differences between learning that ends with a project and project-based learning are exciting things to study. If from stages, namely process and results, the first is from the process stage, where in project-based learning, the teacher acts as a guide, and in learning it ends with a project without guidance from the teacher and the set of project results, assessment results based on rubrics and in learning that ends with an outcome assessment project the project is based on the teacher's perception. PjBL is not a new thing in the world of education and teaching because PjBL has long been put forward by John Dewey in 1916, "Learning by Doing", and was followed by several subsequent researchers in

discussing PjBL. Project-based learning is becoming more and more common in pedagogical and development projects. Using PjBL in the classroom aims to give pupils a meaningful learning experience (Handrianto & Rahman, 2018). The term “project-based learning” (PjBL) refers to a method of teaching that emphasizes student-centred learner autonomy, collaborative learning, and learning via task principles (Gai Mali, 2016). The study examines the challenges faced by English teachers in implementing PjBL and suggests potential solutions to overcome these challenges. The novelty of this research lies in its focus on the perspective of English teachers and their experiences with PjBL, as well as the difficulties they encounter when implementing this approach. The study also emphasizes the importance of understanding the concept of PjBL, as it has been implemented in various educational settings but not always correctly understood or executed.

Previous research on PjBL has focused on its implementation in different contexts, such as English language classes and the impact on students’ writing skills. However, this study adds to the existing body of knowledge by explicitly addressing the challenges teachers face in implementing PjBL and suggesting potential solutions. This research gap is particularly relevant in the context of PjBL implementation in higher education, where the demand for performance indicators and the need to adapt to student-centred learning requires a more comprehensive understanding of the challenges and opportunities associated with PjBL. This is a crucial point in this research where after it is implemented how PjBL is implemented and the response after being implemented by PjBL in the teaching and learning process, especially learning English, because PjBL in the field of engineering or other technical fields has the potential to meet the demands of today’s student-centred learning where the teacher only serves as a facilitator.

Project-based learning is a method of implementing learning at all educational levels where facilitators are instructors. Another learner-centred collaborative learning strategy is project-based learning (PjBL), in which students collaborate in groups to expand their knowledge and develop mastery of course material. This research has three exciting research questions: How much are teachers aware of PjBL approaches? How is PjBL used in the classes as a teaching approach? Furthermore, what obstacles and opportunities would enhance adult education using the PjBL approach? With Purpose How higher education (HE) teachers use PjBL and feel their benefits and opportunities in PjBL.

The previous studies mentioned in the search results have focused on the implementation of PjBL in various educational settings, such as English language classes, and

have explored the impact of PjBL on students' writing skills, the percentage of courses that apply PjBL, the types of tasks given in PjBL implementation, and the difficulties encountered in implementing PjBL. The study's novelty lies in its focus on the training and support teachers require when using packaged or published materials in the context of PjBL implementation. This study aims to contribute to the broader understanding of PjBL implementation by addressing the specific needs of teachers in this regard. (Ismuwardani et al., 2019) This study aimed to ascertain how project-based learning methods affected students' ability to write poetry while also improving their creativity and independence. Pre-Experimental One group (pre- and post-test) research design is used in this study. In his study, teachers acted as facilitators, and students were at the center of learning as they wrote poetry using the project-based learning paradigm. (Hasani et al., 2017) His research employs qualitative research, using project-based learning that directly guides them to write an article. The study involved 32 students in the 2nd of Mathematics Education Academic Year 2015/2016. (Susanti et al., 2020) about investigating the effect of Project-Based Learning on students' writing skills of grade 9 at SMPN 3 Kuta Selatan. This study employed an embedded mixed-method design in which the quantitative data were considered primary. The data were collected through guided interviews, observation, and writing tests. Paired sample t-test was used for the quantitative data analysis. (Syarifah, 2018) a qualitative approach by involving second-semester students who take writing courses. The data were obtained through field notes, the final product of the project, and interviews. (Alotaibi, 2020) This study aimed to find out how project-based learning affected the persuasive writing abilities of EFL secondary students. The participants were (59) third-grade secondary school children who were randomly split into two groups: the experimental group had (30) participants, and the control group had (29) participants. The use of the project-based learning model in Saudi students' EFL classes, according to the post-test results, had a positive impact on their general writing skills, such as organization, coherence, and writing mechanisms, as well as their persuasive writing abilities, which include the ability to state counterclaims and refute them (Raraga, 2020). The research subjects were ten students from STKIP PGRI Sidoarjo's English language education study program. A qualitative approach is used in the data analysis technique, with a survey questionnaire, an observation checklist, and a rubric score employed to collect data.

MATERIALS AND METHOD

Numerous case studies can allow the author to analyze data inside and across circumstances. The author examines numerous cases to comprehend their parallels and differences, and as a result, can impart significant effects from these similarities and differences to the literature. Other advantages include the evidence derived from numerous case studies, which is solid and trustworthy, and the writer's ability to determine whether the findings are worthwhile. It also enables a broader exploration of theoretical development and research issues. This kind of case study generates a more compelling theory when the proposals are more deeply rooted in further empirical data (Gustafsson, 2017); (Kumayas & Lengkoan, 2024).

The data analysis techniques used in the study include qualitative and quantitative methods. The qualitative data analysis was conducted through interviews and observations, while the quantitative data analysis was based on a questionnaire survey. The study employed multiple case studies with features of ethnomethodology and conducted a content analysis of the data gathered through document analysis, questionnaire, and participant observation. The participants were higher education teachers from different English education study programs. The findings were presented in the form of questions and answers, with the data showing the challenges teachers face when implementing PjBL and the strategies used to overcome these difficulties.

RESULTS AND DISCUSSION

Question number 1. When did you start implementing PjBL in your Study Program?

Study Program 1: 2021/2022 odd semester

Study Program 2: 2020/2021 odd semester

Study Program 3: Before the 2017/2018 odd semester

Study Program 4: 2018/2019 odd semester

Based on the data above, two study programs have implemented PjBL for a long time and have recently implemented PjBL. In line with that, a definite learning model for students is currently being touted; lecturers are demanded not to be fixated on traditional learning models so that students are fixated on creative and critical thinking. The above data already shows that PjBL has been implemented to teach English.

Question number 2. What percentage of courses in the curriculum applies to PjBL?

Study Program 1: 91-99%

Study Program 2: 51-60%

Study Program 3: 61-70%

Study Program 4: 91-99%

The data above shows that 73.5% to 82% of the learning process has implemented PjBL. This is influenced by the IKU assessment of tertiary institutions from the Ministry of Education point 7 on IKU, where learning is PjBL or Case method. This demonstrates good development in the student-centred teaching and learning process.

Question number 3. What percentage of RPS has included PjBL as a method?

Study Program 1: 91-99%

Study Program 2: 71-80%

Study Program 3: 81-90%

Study Program 4: 91-99%

The data above shows that PjBL is equipped with an RPS or lesson plan, in which PjBL itself is programmed and directed clearly. If PjBL is stated clearly in the lesson plan or lesson plan, it will make it very easy for related parties if an evaluation and follow-up are needed on PjBL-based English teaching. RPS or lesson plans can be revised if necessary and controlled in their implementation. The research related to the implementation of PjBL in learning English was conducted by Andanty (2020), Aboe & Jusnita (2022), Sukerti (2019), Ma'rifah, (2022), Sukerti & Yuliantini (2018). When there is research on implementation, it can be interpreted that PjBL has already been used in the learning process and is not something new anymore, so the data showing PjBL in lesson plans is above 71%. The sources support the preparation of lesson plans in the learning process.

Question number 4. Where to get materials for PjBL?

Study Program 1: Textbooks

Study Program 2: Internet

Study Program 3: Textbooks

Study Program 4: Internet

Assisted by technological developments, learning resources are not a problem because it is widely known that technology develops very quickly, and cultural values, economic conditions, and user conditions are factors that influence learning resources. Mayer (1873) researched students' perception of digital literacy as a learning source; only one student had a good perception. Understanding and education examining online sources, he discovered that the content of their information/source evaluation and navigation remarks revealed some of the most apparent disparities between better learners and less proficient students (Goldman et al., 2012). Findings related to the textbooks also come from Nursyahrifa et al. (2019) and they stated that textbooks are an essential part of the teaching-learning process for both teachers and students, and they have a significant impact on how well students learn. In terms of assessment, this is the process of making decisions that are required to ascertain the success of the teaching-learning process and to support the advancement of students properly. The data above shows that 50% is from the Internet and 50% is from textbooks, while textbooks are now easy to access. It goes well when all of that can be accessed with an easy learning model that is enhanced for students. It is expected to run smoothly because students can easily access the Internet.

Question number 5. What types of tasks are generally given in PjBL implementation?

Study Program 1: Project Product

Study Program 2: Summary Task

Study Program 3: Paper Assignment

Study Program 4: Project Product

The first advantage of assigning homework to pupils is an effort to help them remember the material covered. Students will repeat and retain information regarding PjBL assignments from projects as a reflection. The initial phase aims to immerse students in the issue's context and motivate them to begin their research immediately. The data above shows the three given models of assignments, dominated by 50% project products, 25% summary assignments, and the last 25% papers. From the 3 model tasks given for summary, it seems inappropriate in PjBL. Still, it depends on what kind of summary and form the summary reflects the material provided.

Question number 6. What form of assessment is used?

Study Program 1: Process Assessment and Product Assessment

Study Program 2: Process Assessment and Product Assessment

Study Program 3: Formative and Summative

Study Program 4: Process Assessment and Product Assessment

A product evaluation is a product in the PjBL carried out systematically and adequately. Saptanto et al. (2021) conducted the assessment product research, Patak et al. (2013) did the research for the assessment product of English writing, and McNess et al. (2001) conducted research for the product in English. Because the steps in lesson planning also affect how effectively the assessment's overall learning outcomes are achieved, implementing a systematic assessment entails assessing in a planned and gradual manner by adhering to these steps. Salma & Prastikawati (2021) research about performance-based assessment is one of the authentic assessments; Lombok's (2023) research about the dominant type of authentic assessment used by teachers, Shepard's (2000) research develops a framework for understanding a reformed view of assessment, where assessment plays an integral role in teaching and learning. The data above shows that 75% of the PjBL implementation uses process and product assessments. In contrast, in PjBL, focusing on the product produced by the project without neglecting the process of creating the product is necessary.

Question number 7. What form of monitoring is used?

Study Program 1: Diary or Field Notes

Study Program 2: Monitoring Sheet

Study Program 3: Lecture Report

Study Program 4: Lecture Report

Monitoring and Evaluation can minimize obstacles and obtain appropriate and accurate problem-solving solutions. Thuy Linh's (2021) study suggested that monitoring sheets be used to address the issue of free-riding in group projects in writing classes (where students rarely participate). Monitoring activities are carried out to determine the level of achievement and suitability between the plans set and the results achieved when the monitoring is carried out. Monitoring is also carried out to find out the problems that occur during the activities that have been carried out. Sari et al. (2022) collected data through observation. The researcher used field notes to observe techniques applied by the teachers in the teaching process and interview

teachers. Field Notes are used to make it easier to make short research notes based on what is seen or observed when in the field. Lecturer reports can also be called lecturer monitoring. Monitoring the implementation of learning is a monitoring activity that includes collecting, analyzing, recording, reporting, and using management information about the implementation of learning activities. The data above shows that the meaning used by the teacher in monitoring the implementation of PjBL in the teaching and learning process is almost the same. It just depends on the technique, whether notes per meeting, at each step, or topic. Different techniques but with the same goal, namely monitoring the process of implementing learning activities.

Question number 8. What difficulties were encountered?

Study Program 1: No difficulties

Study Program 2: PjBL often exceeds the time allocation so it is less than optimal

Study Program 3: No difficulties

Study Program 4: Student projects are in the form of products, namely videos, so students must be familiar with the use of digital media

The study results show that the teacher's difficulties in the project-based learning model are the allocation of time needed beyond class hours. Student projects are in the form of products, namely videos, so students must be familiar with digital media. Meng et al. (2023) and Wimolmas (2018) found that the students rated the time teachers gave them for the projects as insufficient, and problems were working in groups. The important thing in implementing PjBL is the teacher's ability to understand and apply the model in learning and the suitability of the choice of model with the characteristics of the material.

Question number 9. What are the strategies for overcoming adversity?

Study Program 1: -

Study Program 2: Find projects that suit your needs and minimize risk

Study Program 3: -

Study Program 4: Advise students by looking for tutorials on using and installing applications for video use

Based on the respondents' data, only 2 out of 4 respondents expressed difficulties and actions that must be taken to overcome difficulties, and the critical point is that teachers can

help students deal with problems. Different locations, different places, different teachers, different students, and different environments must also have different responses and opinions about the implementation of PjBL in learning English, where there are study programs that respond that they have no difficulties in implementing PjBL, as there were several previous studies which also stated the sultanate in implementing PjBL in the teaching and learning process (Arsyad & Arafah, 2020).

No difficulties in implementing PjBL

Most respondents answered that there were no difficulties in implementing PjBL in the lecture process because, at this time, the student-centred learning model itself is a point that educational institutions are continuously pursuing because not only PjBL but also the case method model is one model of student-centred learning. Norawati & Puspitasari, (2022), Bardatillah et al. (2023) found that the teacher's perspective toward Project-based Learning in the teaching and learning process was positive and suggested that teacher education institutions need to urge the implementation of these learning models.

Have difficulties in implementing PjBL

Research related to the difficulties in implementing PjBL by Dewi et al. (2022) showed that students had difficulties learning in Human and Computer Interaction courses through implementing the PjBL model. However, the number of difficulties could have been more significant. The learning difficulties experienced by the students were caused more by an internal factor, namely the low motivation of the students as the result of their low interest in courses that contain programming, and they tended to prefer a multimedia course in line with the results of Mayrita & Boavida (2023) and Herniwati et al. (2023). Using the PjBL paradigm, the students had trouble learning in the Human and Computer Interaction course. The magnitude of the challenges was minimal, nevertheless. The student's primary learning challenges result from an internal component: their low motivation due to their lack of interest in programming classes and their tendency to prefer multimedia courses. Some of the weaknesses of Project Based Learning or Project Based Learning (PjBL) include requiring much time to solve problems, requiring quite a lot of money, and much equipment needed to be provided, and students who have weaknesses in the experiment collecting information data have difficulty. The results showed that the difficulties in the project-based learning model, namely, the allocation of time needed beyond class hours, the availability of tools and materials

is limited, the teacher is still unfamiliar with the syntax of the project-based learning model, and the teacher being unable to determine the project according to the lecture material.

Research results on implementing MBKM program policies for students, lecturers, and educational staff have yet to be maximized (Amin et al., 2021). According to conventional wisdom, two factors contribute to the decline of educational model adoption: 1) a teacher's capacity to comprehend and implement the model in instruction and 2) a need for more alignment between the model and the characteristics of the subject matter. Students actively participate in decision-making, competently manage accountability with their team, and produce high-quality performances and products during ineffective project-based learning experiences (PjBL). While some schools struggle, many of them accomplish this feat. Teachers who began their initial attempts with PjBL may find that their challenges arise in one or more of these three general areas when PjBL units do not produce the desired results. Fortunately, solving these problems and using PjBL to develop more profound and more productive learners is, if not simple, then certainly highly doable. If done successfully, group work directs team members to assist each other in understanding content and completing challenging assignments that develop in-depth knowledge of the problems in PjBL group dynamics.

When some pupils perform well, issues arise. Teams collaborate rather than compete. This can occur when one or more pupils are unwilling to complete the assignment. In other instances, it occurs because one or two team members want other members to refrain from participating out of concern that their grades will suffer due to the efforts of peers they believe to possess inferior skills. Make all gradable assignments individual assignments; do not give any grades to group work. By removing judgment from the situation, all students are encouraged to engage and may concentrate on their work without being concerned about how their peers' efforts could affect their marks. Teams collaborate to gather information and finish activities to increase mutual understanding. Students use the outcomes of their group projects to complete their exams. Each student must ultimately show what they know and do not know. Three methods can help students collaborate productively: Create rules outlining duties and responsibilities. Give each role's requirements and a logistical checklist. Teach students how to work together. Omitting inaccurate data is another justification for not having a group value. With group grades, pupils who put in little effort or do not take part could get a better grade than they merit based on their performance. Such inflation rates mask conceptual learning deficits. Since teachers need more accurate information to support student growth, students struggle later on with increasingly complex skills due to lacking foundational knowledge.

Additionally, students who produce excellent work may receive low grades due to the efforts of other team members, which causes teachers to focus on learning gaps that do not exist.

CONCLUSION

This study aimed to examine the perceptions and experiences of English teachers regarding adopting project-based learning (PjBL) in their teaching, focusing on the challenges they encounter in implementing this approach. The research findings indicate that English teachers positively perceive PjBL and are eager to integrate it into their teaching. However, they need help finding resources for students and running out of time to complete projects. The novelty of this research lies in its focus on the perspective of English teachers and their experiences with PjBL, as well as the difficulties they encounter when implementing this approach.

The study emphasizes the importance of understanding the concept of PjBL, as it has been implemented in various educational settings but only sometimes adequately understood or executed. Previous research on PjBL has focused on its implementation in different contexts, such as English language classes and the impact on students' writing skills. This study adds to the existing body of knowledge by explicitly addressing the challenges teachers face in implementing PjBL and suggesting potential solutions.

The research gap is particularly relevant in the context of PjBL implementation in higher education, where the demand for performance indicators and the need to adapt to student-centred learning requires a more comprehensive understanding of the challenges and opportunities associated with PjBL. The study suggests that more significant investigation is needed to overcome the challenges of PjBL adoption, particularly in the teaching of English.

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