

CHAPTER 1

INTRODUCTION

1.1 Research Background

Universitas Mahasaraswati (Unmas) Denpasar is one of the private Higher Education Institutions in Higher Education Service Institution (*Lembaga Layanan Pendidikan Tinggi*) LLDIKTI Region VIII. Unmas Denpasar is governed by Perguruan Rakyat Saraswati Pusat Denpasar. Currently, the total number of study programs at Mahasaraswati University Denpasar is 24 (twenty-four), including 20 (twenty) on the main campus and 4 (four) outside the main campus. In the current situation, Unmas Denpasar should be able to deliver appropriate learning to achieve the Framework of Indonesian National Qualification/Kerangka Kualifikasi Nasional Indonesia.

The Indonesian National Qualifications Framework (KKNI) of Higher Education Institution (HEI) is a framework for qualifying Indonesian human resources which integrates and equalizes the sectors of education with the training and work experience sectors is a work ability recognition scheme adapted to the structure in various employment sectors with the issuance of Presidential Decree (Peraturan Presiden Nomor 8 Tahun 2012). There are nine levels of qualification stated by the framework for productive Indonesian human resources. Descriptions of each level of qualification of the frameworks comprehensively consider the full learning achievement that can be produced through an educational process, whether formal, non-formal, informal, or independent experience, to enable quality work. The descriptions of each level are also adjusted to the development of science, technology, or art, as well as to other related sectors.

In line with nine levels of KKNI, an HEI that offers a bachelor's degree should be able to design a curriculum that achieves at least level 6 of KKNI (Kemendikbud, 2020). In line with this, Independent Learning-Independent Campus (MBKM) was launched by the Minister of Education and Culture intended to encourage students to master various sciences and prepare them to enter workforce. The program was introduced by the Minister in 2020 with the aim of preparing higher education graduates to remain resilient amid rapid changes. In the era of Industrial Revolution 4.0, transformation in social and cultural context, the workplace, and technology are accelerating. This initiative is outlined in the regulation of the MBKM Program, specifically in Minister of Education and Culture Regulation Number 3 of 2020 on the National Standard of for Higher Education, Article 18.

Responding to the developments, current trends in higher education curriculum design emphasize, flexibility, interdisciplinary, and integration of deep learning approach. According to (Biggs, 2007; Fullan, Quinn, and Mceachen, 2018), Deep learning, in this context, refers to meaningful, students-centered learning that promotes critical thinking, problem-solving, creativity, and the ability to apply knowledge in real life situation. This approach not only foster students' cognitive development but also strengthen their adaptability and lifelong learning skill which are essential.

As one of the HEI, Unmas Denpasar should not only be ready with latest program initiated by the government, but also be prepared to face the era of disruption of the Industrial Revolution 4.0. The challenge faced by HEIs in curriculum development in the Industry Revolution 4.0 era is to produce graduates

with the ability in new literacy, including data literacy, technology literacy, and human literacy, with noble character based on an understanding of religious beliefs (Junaidi, et al, 2020). HEI must be able to facilitate students' learning according to the times and transform in the era in which they are studying; as well as prepare students so that they can live better in the 21st century, have an active role in the era of Industrial Revolution 4.0, as well as be able to read the signs of its development. HEI institutions need to be reoriented to face the challenges.

In the era of the industrial revolution 4.0, a teacher is not the only learning resource. A teacher is no longer the main source of information. Students may find information anytime, anywhere, and any way from many sources on the internet. But as teachers, we need to guide them in validating, synthesizing, communicating, and collaborating with the information our students find on the internet. As education continues to shift from the traditional classroom environment to an online environment, the integration of ICT in education provides opportunities to implement a variety of learning approaches, including e-learning, blended learning, and distance learning (Osman & Keevy, 2021). Online learning can be in the form of mixed with various percentages of activity online, starting from just being assisted (about 20-30%), hybrid/mixed (approximately 31 – 80%), and fully online (81%-100%) (Mandala Putra & Santosa, 2020).

Not only ICT-based, every higher education institution should also be able to provide learning approaches that suit the students, learning materials, and assessment. In line with this, every HEI should be able to provide appropriate learning approaches, such as Project-based learning (PjBL). The project entry event provides an engaging introduction to the project, piquing students' attention and

curiosity. This component establishes the groundwork for inquiry and exploration by offering a real-world scenario or challenge (Thomas, 2020). PjBL in English Language Teaching (ELT) has several essential components that contribute to its efficacy in boosting language acquisition, abilities, and skills.

In line with implementing the PjBL, teachers need to consider teaching and assessment. Authentic assessment approaches are consistent with the real-world aspect of Project-based learning. Assessment in a PjBL extends beyond typical examinations and quizzes to include project presentations, portfolios, and peer assessments (Adkins & Simmons, 2018). The underlying pedagogical principles of assessment and learning are not aligned; this indicates a serious problem with the assessment procedures being used. The assessment is designed to provide evidence of achievement that covers assessment of learning, assessment for learning, and assessment as learning. Assessment of learning is administered at the end of an academic semester or year, which evaluates students' understanding. Assessment for learning should be conducted on the learning process, where the teachers should pay attention to students' knowledge breadth, their skills in expressing opinions, and even their attitudes toward opinions and working together to complete a task (Ratminingsih, 2019). Assessment as learning has a function as formative, and is carried out during the learning process.

In preparing teacher candidates to be able to teach and assess, the English Language Education Study Program (ELESP) of Universitas Mahasaraswati (Unmas) Denpasar provides a course that covers instructional design. The Instructional Design (ID) Course is a university regular course run by the ELESP of Unmas Denpasar. This course is conducted for the fourth-semester students. This

course is primarily intended to provide students with an understanding of the background theories and principles of instructional design in English language teaching, including the design and evaluation of instructional materials. This course includes the following topics: basic concepts of instructional planning, the revised Taxonomy of Bloom, and lesson planning. This course also emphasizes designing a syllabus and lesson plan. Based on the observation of the students taking this course, it seems that they had a problem in comprehending the materials since there have not been any supplementary materials which is well well-designed.

However, there is a phenomenon of ID Course among the courses at Unmas Denpasar. Based on the experience, the researcher, who is also one of the lecturers teaching the course, found some difficulties. The learning materials were mainly determined and selected by the lecturers who taught the Instructional Design course, based on the course syllabus and the available textbook resources. However, there was no standardized module or common guideline that regulated the learning materials across different classes. Each lecturer teaching the course may develop different learning materials, since there is no learning module as supplementary material. The textbook used as the main learning resource did not fully address the range of current information and knowledge needed by the students. This resulted in variations in the delivery of the course across lecturers.

The existing course implementation had not fully incorporated the learning demands associated in the era of Industry 4.0. The implementation of the Instructional Design course had not fully incorporated the learning demands of digital transformation. There were no regularity and equality of online and face-to-

face learning. The learning materials is not in accordance with the latest content that supports online learning.

Based on the facilities, the lecturers were only provided with a semester course plan (SCP) and a course contract (CC). There were no supplementary materials provided by the study program. This forced the lecturers to develop their own learning materials which caused a various learning materials development in teaching a course. Learning materials that suit to the current situation need to be developed. A set of well-developed learning materials is very needed to help both teachers and students. Learning materials are one of the keys to teachers carrying out the teaching and learning process. Materials of teaching and learning refer to a range of educational resources used by the teachers in supporting the classroom with specific objectives, as outlined in the lesson planning (Lewis, 2019). Teaching materials cannot be separated from teaching and learning activities. Teaching and learning materials are important and must be mastered by students to achieve the learning goals.

The course activities have not been aligned with outcome-based education, which emphasizes case- and project-based learning. The ID Course has not met the revised Bloom Taxonomy in assessment. Based on the revised Bloom Taxonomy, there are six levels of cognitive process dimension. It emphasizes the six levels of students who are able to remember, understand, apply, analyze, evaluate, and create. The revised six level of the cognitive domain can be achieved by gathering the appropriate learning materials. Assessments to determine competency achievement are carried out by administering tests and non-tests, weekly

assignments, quizzes, mid-semester exams and end-semester exams which suit to the appropriate learning materials.

Brown, (2004) states, assessment is a continuous process that covers a broader range of aspects in the learning process. Assessment may at first sound threatening and not suited to a child's nature, but it is a necessary part of teaching and learning. Although assessment is an essential component of teaching that should align with and support classroom methodologies, its development has not progressed at the same pace (Georgiou & Pavlou, 2013). Conventional assessment is typically used to measure student learning outcomes. Assessment is presented as a separate activity from the learning process. The use of assessment is not just about knowing the achievement of learning outcomes; what is more important is how assessment is able to improve the ability of students in the learning process. Assessment should be carried out through three types, namely assessment of learning, assessment for learning, and assessment as learning.

The noteworthy point in the teaching and learning materials is the learning module. A good learning module should be designed step by step. A module is a systemtically organized unit of learning and intended for learners, accompanied by operational guidelines for teachers' use (Amri, 2010). It is supported by Chantarasombat and Rooyuenyong, (2020) state that learning through a learning module can help learners understand their own competency or progress at each stage. Teachers could use the learning module as a guideline to enhance learners' learning potential. Teachers should be able to apply the learning module as an educational innovation to improve teaching processes and outcomes. The learning

materials, originally developed by the lecturer or the lecturer team, are always in accordance with the development of science and technology.

Modules contain materials that aim to enable learners to learn independently or with teacher guidance. A module should also include evaluation methods that are systematically and attractively designed to help learners achieve the intended competencies and learning objectives (Anjar, 2016). It is supported also by Sweet (2019) stating that a module can be defined as a tutorial unit that concentrates on a particular topic. It serves as an essential learning resource that includes various learning activities, allowing learners to exchange and practice ideas according to their understanding and learning needs (Buthcer et al., 2006). Modules are learning units systematically arranged to support independent, conventional learning and achieve learning objectives. Modules packaged as books can make it easier for students to learn and understand independently.

Based on the conditions described above, PjBL is considered an appropriate learning approach to be implemented in the Instructional Design (ID) course of the English Language Education (ELESP) Study Program at Mahasaraswati University, Denpasar. PjBL was chosen because it aligns with the principles of Outcome-Based Education (OBE), the Indonesian National Qualifications Framework (KTT) level 6, and the Merdeka Belajar–Kampus Merdeka (MBKM) policy, all of which encourage student-centered learning, real-world problem solving, and the integration of knowledge, skills, and attitudes. Through PjBL, students are not only required to understand the theoretical concepts of instructional design, but also to apply, disseminate, and create instructional products such as syllabi, lesson plans, teaching materials, and assessment instruments, which directly

align with the higher-order thinking skills outlined in the revised Bloom's Taxonomy.

In the context of the Instructional Design Course (ID Course), PjBL provides students with authentic learning experiences that reflect real-life instructional design tasks faced by prospective English teachers. This approach also supports the implementation of authentic assessments, including assessment for learning, assessment of learning, and assessment as learning, which are integrated naturally throughout the project process. The researcher expects to solve the problems by developing a module that is project-based. The PjBL module is developed for ID Course of the English Language Education Study Program (ELESP) of Unmas Denpasar.

1.2 Problem Identification

Based on the background above, there are ten problems identified:

1. The learning materials used by lecturers teaching the ID course are based solely on one book that does not align with current trends.
2. The learning materials have not yet been obtained from the various resources.
3. The development of learning materials by lecturers led to various learning materials.
4. Assessments designed have not stimulated students' creativity and critical thinking.

5. Supplementary material that could guide both teachers and students on the coverage of learning materials and on guidelines for using ICT does not yet exist.
6. In line with the post-COVID-19 outbreak, there was no clear regularity of online and face-to-face learning in EESP Unmas Denpasar
7. Students only have an e-book for the learning resources.
8. The course has not met the disruption of industrial revolution 4.0. supported by project-based learning
9. The learning materials originally by the lecturer were not updated in accordance with the development of science and technology,
10. There is no a guideline of teaching procedure of how to conduct an online and face-to-face learning.

1.3 Research Scope

Based on the problem identification above, this study's problem is the lack of learning materials aligned with current trends. Given the limitations of researchers in investigating this research problem, the formulation is limited to the Project-based learning Module. The module is developed for teaching a course in Instructional Design, appropriate for implementation in post-pandemic Covid-19 conditions and other conditions that create new learning needs in the future, and suited to the disruption of the Industrial Revolution 4.0 era.

1.4 Research Questions

Based on the description above, the researcher decided to focus on five relevant questions to be answered for the purpose of this study, formulated as follows:

1. What are the needs in developing a Project-based learning module for ID Course?
2. How is a Project-based learning module for ID Course designed?
3. How is a Project-based learning module for ID Course developed?
4. How is the quality of the developed Project-based learning module for ID Course?
5. How effective is the developed Project-based learning module for ID Course?

1.5 Research Objectives

Based on the statement of research questions above, this study is intended:

1. to analyze the needs in developing a Project-based learning module for ID Course.
2. to figure out how a Project-based learning module for ID Course designed.
3. to figure out how a Project-based learning module for ID Course developed.
4. to determine the quality of the developed Project-based learning module for ID Course.

5. to find out the effectiveness of the developed a Project-based learning module for ID Course.

1.6 Research Significances

This research is expected to have both theoretical and practical significance.

The significance of this study can be described as follows:

1.6.1 Theoretical Significance

Theoretically, this study is expected to support the theoretical significance of the Project-based learning module for ID Course. The theoretical significance of this research is to enrich studies in pedagogy and assessment of the English as a Foreign Language context. Furthermore, this study could broaden knowledge on educational research.

1.6.2 Practical Significance

Practically, for students, the results of this study are expected to enhance their knowledge and skills in Instructional Design. The results of this study are expected to serve as a primary learning resource for the course on ID. For lecturers, the research findings are expected to provide a valuable supplementary resource for teaching the ID course. For Unmas Denpasar, this research is expected to provide a valuable teaching procedure for conducting a project-based learning model. In addition, this study is expected to be useful as an empirical review for future researchers interested in conducting similar studies.

1.7 Novelty and Originality

This research offers significant novelty and originality through the development of a Project-Based Learning (PjBL) module for the Instructional Design (ID) course in the English Language Education (ELESP) Study Program at Mahasaraswati University, Denpasar.

The novelty of this study lies in the systematic integration of PjBL into the ID module, which goes beyond conventional, theory-oriented learning materials. Unlike existing book that primarily focus on conceptual understanding, the module develops the pressure of authentic project work, enabling students to design concrete learning products relevant to real-life teaching contexts. Another novelty is the module's dual function as a learning resource for students and an operational guide for lecturers. The module provides structured learning scenarios, project procedures, assessment rubrics, and ICT integration, supporting consistent and effective implementation.

The originality of this research is manifested in the development of a context-specific module based on a needs analysis of the Instructional Design (ID) course at ELESP Unmas Denpasar. This module aligns with the Independent Learning-Independent Campus program. Particularly its emphasis on student-centered learning, experiential learning, flexibility, collaboration, and real-world problem-solving. While the implementation of the MBKM policy may continue to aligned in Indonesian higher education, the sustainability of the developed modules is assured because its core principles are grounded in broader educational needs and global learning trends, including Outcome-Based Education (OBE).