AN EVALUATION OF THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEYL COURSE AT DEPARTEMENT OF ENGLISH EDUCATION UNIVERSITAS MUHAMMADIYAH SURAKARTA

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Abstrak

Tujuan penelitian ini adalah untuk mengevaluasi pembelajaran berbasis proyek (PJBL) dalam meningkatkan pemahaman dan keterampilan siswa dalam mengajar bahasa Inggris untuk pelajar muda (TEYL) dengan menganalisis implementasi PBL dalam mata kuliah TEYL di Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Surakarta, dan mengumpulkan perspektif siswa dan guru taman kanak-kanak tentang pendekatan tersebut. Partisipan dalam penelitian ini adalah 69 mahasiswa Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Surakarta, untuk tahun akademik 2023-2024, dan 27 guru Taman Kanak-kanak Aisyiah di Kabupaten Solo. Pengumpulan data dilakukan melalui wawancara, kuesioner, dan telaah dokumen. Teknik data dan triangulasi sumber data digunakan untuk memvalidasi data. Metode pembelajaran berbasis proyek (PJBL) mendapat respon positif dari siswa dan guru. (1) implementasi pembelajaran berbasis proyek (PJBL) pada mata kuliah TEYL, terdiri dari enam tahap. (2) Mayoritas siswa menilai implementasi pembelajaran berbasis proyek (PJBL) pada mata pelajaran TEYL secara positif. (3) Penilaian guru-guru TK Aisiyah terhadap implementasi PJBL pada mata kuliah TEYL juga positif. Penelitian ini diharapkan dapat memberikan wawasan yang lebih kaya tentang bagaimana pembelajaran berbasis proyek (PJBL) dapat diterapkan secara efektif di berbagai tingkat pendidikan, memungkinkan pengembangan strategi pembelajaran yang lebih beragam dan efektif..

Kata Kunci: TEYL, Model pembelajaran,Pembelajaran berbasis projek,

Abstract

The research objective is to evaluate of project-based learning (PJBL) in enhancing students' understanding and skills in teaching English to young learners (TEYL) by analyzing the implementation of PBL in the TEYL course at the English Language Education Department, Muhammadiyah University of Surakarta, and gathering students' and kindergarten teachers' perspectives on the approach. Participants in this research were 69 students of the English Language Education Department, Muhammadiyah University of Surakarta, for the 2023–2024 academic year, and 27 Aisiyah Kindergarten teachers in Solo Regency. Data collection was carried out through interviews, questionnaires, and document reviews. Data techniques and data source triangulation are used to validate the data. The project-based learning (PJBL) method received a positive response from students and teachers. (1) the implementation of project-based learning (PJBL) in the TEYL course, consisting of six stages. (2) The majority of students evaluated the implementation of project-based learning (PJBL) in the TEYL course positively. (3) The teachers Aisiyah Kindergarten School evaluation of the implementation of PJBL in the TEYL course was also positive. This research It is hoped that it can provide richer insights into how project-based learning (PJBL) can be effectively applied across different levels of education, enabling the development of more diverse and effective learning strategies.

Keyword: TEYL,Learning Model,Project-Based learning

1. INTRODUCTION

In the 21st century, students are expected to master four competencies, namely critical thinking, communication, collaboration, and creativity and innovation. According to the Ontario Ministry of Education (Güngör, 2016), creativity is identified as the activity of producing ideas, concepts or even products to meet the needs of this era. Innovation is related to the element of creativity and is often discussed as the application of a new idea to a case to produce a valuable contribution to a particular field. Generating ideas and concepts is not something strange for university level students. Most lecturers at university level expect their students to master their competencies. To be a student, you must have critical, logical and systematic thinking to be able to develop the knowledge you have. Students must be able to apply whatever they get after learning many things.

Students must have a way to solve a problem. At university level, students are expected to be able to solve things that are becoming an issue around them. TEYL is one of the courses in the English Language Education Department at Muhammadiyah University of Surakarta. TEYL is the first stage where someone enters the world of children and gets to know their developmental characteristics, needs and skills in learning English (Güngör, 2016) Education for early childhood basically aims to provide stimulation for all aspects of children's development, including physical development , intellectual, social, emotional and linguistic so that they can develop optimally. Every aspect of a child's development influences each other. In this course students learn how to provide English language knowledge to children according to their age development. Adults' and children's mastery of language is of course different. As stated by Chomsky (Nurjamiaty, 2011) in the structure of the human psyche there is a device that takes care of language acquisition. Language acquisition will continue to grow as the child ages. Children aged 0 to 6 years This year is basically very in-depth the process of achieving the qualifications of complex sentences or syntax, semantics, morphology, etc.Phonetics. Word acquisition in children occurs gradually.

Project-based learning allows for in-depth investigation of a subject that is useful for learning more about as opposed to using a rigid lesson plan that forces a learner down a specific path of learning outcomes or objectives. Expanded mechanisms for collaboration and communication, new forms of knowledge representation, support for reflection, and authentic assessment are all necessary for students to learn from completing complex, difficult, and authentic projects (Kongmanus, 2016). Project Based Learning's student-centered focus and emphasis on independent learning create unique challenges for the development of effective assessment

techniques. In the teacher training school model, assessment occurs in the context of Project Based Learning problems. individual tasks that students must complete. This method is labor intensive and cannot be applied to large classes with only one or two instructors.

On the other hand, traditional assessment in the form of objective tests can be applied to large student populations, but is not in accordance with the Project Base Learning model. (Robert Waterns) Project-based learning, according to (Pahmi et al., 2022) is a student-centered approach to instruction that is based on three constructivist principles: learn ing is context-specific; learners actively participate in the learning process; and learners achieve their goals through social interactions and the sharing of knowledge and understanding. TEYL learning in the English education study program uses the Project Based Learning method where students are asked to complete a project given by the lecturer and after that students are asked to explain the results and how the project was carried out. The lecturer chose to use the project based learning method because this learning method is very suitable for TEYL course learning.Therefore, researcher are interested in conducting research with the title "An Evaluation Of The Implementation Of Project-Based Learning In Teyl Course At Departement Of English Education Universitas Muhammadiyah Surakarta "

The word TEYL According to (Iverson & Dervan, n.d.) TEYL has deep meaning. There were two focus points in it, namely teaching and young learner. Firstly, teaching is the activity that is given by the teacher. Secondly, a young learner is classified as children who enter pre-school between the age of 5-7 years old and finish the study at 11 or 12 / 13-14 years old. The term "future imagination" needs to be understood differently when teaching English to young students.

Learning models are a crucial component in the context of classroom learning. (Albina et al., 2022) explains why learning models have an important role in the classroom, including: 1) The use of appropriate learning models can facilitate the smooth learning process, so that educational goals can be achieved, 2) Useful information can be found through the application of learning models, providing significant benefits for students, 3) In the learning process, variations in learning models are needed to stimulate students' enthusiasm for learning and prevent them from boredom, 4) Considering the differences in learning habits, characteristics and personalities of students, the development of various learning models becomes a necessity.

Project-Based Learning Model is learning focuses on projects or assignments that challenge students and require the application of knowledge and skills. Project Based Learning engages

students with learning and school through active exploration of real world problems and challenges. Students explore, make judgments, interpret, and synthesize information in meaningful ways (Sholihah, 2017)

The first research is entitled **"Teaching TEYL Using Project-Based Learning"** written by (Auraningrum et al., 2022). This research focuses on teaching using project-based learning. The research participants consisted of students in TEYL class. The primary data collection method used was the researcher was through the observation, taking a field note, and documentation using such as lecturer's lesson plan and students' final product, and the data underwent qualitative analysis. The findings of this investigation PJBL attracted the students to work cooperatively in groups, had a critical thinking to decide what materials should be done related to young learners, and also able to set the classroom activities which related to young learners' characteristics.

Based on previous research data, researchers will continue research with possibly different techniques and the same object. This research will focus on the evaluation of the implementation of project-based learning in the TEYL course at the Department of English Education at Universitas Muhammadiyah Surakarta. Apart from that, the research objects chosen were similar, namely students in TEYL class.

Based on explanation of the background of the study, the researcher formulates the research questions as follows:

1. How is the implementation of Project-Based Learning in TEYL course at Departement of English Education Universitas Muhammadiyah Surakarta?
2. How the students evaluate the implementation of Project-Based Learning in TEYL course at Departement of English Education Universitas Muhammadiyah Surakarta?
3. How does the teacher 'aisyiyahkindergarden school evaluate the implementation of Project-Based Learning in TEYL course at their school.

2. METHOD

In this research the researcher used a descriptive qualitative method. The subjects in this research were 69 students, 27 Teachers of Aisyiyah Kindergarten Solo Regency and 1 lecturers of Univeristas Muhammadiyah Surakarta.

In this research, the data is all information related to this research question. The data source in this research was informant and document. So, the informant of this research in this study consisted of

98 subjects : 97 subjects, namely using 69 students from the TEYL course at the Department of English Education 2023/2024, Universitas Muhammadiyah Surakarta,also using 27 teachers who taught at Aisyiyah Kindergarten in Solo Regency.This study also used 1 lecturer from English education with a doctoral education background who taught at Universitas Muhammadiyah Surakarta and lesson plan belonging to a lecturer who teaches TEYL.The data collection technique in this research is interview,questionnaire,and document review. In analyzing the data, researchers used descriptive analysis. The data for this research consisted of kualitatif and kuantitatif data. The qualitative data were collected from interviews, open-ended questionnaires,and document reviews. where as kuantitatif data were gated from kuisioner, the kualitatif data were analyzed using five steps. The first stage is rereading several times to understand what the participant said; the second stage is the marking of keywords; the third stage is categorizing the results of the selected keywords; the fourth stage is generalizing themes; and the final stage is the is the conclusion. Kuantitatif data, where an analysis using the Gform application is presented, can be generated from the data input in the Google Form. This research used quality in qualitative research is determined by Trustworthiness.

3. RESULT AND DISCUSSION

R.Q 1 How is the implementation of Project-Based Learning in TEYL course at Departement of English Education Universitas Muhammadiyah Surakarta?

This PJBL implementation is in accordance with the syntax described by (Nirmayani & Dewi, 2021) which contains 6 syntaxes. Below is explained the PJBL syntax by (Nirmayani & Dewi, 2021) adapted to the syntax used by the TEYL course lecturer is starts with the essential question,design a plan for the project. create a schedule,monitor the students and the progress of the project,and assess the outcome.

R.Q Implementation of Project-Based Learning in TEYL course at Department of English Education, Universitas Muhammadiyah Surakarta

The teaching and learning process carried out in the TEYL class uses 6 syntaxes where the first syntax starts with start with the essential question, followed by design a plan for the project, then create a schedule, then monitor the students and the progress of the project completion of the project with teacher facilitation and monitoring, then assess the outcome and the last is evaluate the experience. This finding is supported by the theory (Nirmayani & Dewi, 2021) which states

that the implementation of TEYL learning with the PJBL method requires 6 syntax in implementing the PJBL method.

In contrast, the findings in this study are not related to the findings in the previous two studies where the first study conducted by Aulianingrum explained that there were 5 syntaxes used in the teaching and learning process. The stages carried out are different from the stages carried out in this study. Where the syntax used by Aulianingrum is in accordance with the theory described by Laur (2013: 149-155), it is stated as follows: 1) Entry Event; 2) Collaboration; 3) Researching; 4) Scaffolding; 5) Final.

Furthermore, the second research conducted by Mariana also used 5 sytaxes described by Laur (2013: 149-155), it stated as follows: 1) Entry Event; 2) Collaboration; 3) Researching; 4) Scaffolding; 5) Final this is different from the syntax carried out in this study where this researcher uses 6 syntax described by (Nirmayani & Dewi, 2021) with the step of starting with the essential question, followed by designing a plan for the project, then creating a schedule, then monitoring the students and the progress of the project completion of the project with teacher facilitation and monitoring, then assessing the outcome and the last is evaluating the experience.

4. CLOSING

4.1 Conclussion

Based on data analysis and research findings, this study draws the following conclusions. First, the implementation of Project Based Learning (PJBL) in the TEYL course, consisting of six stages, starts with the essential question,design a plan for the project. create a schedule,monitor the students and the progress of the project,and assess the outcome. Second, the majority of students evaluated the implementation of Project Based Learning (PJBL) in the TEYL course positively, with responses from students saying Project Based Learning (PJBL) is very fun and students can understand how to develop material that is interesting and appropriate to children's development, as well as applying creative teaching methods. Third, the teachers Aisiyah Kindergarten School evaluation of the implementation of PJBL in the TEYL course was also positive, showing that it has many advantages, such as students being more creative, having good manners, and being disciplined in carrying out learning.

4.2 Pedagogical Implication

From the explanation above, it can be concluded that the PJBL method to be applied in the TEYL course received a positive response from many parties. Therefore, the researcher gave three points for pedagogical implications. The first point is that students gave a positive response to the Project Based Learning (PJBL) method because they have the opportunity to practice directly, so they can connect the material learned with the practice carried out. This allows students to give a new view to teaching lecturers that this learning method has a positive impact on learning, maybe even worthy of being reapplied by other lecturers. And the second point, the opinion of the teachers, apparently includes both positive and negative aspects, which can be a valuable insight for lecturers on how to prepare students to do hands-on practice. In the third point, the information can be integrated into the lecture material so that students have the opportunity to prepare themselves before doing hands-on practice. According to (Djamarah & Zain, 2011: 83) the PjBL model has advantages, including: 1) Train students in expanding their thinking about problems in life that must be accepted; 2) Provide direct training to students by honing and familiarizing them with critical thinking and expertise; 3) Compliance with modern principles whose implementation must be carried out by honing students' skills, both through practice, theory and application.

4.3 Suggestion for Further Research

Regarding the conclusion and pedagogical implication, the researcher will gladly give some suggestions. Firstly, the research was conducted only on the TEYL course. It is suggested for future researchers to extend the research to other courses in the future to further deepen the understanding of the effectiveness of the Project-Based Learning (PJBL) method as a whole.Secondly, although this research focused on the TEYL course conducted for kindergarten children, the application of the same method in a different educational context, such as junior high school or high school, will provide a broader perspective on the adaptability and success of the application of this method. As such, the results of the study can provide richer insights into how Project-Based Learning (PJBL) can be effectively applied across different levels of education, enabling the development of more diverse and effective learning strategies.

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