

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Project-based learning is a learning model that can train students to create new ideas, allowing students to explore and develop projects actively (Saputri et al., 2022). That is why lecturers have started implementing this project-based learning model to help students have the skills needed in real-life situations. Therefore, students as the young generation must have the skills required for the 21st century, especially in this digital era that requires people who understand using or developing their abilities in technology (Pheeraphan, 2013). Not only for students but 21st-century learning also pushes lectures to be more innovative, which can help students to prepare their skills for work in the future, which are creativity, communication, collaboration, and critical thinking. Along with the Indonesian Ministry of Education and culture policy, Nurwardani (2020) stated that in the next five years, the main priority in college is the one who has six competencies: creativity, communication, collaboration, critical thinking, computation, logic, and compassion. Therefore, English Language Education study students must have those six competencies. Students who study in the English Language Education study program must have these competencies so that in the future, they can become good teachers who can teach in an innovative way to their students to produce students who have the six competencies, lectures especially those who teach in the content subject matter must using a creative way to teach their students to hone their skills.

Due to the spread of COVID-19, the government issued a social distancing regulation stating that all students must start learning at home to avoid over-spreading. Therefore, schools and lectures are carried out online, accompanied by technology. The use of technology in online learning has the educational impact of the industrial revolution in the 21st century (Nitiasih et al., 2021). Because of the effects, all educational institutions take the opportunity to resolve academic problems caused by COVID-19. Along with the case of the Covid-19 pandemic, learning on campus has also changed to online. In online learning, teachers can implement project-based learning. Project-based learning can be used by providing materials in teaching media such as videos, e-books, and others. Besides that, online learning can also be carried out through face-to-face online conducted in Zoom, Google Meet, Webex, and other platforms that provide video calling facilities. Through this platform, lecturers can do offline learning where they can see the faces of the students, and they can also explain by sharing the screens of the material they have prepared so that students can see the material. This method supports the project-based learning model because the platform has a mic feature that can be used for lecturers to ask questions, and students can answer using the mic feature. However, there is also a negative side to using a platform that has video telephone facilities, namely the amount of data used so that students and lecturers must have a stable connection to be able to carry out learning smoothly. If the participants don't want to drain a lot of data, they could disable the camera feature. Students who still have signal interference can also use the chat column that is already available to avoid interference while learning is in progress.

Teaching content subjects can be referred to in terms like curriculum development, designing or building of educational programs, educational facilitation of the educational contents, etc. (Dostál & Kropáč, 2017). Examples of some of the content subjects in the English Language Education study program are classroom management, teaching English as a Foreign Language, Introduction to English for Specific Purposes, etc. Using a technology-based project-based learning model in teaching content subjects could improve students' skills that make them become innovative teachers in the future. Students could design material based on the knowledge they have learned before. Implementing this type of model teaching will help students to understand the material well, even better if students could participate actively while learning something. This type of teaching could make students prioritize their learning based on problems that students themselves make, and they will learn naturally through these characteristics (Rahmawati et al., 2020).

Although this project-based learning has effectiveness in teaching, it can help students develop their skills, primarily if the lecturer can properly utilize technology for this learning model. However, unfortunately, until now, there are still lecturers who do not use technology appropriately, so they cannot produce students with six competencies. Usually, the lecturer only provides material and questions, so no interaction or activity can develop students' skills. That is because students can only answer questions without being able to build their skills, caused to monotonous learning. Therefore, this research was carried out because it realized how important the use of technology in this learning model was, especially during a pandemic like this which requires online learning. One of the

institutions that implement online learning is STKIP Agama Hindu Singaraja. Based on looking at the STKIP Agama Hindu Singaraja website profile, the researcher sees that many students studying there already have jobs, and some students are relatively old and are doing study there. Therefore, researchers are interested in how the learning model is implemented there, which often carries out online learning, whether technology is used correctly or not. This project-based learning with technology will help improve lecturers and students in terms of technology, where this learning model will use technology as a learning tool. Indirectly this learning model will introduce people who are still minimal in technology, especially English Language Education students who will later become teachers, so teaching and getting used to using technology with students has many positive things. The era will be more advanced, including technology that will continue to develop, knowing using technology will be very helpful in life in the future. Even though the pandemic will end and learning has started to be carried out offline, this type of learning can still be done. If education has begun to run as usual such as face-to-face, this learning model can still be used in the classroom. An example of one case that uses technology during face-to-face learning is E-learning, which the institution has. Therefore, the technology-based project-based learning model can be used when learning online or offline.

1.2 Problem Identification of The Study

This research will be conducted because the learning system has been converted into online learning due to Covid-19, where this technology is essential to be used properly. Even though lecturers are aware of the importance of using this technology, there are still many lecturers who have not been able to use

technology properly for students, so there is a lack of opportunities for students to hone or develop their skills. By using a technology-based project-based learning model, it is hoped that lecturers can refer to teaching all subjects, especially content subjects in English Language Education study programs so that lecturers can develop creativity and fulfill the needs of students to build 21st century-based skills.

1.3 Limitation of The Study

Due to limited time and resources in this study, the writer focuses more on analyzing learning needs using a technology-based project-based learning model, especially in teaching content subjects in the English Language Education study program at Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Agama Hindu Singaraja. The writer also wants to analyze the characteristics of the technology-based Project Based Learning conceptual framework needed for learning in the English Language Education study program at STKIP Agama Hindu Singaraja.

1.4 Research Questions

1. What kind of project-based learning with technology is needed by lecturers in teaching content subjects?
2. What are the characteristics of project-based learning with technology needed for teaching content subjects by the lecturers in STKIP Agama Hindu Singaraja?

1.5 Objective of The Study

The purpose of this study is to analyze what kind of project-based learning with technology is needed by lecturers in teaching content subjects and to analyze the characteristics of project-based learning with technology needed for teaching content subjects by the lecturers in STKIP Agama Hindu Singaraja.

1.6 Significance of The Study

This study has theoretical and practical significance for the reader as can be described as follows:

1. Theoretical Significance

The theoretical significance of this study is this research expected students to be able to improve their 6C skills and requires teachers to be able to help their students by using appropriate innovations in learning, so the students can use their 6C skills in the future to face the real-task problem in life.

2. Practical Significance

- **Lecturers**

This research is expected to provide information that can assist lecturers in implementing project-based learning with technology to increase creativity in terms of teaching and also be able to produce students in improving students' skills.

- **Other Readers**

This research is expected to the readers to get additional information about the use of technology-based project-based learning in the classroom.

- **Other Researchers**

This research is expected to become a reference in research, so it can assist in facilitating research and making it easier for researchers to find information about the topic.

1.7 Definition of Key Term

1. Content Subject

Content subjects are related to curriculum development, educational content, and designing or building educational programs (Dostál & Kropáč 2017).

2. Online Learning

Online learning is a learning activity that is delivered via a computer network that includes a variety of technologies to provide education (Dhull & Arora 2019).

3. Project-Based Learning

The beginning of PjBL developed from the roots of constructivism theory, where this type of learning is considered a mental construction, namely by the way students learn by constructing ideas or a concept based on their knowledge. This type of learning empowers learners to demonstrate their understanding through various modes of presentation and gain valuable skills that will build a solid foundation for the future (Thu, 2018).