An Analysis of Project Based Learning Application in Curriculum 2013

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Abstract
This paper describes how project-based learning application in the classroom towards Curriculum 2013. A brief analysis on how project-based learning as a learning method especially in teaching English for senior high school students in curriculum 2013 will be applied in this paper. In addition, Curriculum 2013 requires teachers to apply various scientific approaches to engage students’ activeness and maximize their ability in acquiring the materials. As one of them is project-based learning. This paper applied qualitative descriptive method, which analyzes how the project-based learning will affect students' performance in learning English on senior high school students in 2013 curriculum. The writer analyzes several research that has been applied in the classroom towards the project-based learning application. The result shows that project-based learning improved and significantly influenced students' speaking ability, reading comprehension, writing ability, classroom activity, and critical thinking.

Keywords: Project based learning, Curriculum 2013

1. Introduction

The 21st-century educational development has changed in line with the development of social skills and technology. These changes require proper curriculum and learning designed appropriately to apply in this era. Indonesia has tried to meet these educational demands by creating curriculum of 2013, which is in line with the 21st-century skills for the students now. Students are required to develop their individual and social skills with contextualized knowledge and authentic learning materials. In the 21st-century, learning must be student-centered learning where the concept of knowledge is more important than the technique of memorization.

To accomplish the main purpose of the 21st-century education skills demand, Larmer in Ravitz Jason (2012) stated that Project Based Learning provides a great chance for the students to learn deep contextualize knowledge and 21st century skills. While PBL practices are depending on the level of subject area which allow some degree of students’ voice and choice, and should be planned, managed and assessed carefully to relate various academic connect to 21st century skills such as collaboration, communication and critical thinking through the development of high-quality, authentic products and presentations. It is supported by Bell in Aldabbus (2018) stated that the main purpose of PBL concept is to create effective learning opportunities where learners can work collaboratively in a group to answer a driving question, solve a problem, or handle a challenge with a purpose of creating a product.

Similar research towards project-based learning analysis has been conducted by Siska et al. (2022) has implemented project-based learning in during the pandemic covid-19 towards the 2013 curriculum. In this research, the researchers describe how the teachers implement the project-based learning method by using Whatsapp during the pandemic of covid 19. The research findings show that project-based learning can be applied in online Whatsapp by providing clear instructions to the students. In this research, the writer analyzes how the project-based learning application affect on the students' performance skills.

2. Literature Review
Curriculum as the structure of the education system has very important roles in improving students’ performances in the classroom. The teaching and learning process will be designed based on the curriculum applied. As stated by Ornstein & Hunkins (2016) define curriculum as a structure in which objectives, subject area, learning experiences and evaluation techniques are planned. Fafumera in Enyimba (2013) defines curriculum as the whole of educative process, that is total environment in which education takes place. It can be concluded that curriculum defines as a structure that controls the objectives, subject area, techniques applied and the evaluation given to the students at school. The process of the curriculum will create the series of learning experiences at school and in the society.

Project-based learning, as one of the scientific approaches, is applicable in Curriculum 2013. UU No. 20/2003 describes the goals of Curriculum 2013 as to create Indonesian learners who are productive, creative, innovative, and affective through attitudinal, cognitive, and skill competencies. Students are required to have good communication skills and to think critically in solving real problems. By providing students with authentic problems related to their real lives and generating authentic projects, Curriculum 2013 and project-based learning aim to promote the planting of attitudes, knowledge, values, and character of students, making it unique and different from previous curricula (Nurfitri et al., 2020).

As defined by Cocco in Kokotsaki et al., (2016), project-based learning as a student-centered form of instruction that formulate according to three constructivist principles. They are learning is context-specific, learners get involved in the process of learning actively, achieve the learning goals through the social interaction and sharing knowledge. Stoller in Kim (2019) describes ten sequences of applying project-based learning, they are (1) Students and teacher decide the themes of the project, (2) students and teacher discuss to determine the final project, (3) students and teacher arrange the structure of the project, (4) teacher prepares the language demands of the information gathering process, (5) students gather information, (6) teacher prepares the students with the language to compile and analyze the data, (7) students compile and analyze the information, (8) teacher prepares the students with the language needed for the main activity, (9) students present their finals outcome of the project, (10) students reflect on the project.

3. Methodology

The writer applies qualitative descriptive research to analyze the implementation of project-based learning in senior high school students. As defined by Amorwadoyo (2018) qualitative approach as the research designs involving the inductive thinking to reveal hypotheses which in turn will become a substantive theory and even a formal theory. (Creswell, 2014) defines qualitative research used to exploring and understanding the meaning of individual or group towards the social human problems. The qualitative methods are divided into five: phenomenological research, grounded theory, ethnography study and narrative research. In this research, the writer applies qualitative in analyzing the sources. Descriptive technique will be applied in analyzing the result of research. The writer uses four related research that have been applied in the classroom to be analyzed briefly as the data of the research.

4. Research Findings

There are four related research towards project-based learning classroom application analyzed in this research. Firstly, Andriansah et al. (2019) applied project-based learning to eleven grade students of vocational school towards students reading comprehension. The research applied classroom action research with two cycles. In applying the treatment, the researcher was teaching-learning the narrative text with the application of project-based learning. The students made a project inform a paper of narrative text with a different topic. Then, the result of this research shows that students’ reading comprehension was improved by applying project-based learning. Secondly, Ratna (2019) examined the effect of project-based learning based on the process of skill to students critical thinking skills. The researcher applied the analysis guideline to analyze the influence of critical thinking by analyzing each category of critical thinking ability. Grade ten students of SMA N were used as the subject of research. Based on the analysis carried out it can be concluded that the indicators of flexibility, fluency, elaboration and originality shows that project-based learning application influence students creative thinking skills. Thirdly, Darmaji (2018) applied project-based learning in vocational high students to improve their speaking skill. The researcher applied quasi-experimental study to know how effective the project-based learning is. There were control and experimental class in this research, where both of the classes received the pre and post-test. The experimental class, the researcher applied project-based learning as the treatment while the control class
was none. According to the analysis, it showed that project-based learning had high significant in students speaking skill. Fourthly, Nurfadhilah (2018) applied project-based learning to find out the effectiveness of it towards the writing ability of narrative text. The researcher applied quasi-experimental also. The experimental group would be given the project-based learning as the treatment. According to students writing performance, it showed that project-based learning has significant effect on students writing ability of narrative text.

5. Conclusion

According to the results several related research towards the project-based learning application in senior high school classroom, it can be concluded that project-based learning as the scientific approach is a good teaching method to improve students skill performance in speaking, writing, critical thinking and reading comprehension.

6. References


