

CHAPTER I

INTRODUCTION

This chapter focuses on the research background, problem identification, limitation of the problem, research questions, research objectives, and research significances.

1.1 Background of Study

Merdeka Curriculum was born in 2019 and designed by the Minister of Education Nadiem Makarim this curriculum aims to provide an independent learning process (Shofiyuddin et al., 2023). The use of this curriculum can make students free to learn in their way, but still in an appropriate learning context (Andari, 2022). In learning using the Merdeka Curriculum, if it is connected to the learning model, it can be seen that the most priority learning model is the project-based learning because this model can have a good impact for 21st-century skills such as problem-solving and critical thinking (Fahlevi, 2022). In an effort to improve 21st-century skills, project-based learning is a one-learning model that can used by teachers to teach the students. Improving students' skills in the 21st century must be supported by 21st-century learning, where the learning process is assisted by using technology or digital media. Therefore, most of the teachers uses technology or digital media to teach students. The use of technology or digital media is also very suitable when integrated with the project-based learning in the Merdeka Curriculum because if these two things are integrated will create motivation in learning for the students and can improve the 21st century skills (Fahlevi, 2022; Rahmawati et al., 2020).

Project-based learning is one of the learning model that focuses to the student-centered learning and creating a project related to the material (Guo et al., 2020). Project-based learning activities illustrate the teachers teaching material through students by creating a project. The students can understand the material based on how they create the project. Project-based learning uses problems to be solved during project work and the critical thinking of students (Thuan, 2018). The students will start to carry out an analysis to solve a problem. Problem-solving will make the students start to think critically. Suwarno et al. (2020) found that project-based learning places more emphasis on the development of creative skills in learners and motivates them to focus on holistic learning. The idea behind project-based learning is to inspire students to learn by exploring their passions and building ventures that contribute to meaningful learning experiences. Based on other research, project-based learning emphasizes student-centered learning activities, usually integrated with real-world concerns (Endah Widyastuti, 2021). The concept of project-based learning as a student-centered learning model, teachers act as facilitators, moderators, and motivators. The role of the teacher as facilitator and supervisor when students create projects in learning is very important to increase their skills. Hidayah & Arum (2021) reported that some students confirm their intention to use project-based learning and technology in the learning process. Using technology when the learning process can make the students these days have a strong motivation to learn.

Technology in English learners is a facility or tool that can simplify and ease human activities in learning (Arabloo et al., 2022). The use of technology is of course very good when students are in the learning process, because by using

technology students can more easily find out about the material they are studying especially in English. The learning process assisted by technology makes students enjoy the learning process more and the material studied will be easier to understand. The integration of technology in learning English as a foreign language using various modern technologies can deepen students' language knowledge (Al-Kadi, 2018). English language learners can improve their English language skills when their learning process uses technology to support all learning activities, in this way the learning process will be carried out optimally with the support of technology. Technology is very important to improve students' learning abilities because traditional learning without current technology can reduce students' desire to learn.

The implementation of project-based learning integrated with technology can help and simplify students' learning process by searching the learning material on the internet (ChanLin, 2008). The student learning process in class can make students' learning achievement better because project-based learning integrated with technology can make students easier to understand learning material. Apart from make students easier to understand the material, project-based learning integrated with technology can improve students' skills, such as skills in using technology and ability in designing a project. Project-based learning integrated with technology will easier for students to carry out analysis and present the results of student projects. Project-based learning integrated with technology will improve students' critical thinking and problem-solving (Rahmawati et al., 2020). 21st century skills are important abilities that students must have today, because with these skills students can think critically to solve problems to find solutions to

the obstacles they encounter in the learning process. Project-based learning integrated with technology can help teachers to teach students more optimally, so that students will be able to develop more, especially in improving 21st-century skills. Most students now already understand the use of technology; therefore, technology must be used in the learning process in an effort to increase students' skills and of course students' interest in learning.

Students' interest is a situation where students' desires increase when they find something they need and want in a subject (Zhang et al., 2024). Building students' interest in learning English is also very difficult when indeed the students do not want to develop or study harder. In general, the use of project-based learning can be said to be quite good because it can make students produce work based on assignments given by the teacher. Moreover, in this learning model students will learn to work together with their friends to produce or work on project assignments given by the teacher. Of course, this will also enable students to work in teams and build social relationships. Tri Saswandi (2014) said the teachers' role in managing the class can indeed increase students' interest, on the other hand, the students' interest can be influenced the use of technology such as mobile phones. Students' interest can be influenced by many factors, one of the factors is the role of the teacher in teaching students. If the teacher can convey the material well it will increase students' interest in learning. The use of technology can also influence students' interest because the children want to learn how to use technology. Students' learning success is greatly influenced by students' interests (Miller, 2020). Students' interest in learning English must also be considered carefully by the teacher, because students' interest can influence the learning

success. Students' interest is very important in determining how successful students are in the learning process. If students' interest is high then their learning achievement will also be good. However, if students' interest is low will have an impact on their learning achievement which may not be good. Interest can be interpreted as the key motivation of students in the learning process to achieve learning success (Yusimah & Hj, 2014). Students' interest can be a motivation for students to want to learn. If there is motivation within the student, interest will automatically be present in the learning process. Therefore, students will easily follow the learning process and achieve the learning goals.

Rahmawati et al. (2020) conducting a study related to project-based learning integrated with technology. Based on the result of the study, social media has become the most popular when the implementation of project-based learning integrated with technology. The using of social media when the implementation of project-based learning can have a good impact and successful learning. Yusimah & Hj (2014) conducting a study related to students' interest in learning. The result of the study showed that ICT can attract students' interest. Technology can make students easier to understand the learning material. From the two studies above, it can be seen Rahmawati et al. (2020) only researched about project-based learning integrated with technology and Yusimah & Hj (2014) only researched about students' interest when using technology in learning. Based on the gaps between the two studies, the researcher want to investigate students' interest when project-based learning integrated with technology implemented. In fact, most of the students at SMA N 1 Tejakula showed feelings of joy and willing to give their

opinion in learning when project-based learning integrated with technology implemented.

Based on preliminary observations that researcher have conducted with teachers and eleventh grade students at SMA 1 Tejakula, researchers found that the class has implemented the project-based learning integrated with technology and the technology used in this class is the YouTube application which is the result of a video project carried out by the students will upload it to the student YouTube accounts. The researcher chose SMA N 1 Tejakula as the place of the research because SMA N 1 Tejakula has implemented project-based learning integrated with technology in the classroom. The English teacher said SMA N 1 Tejakula had implemented project-based learning integrated with technology, where the results of implementing this learning model were said to be able to improve the English language skills, filling of joy, curiosity, and level of creative thinking of the students.

Based on the conditions above, the implementation of project-based learning integrated with technology can make the students enjoy the learning process and initiative to give their opinion on learning English using the YouTube application. It can be seen that the students feel happier, want to know many things about the material being taught and increase the students' creative thinking. According to the good impression from the students make project-based learning integrated with technology was implemented by the teachers. However, some students do not like this way of learning, some students are less interested in the implementation of project-based learning integrated with technology. The implementation of project-based learning integrated with technology can create a

good atmosphere in the classroom and the learning process more effective. The good impact of project-based learning integrated with technology for the students' interest when the learning process is very interesting to be investigated. Therefore, this study aims to observed the implementation of project-based learning integrated with technology in the classroom at SMA N 1 Tejakula and to investigate the level of students' interest when project-based learning integrated with technology was implemented in the classroom.

1.2 Problem Identification

The learning model using project-based learning may already be familiar to teachers in carrying out the teaching and learning process in the classroom. Project-based learning integrated with technology is a learning method that has been implemented in SMA N 1 Tejakula recently to further assist students in the teaching and learning process and of course further enhance students' understanding in learning. Learn using the project-based learning has its own challenges regarding how to attract students' interest in learning English, especially for those who do not like studying. This method is indeed quite difficult for students who do not like to work on a task in groups, but this method will further enhance cooperation between one individual and another in completing the project. For some people who like to work in groups, it will be easy for them to adapt and complete projects in their way. Then, to further increase students' interest in learning and also to develop the use of technology, English teachers integrate the implementation of project-based learning with technology, such as using YouTube media. This shows that several English teachers at SMA 1 Tejakula have implemented the Project-based learning method at this school.

1.3 The Limitation of The Research

The researcher only focuses on the implementation of project-based learning integrated with technology in the classroom at SMA N 1 Tejakula and the level of students' interest in learning using project-based learning integrated with technology. A teacher and students, specifically XI Mipa 1, XI Mipa 2, and XI Mipa 3 in SMA N 1 Tejakula were chosen. These three classes were observed in four meetings and two learning materials for each class.

1.4 Research Questions

Based on the research background, the research questions of this study were:

- 1) How is project-based learning integrated with technology implemented in eleventh-grade students of SMA N 1 Tejakula?
- 2) How are students' interest when project-based learning integrated with technology implemented in eleventh-grade students of SMA N 1 Tejakula?

1.5 Research Objectives

Based on the research background above, the purposes of this study are:

- 1) To describe the implementation of project-based learning integrated with technology in eleventh-grade students at SMA N 1 Tejakula.
- 2) To investigate students' learning interest toward the implementation of project-based learning integrated with technology in eleventh-grade students at SMA N 1 Tejakula.

1.6 Research Significances

The results of this research are expected to give a positive impact on both of theoretical and practical significance:

1.6.1 Theoretical Significance

In theory, this research contributes to two important concepts, namely project-based learning integrated with technology and students' interest. First, project-based learning integrated with technology was implemented in the classroom by six stages, namely introductory question, planning a project, schedule, project monitoring, testing project result, and experience evaluation. Second, in terms of students' interest seen from 5 aspects, namely interest, initiative, feeling happy, creative thinking, and curiosity.

1.6.2 Practical Significances

1) Teacher

The result of this research is expected to improve the teachers' knowledge mainly about the implementation of project-based learning integrated with technology at senior high school.

2) Students

The result of this research is expected to provide information about the students' learning interest when project-based learning integrated with technology was implemented.

3) Other researchers

To increase the reliability of the other research, the results of this research can be used as a guidelines by other researchers when conducting a similar study in another location.