



BALTIC JOURNAL OF LAW & POLITICS

A Journal of Vytautas Magnus University

VOLUME 16, NUMBER 2 (2023)

ISSN 2029-0454

 sciendo

Cite: *Baltic Journal of Law & Politics* 16:2 (2023): 162-172

DOI: 10.2478/bjlp-2023-0000014

Project-based learning management In improving the quality of students in state high school 2 cirebon city

Suklani

Postgraduate Lecturer at the Sheikh Nurjati State Islamic Institute Cirebon

suklani@syekhnurjati.ac.id

Ricky Yoseptry

Lecturer of the Postgraduate School of the Nusantara Islamic University

rickyoseptry01@gmail.com

Imam Sibaweh

Lecturer in Islamic Education Management, Sheikh Nurjati Cirebon State Islamic Institute

sibawehimam01@syekhnurjati.ac.id

Received: December 13, 2022; reviews: 2; accepted: January 17, 2023

Abstract

This research is motivated by globalization with various kinds of skills and insights that will continue to grow rapidly, therefore the teacher acts as executor and Project Base Learning as a method to improve the abilities and skills of students. This also applies to teachers who are reluctant to learn new methods that can streamline teaching and learning activities, and continue to use old methods that seem boring and ineffective, which over time becomes a problem in the world of education, especially in the learning process which is actually aimed at making students students are able to explore the potential and adapt to the rapid development of the times. Therefore teachers are very closely related to receiving international information, and are also able to stimulate students to be more competent in the world of work on an international scale. So this is the main reason for using Project Based Learning which will bring students to a new level opening Indonesian society to the international world. Based on the results of research on learning management using project based learning at State High School 2 Cirebon City. It can be concluded that management activities carried out by class XI teachers, include lesson plans prepared by teachers, implementation of learning that involves teachers and students as well as learning assessments, in practice also identifying various obstacles faced by teachers and students

in implementing learning management using the project based learning method in improving students' speaking skills, as well as various efforts made to overcome these obstacles.

Keywords

Learning, Project Based Learning, and Quality.

A. Introduction

Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, it is stated that National Education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life. National Education aims to develop the potential of students to become human beings who believe and fear God Almighty.

It was also explained that education is carried out in a democratic and fair manner and is not discriminatory by upholding human rights, religious, cultural values and the progress of the nation. Education is organized as a systematic unit with an open system and multiple meanings.

Decree of the Governor of West Java Number 20 of 2020 Article 1 in this Law what is meant by Education is a conscious and planned effort to create a learning atmosphere and learning process so that student learning actively develops their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character and skills needed by him for the people of the nation and state.

Regional Regulation of West Java Province Law Number 20 of 1950 concerning the contents of the Constitution No. 20 of 2003 concerning the National Education System which is organized in a democratic and just and humane manner, religious values, cultural values and national pluralism.

With the existence of the Law of the Republic of Indonesia, especially regarding National Education as the legal umbrella for education, especially in providing opportunities for every citizen to obtain the widest possible education without discrimination, there are many programs that can help especially students in increasing their potential, one of which is the Science program. Technology, Engineering and Mathematics hereinafter referred to as STEM.

Because they want a changing era, a concrete example is the industrial revolution, which along with changing times and eras will affect aspects of human life, starting from the emergence of new abilities and skills, and new technologies. So that the younger generation must be equipped with abilities and insights that will one day help them to live in this era of globalization. However, many people consider that the Project Based Learning method is only intended for those who will work in the fields of science and technology.

Globalization with various kinds of skills and insights that will continue to grow rapidly, therefore teachers act as executors and Project Base Learning as a

method to improve the abilities and skills of students. This also applies to teachers who are reluctant to learn new methods that can streamline teaching and learning activities, and continue to use old methods that seem saturated and ineffective, which over time has become a problem in the world of education, especially in the learning process which is actually aimed at making students students are able to explore the potential and adapt to the rapid development of the times. Therefore teachers are very closely related to receiving international information, and are also able to stimulate students to be more competent in the world of work on an international scale. So this is the main reason for using Project Based Learning which will bring students to a new level opening Indonesian society to the international world.

B. Research Methods

The research method used in this research is a blended research method. The research aims to produce reliable quality students. The learning tools that are designed consist of learning implementation plans, learning evaluations, teaching materials, and learning media.

The research technique used is a qualitative technique. This technique is often regarded as a natural paradigm (Lexy J Moleong, According to Krik and Miller as quoted by Lexy J. Moleong, qualitative research is a particular tradition in social science that fundamentally depends on human observations in their own area and relates to these people in the language and terminology. Reinforced by S. Nasution, explaining that in essence a qualitative approach is observing people in their lives, interacting with them in the world around them. The method used in this research is descriptive method. According to Hadari Nawawi and Moh. Nazir, the characteristics of the descriptive method is to focus attention on the problems that existed at the time the research was carried out or problems that were actual in nature, as well as describing the facts about the problems being investigated as they were and accompanied by adequate rational interpretations. The method is to collect and analyze existing data relation to the object of study. This research is intended to provide a description of the ongoing problem.

Indeed, in terms of language, descriptive research is research that is intended to make a description (picture) of ongoing situations or events. Sumadi Suryabrata, explains that descriptive research is the accumulation of basic data in a way of depiction solely, there is no need to look for or explain interrelationships, test hypotheses, make predictions, or get meaning and implications, even though research that aims to find these things can include also description methods. The reason for choosing a qualitative approach is because this research approach is in accordance with the author's research problem which will describe how the facts in the field regarding learning management use the Project Based Learning method in improving students' speaking skills, in which the researcher will examine directly to the location, namely State High School 2 Cirebon City make observations and collect data that will be useful for research. Therefore the use of this qualitative

method is very suitable for researchers who must be directly involved as active observers. Must interact directly with the object of research. In order to pay direct attention to the process of using Science, Technology, Engineering and Mathematics-based learning methods directly.

C. Research Results

1. Learning Planning using Project Based Learning at State High School 2 Cirebon City

In planning learning at State High School 2 Cirebon City, teachers must prepare and develop annual programs, semester programs, Minimum Completeness Criteria, and Learning Implementation Plans. All of this refers to the syllabus that has been made by a team from the ministry of education and teachers are allowed to develop it if needed. The learning resource books that have been provided by the government are based on references from the syllabus. Thus the 2013 curriculum actually makes it easier for teachers to design learning programs.

The annual program at State High School 2 Cirebon City contains the calculation of the effective week for each month from June to July, then a description of the time allocation for each month, and a description of the effective and ineffective week activities. The annual program is made by the teacher to design the learning process for 2 semesters, after which the semester program is designed, then a Learning Implementation Plan is made which refers to the syllabus, using the project based learning method. The learning implementation plan made by the teacher refers to the 2013 curriculum. According to the vice principal of State High School 2 Cirebon City, in preparing the learning implementation plan, several things must be considered, including:

a. Taking into account the individual differences of students, the Learning Implementation Plan is prepared by taking into account gender, initial abilities, intellectual level, interests, learning motivation, talents, potential, social abilities, emotions, learning styles, special needs, learning speed, cultural background, norms, values , and student environment.

b. Encouraging the active participation of students, the learning process is designed to be student-centered to encourage motivation, interest, creativity, initiative, inspiration, independence and enthusiasm for learning.

c. Developing a culture of reading, discussing and writing, the learning process is designed to develop a passion for reading and reading results are discussed with classmates.

d. Providing feedback and following up on the design of the Learning Implementation Plan includes program designs for providing positive feedback, reinforcement, enrichment and remedial.

e. Linkages and integration of Learning Implementation Plans are prepared by taking into account the linkages and integration between competency standards, basic competencies, learning materials, learning activities, competency

achievement indicators, assessments, and learning resources in one whole learning experience. Learning Implementation Plans are prepared by accommodating thematic learning, integration across subjects, across aspects of learning, and cultural diversity.

f. Implement information and communication technology, prepared by considering the application of information and communication technology in an integrated, systematic and effective manner according to the situation and conditions. The preparation of the Learning Implementation Plan must go through the following steps:

1) Assessment of syllabus, textbooks and teacher manuals covering Core Competencies and Basic Competencies;

Core Competencies: 1) Understanding, applying, analyzing factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, arts and culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in specific fields of study according to the talents and interests of students to solve problems; 2) Processing, reasoning, presenting, and creating in the realm of concrete and abstract realms related to the development of what one learns at school independently and acts effectively and creatively, and is able to use methods according to scientific principles; 3) Sharpen individual abilities or skills in understanding, analyzing and describing learning material, which will later become a reflection of individual progress and achievements.

Basic Competency: 1) Apply social functions, text structures, and linguistic elements in texts, interpersonal interactions both verbally and in writing which involve the act of offering services, and how to respond according to the context of their use; 2) Compose simple spoken and written interpersonal interaction texts that involve the act of offering services and responding to them by paying attention to social functions, text structures, and linguistic elements that are correct according to the context of their use; 3) Distinguishing the function of text structure, and linguistic elements of several special texts in the form of a job application letter, by giving and asking for information related to identity, educational background/work experience, according to the context of its use; Distinguish social functions, text structures, and linguistic elements of some special texts in the form of captions, by giving and asking for information related to pictures/photos/tables/graphics/charts, according to the context of their use; 4) Distinguish social functions, text structures, and linguistic elements of several texts, spoken and written news items by giving and receiving simple news-related information from newspapers/TV/radio. According to the context of its use; 5) Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts which involve the act of giving and asking for information related to suppositions followed by commands/suggestions according to the context of their use; 6) Applying social functions, text structures, and

linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to assumptions followed by commands/suggestions by paying attention to social functions, text structure and correct linguistic elements; 7) Distinguish social function, text structure, and linguistic elements of several spoken and written procedural texts by giving or receiving information related to technology usage manuals; 8) Interpret the social function and language features of song lyrics related to the lives of adolescents; 9) Capturing the contextual meaning of the social function and linguistic elements of the lyrics again related to the lives of adolescents.

2. Implementation of Learning Using the Project Based Learning Method at State High School 2 Cirebon City

At State High School 2 Cirebon City this observation was carried out in three meetings, namely from 2 – 6 May 2022, the observed classes were XI IPA 5 and XI IPA 6, with the same theme, namely procedural text, while the activities observed during the learning process in learning management using the project based learning method takes place as follows:

Preliminary Activities (Apperception): Preliminary activities carried out by the Class XI teacher when entering the class immediately say the opening greeting. Then do a prayer together before learning begins led by the class leader followed by checking the presence or absence of students attending class. The next activity is to review and connect the material that was previously taught with what will now be learned. From the results of interviews with teachers, information was obtained that in general teachers strongly agreed that in preliminary activities the teacher motivated the learning atmosphere in advance by providing direct interaction with students such as greeting, managing class conditions, and always creating a pleasant learning atmosphere so that students get comfortable in the learning process.

Learning Activities: Based on the results of interviews with data sources, namely: All activities related to the curriculum in State High School 2 Cirebon City are adjusted to the curriculum set by the ministry, because currently the ministry is still using the 2013 curriculum, so schools must follow suit. While the results of interviews with data source A3 as homeroom teacher and one of the teachers at State High School 2 Cirebon City, namely: The subject teachers carry out a series of activities based on the established curriculum so that the learning process is carried out effectively. Learning activities at State High School 2 Cirebon City, especially in class XI IPA 5 and XI IPA 6 studied, because they still use the 2013 curriculum.

3. Evaluation of Learning Learning Using the Project Based Learning Method at State High School 2 Cirebon City

Assessment of learning outcomes using the project based learning method conducted by class XI teachers at State High School 2 Cirebon City, adheres to the

principle of authentic assessment, namely the actual assessment which includes learning assessment including activities, character development and understanding of skills. The process of assessment and learning using the project based learning method at the school is observation. This observation is made by the teacher when students are in the middle of the learning process, asking questions/problems, responding to and answering questions, discussing and doing other learning tasks, both in class and outside the classroom.

From the results of interviews with teachers, information was obtained that: In addition to assessing knowledge (cognitive) abilities, teachers also assessed students' personalities during the learning process such as a sense of responsibility, confidence, mutual respect, being polite, respecting differences, competitive, cooperative and honest .

By using the project based learning method, the teacher applies an oral test assessment. The types of tests used by teachers include question and answer tests, assignments of performance/performance/demonstration assessments, and portfolio assessments. Based on the results of observations, it can be seen that during the learning process, the teacher provides an assessment of the activities carried out by students from the beginning to the end of the learning process including attitudes, knowledge and skills.

Basically the implementation of learning assessment at State High School 2 Cirebon City is carried out on process assessment, with assessments carried out continuously according to the basic competencies being taught. The assessment process is carried out through question and answer assignments and performance appraisals.

a. Question and Answer test

Question and answer activities are carried out by the class teacher to measure the extent to which students have the ability and courage to answer various questions given by students. Competence that is measured is the ability to speak. This activity is carried out when the teacher is carrying out exploration or confirmation activities on the learning material that has been or will be taught. Based on the results of interviews with class XI teachers, information was obtained that by conducting a question-and-answer test, students were challenged to be active in answering oral questions directly, the teacher hoped that students could have courage and confidence in carrying out the learning process so that they could develop their own active learning abilities.

b. Assignment Test

This assignment test is given by the teacher carried out during the learning process takes place both individually and in groups. The assignments given are adjusted to the basic competencies being taught.

c. Performance Assessment

Performance appraisal relates to performance appraisal in which students are motivated to demonstrate what they have learned as a group. Performance appraisal at State High School 2 Cirebon City was carried out on speaking ability. From the

results of observations, it was obtained an illustration that before carrying out a display or demonstration, students had to formulate what they wanted to display in front of their friends. This activity is carried out in groups in front of the class.

4. Obstacles Faced by Teachers and Students Using the Project Based Learning Method at State High School 2 Cirebon City

The problems faced by teachers in the schools studied in implementing learning management through project-based learning methods to improve skills are the limitations of students' abilities, and the limitations of learning support facilities with learning management through project-based learning.

a. Student Ability

Each student has different characters and abilities in responding to learning. Some students are able to absorb material quickly, but some other students need to repeat the material two to three times before really mastering the material.

b. Limited Means of Supporting Students

Each student has a different background ranging from aspects of knowledge, skills to aspects of the economy, so that there are some students who feel there are difficulties in doing project-based assignments, which will require a lot of learning support facilities. Such as students who find it difficult to follow the material because in the area where they live the internet network is still difficult, or students who are at the middle and lower level of the economy who are still having difficulties due to economic crash factors.

5. Efforts made by teachers in using the Project Based Learning method at State High School 2 Cirebon City

Management of learning through the project based learning method basically makes it easier for teachers and students to achieve high competence amid the limited facilities and capabilities that exist. This learning method demands more creativity and innovation from teachers as implementers of learning in the classroom in developing learning media, methods and strategies so that learning objectives can be realized.

Based on the results of interviews with school principals and deputy principals as well as class XI teachers studied, information was obtained that: Even though there are limitations to both students' abilities and student support facilities, teachers at State High School 2 Cirebon City can still carry out learning using the project based learning method because using this method actually optimizes what is in the school environment, as well as the daily lives of students.

Existing limitations become an opportunity for schools and teachers to increase motivation in learning so that it becomes a strength for them to increase group discussions or collaborative learning so that they can cover each other's weaknesses and work together with the abilities possessed by students.

The limited sources of learning support facilities for students in participating in learning with the project based learning method can be overcome by creating study groups consisting of students with different abilities and skills so that the facilities they have will vary.

In each basic competency the teacher provides additional tasks that must be carried out by students related to learning management components through the project based learning method. The limitations of learning management support facilities through the project based learning method can be overcome by optimizing the existing space and environment such as the use of classrooms to support learning activities through classroom management, while the limited facilities can be overcome by developing their own learning resources carried out by the teacher himself.

As for some of the efforts faced by teachers and students at State High School 2 Cirebon City, are as follows:

- a. Carry out the activities of the Subject Teacher Consultation communication forum;
- b. Increase understanding of the preparation of learning implementation plans including understanding what is obtained from In house Training (IHT) activities;
- c. Carry out discussions among fellow subject teachers so that collaboration is fostered to complement each other's deficiencies in planning learning activities;
- d. Guidance from school supervisors and principals through In house Training (IHT);
- e. Teachers in implementing the learning process, always try to increase self-motivation in creating an effective learning process, use fun methods, apply methods that make it easier for students to achieve superior competence encourage students to always improve students' abilities.
- f. Always carry out the learning process oriented towards the goals to be achieved and in the end will provide satisfaction for teachers and students

D. Conclusion

The conclusions in this study are

1. Learning planning uses project-based learning at State High School 2 Cirebon City, before the school year starts all teachers are required to prepare a learning plan, while the learning plan includes annual programs, semester programs, making Design Lesson Plans and Minimum Completeness Criteria as benchmarks or references in measuring the achievement of student competence. In preparing teacher learning plans, the adoption or adaptation of several regulations issued by the government include; Government Regulation Number 19 of 2005 regarding national education standards Article 20, Permendiknas Number 41 of 2007 concerning education management standards point B (5), Permendiknas number 41 of 2007 regarding process standards, Government Regulation number

19 of 2005 article 18 (1-3) , National Education Ministry number 20 of 2007 regarding assessment standards.

2. Implementation of learning using project based learning in improving the skills of students of State High School 2 Cirebon City, has shown activities that are in accordance with the lesson plan that has been prepared. The activity was carried out in a very planned manner and was able to continue even though there were several obstacles, but this was minimized properly. The assessment process in the two schools has the same perception that assessment is important to determine the development of students' abilities which include knowledge, skills and attitudes. The teacher must know the right type of assessment to achieve learning indicators and objectives. The assessment carried out is an assessment of the process and assessment of learning outcomes. Forms of assessment activities carried out by means of oral tests, question and answer, assignments, performance and portfolios.

3. Obstacles in learning using project-based learning, is a challenge for school principals and teachers to try even harder, mobilize all the enthusiasm, competence they have to achieve the educational goals that have been set. There are various obstacles from the two schools, but there are the same principles in terms of the types of obstacles, namely limited infrastructure facilities, limited student abilities, and teachers' lack of understanding of learning methods and their application.

4. Efforts to overcome these obstacles are
- a. Organizing Inhouse Training (IHT);
 - b. Participating in seminars, training, and subject teacher deliberation activities to increase teacher professionalism;
 - c. Develop a school income and expenditure budget plan together, so that all school activities are carried out and accommodated;
 - d. Holding a selection test to measure students' abilities during the new school year's admissions activities.

Bibliography

- Ahmad, A dan A .Rohani. 1995. *Pengelolaan Pengajaran*. Jakarta : Jakarta : Rineka Cipta.
- Ambarita, Alben. 2006. *Manajemen Pembelajaran*. Jakarta: Departemen Pendidikan Nasional.
- Arikunto, 2006. *Dasar - Dasar Evaluasi Pendidikan*. Jakarta : PT Rineka Cipta.
- , 2008. *Penelitian Tindakan Kelas*. Jakarta : Bumi Aksara.
- Ausubel David P., Joseph D. Novak, and Helen Hanesian. 1978 . *Educational Psychology*, New York : Halt, Renehart and Winson.
- Barlian, Ujang Cepi.2016. *Manajemen Strategi Konsep dan Implementasi*. Bandung: Khalifa Insan Press.
- Bruner, Jerome S., 1973. *The Relevance of Education*. New York : The Norton Library.

- Brown, Doguglas H. 2004. *Language Assessment : Principles and Classroom Practices*. New York : Pearson Education.
- _____. 2001. *Teaching by Principles*. New York : Addition Wesley Longman.
- Darwan Wawan. 2017. *Tesis Model Pembelajaran Karakter di Lingkungan Sekolah Berbasis Budaya*.
- Dimiyati dan Mudjiono. 1999. *Belajar dan Pembelajaran*. Jakarta : Rineka Cipta, h. 250-251.
- Diningsih, Nining. 2020. *Manajemen Berbasis Sekolah*. Sumedang/Bandung: Alqaprint Jatinangor.
- Johnson, Elaine B. 2009. *Contextual teaching and learning: menjadikan kegiatan belajar mengajar mengasyikan dan bermakna*. Bandung: Mizan Learning Center.
- Moleong, Lexy. J. 2004. *Metode Penelitian Kualitatif*. Bandung : Bandung: Remaja Rosdakarya.
- _____. 2011. *Metodologi Penelitian Kualitatif Edisi Revisi*: Bandung : Remaja Rosdakarya.
- Nur, Agustiar Syah. 2001. *Perbandingan Sistem Pendidikan 15 Negara. Edisi Pertama*. Bandung: Lubuk Agung.
- Sanjaya, Wina. 2007. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group.
- Sugiyono. 2012. *Metode Penelitian Kuantitatif Kualitatif dan R&B*. Bandung: Alfabeta.
- Sa'ud, Udin Syaefudin dan Abin Syamsudin. 2018. *Perencanaan Pendidikan Suatu Pendekatan Komprehensif*. Bandung : Remaja Rosdakarya.
- Nurhayati Tesna. 2018. *Tesis Manajemen Model Problem Instruction untuk Meningkatkan mutu Pembelajaran*.
- Winarni, Hj. Wiwin. 2009. *Disertasi Model Manajemen Sekolah Unggulan*.

Dokumen

- Permendiknas. No. 41 Tahun 2007. *Tentang Standar Proses*
- Permendiknas. No. 20 Tahun 2007. *Tentang Standar Penilaian*
- Permendiknas. No. 19 Tahun 2007. *Tentang Standar Pengelolaan Pendidikan*
- Undang - Undang RI. No. 20 Tahun 2003. *Tentang Standar Sistem Pendidikan Nasional*
- Undang-Undang RI.. No. 14 Tahun 2005. *Tentang Guru dan Dosen* Undang - Undang RI. No.19 Tahun 2005. *Tentang Standar Pendidikan Nasional*.