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Lecturer Insights on Implementing Project-Based Learning at Jambi University

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Abstract

This study investigates lecturers' perspectives on Jambi University's implementation of Project-Based Learning (PjBL). The study underlines the significance of PjBL in improving student engagement, critical thinking, and problem-solving abilities, as well as the growing demand for creative teaching strategies in light of the digital transformation of the twenty-first century. Using a qualitative case study approach, the study collected data from 11 lecturers across different language education programs through observations and interviews. Key findings indicate that PjBL is perceived as an effective, student-centered learning method that fosters collaboration and practical problem-solving. The lecturers highlighted the relevance of projects to real-world issues and emphasized the importance of collaboration between students and faculty. Challenges in implementing PjBL were noted, particularly in training, resources, and shifting from traditional teaching methods. Overall, the study reveals that while lecturers recognize the benefits of PjBL, there is a need for ongoing support to maximize its potential in higher education.
***Keywords**: Higher education, lecturer, perception, project-based learning (PjBL)*

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Kajian Linguistik dan Sastra Vol. 9 (2) (2024) 277–300

Introduction

The educational landscape has changed significantly in recent years, especially with the arrival of the fourth industrial revolution. Modern times highlight the value of cutting-edge digital technologies in all spheres of life, including education. Conventional teaching approaches, frequently defined by dry, theory-based instruction, are becoming less and less seen as sufficient to prepare students for the fast-paced, technologically advanced world of the twenty-first century. In order to meet this challenge, educational institutions are implementing cutting-edge teaching strategies that encourage students to think critically and creatively. PjBL, or project-based learning, is one such strategy.

One pedagogical strategy that stresses student-centred inquiry and applying knowledge to real-world issues is project-based learning or PjBL. Higher-order thinking Skills (HOTS), like critical thinking, can be improved with this technique. This approach works exceptionally well for developing higher-order thinking Skills (HOTS), such as critical and creative thinking, which are necessary for students to succeed in today's complicated and quickly evolving world. The ability of PjBL to accomplish critical educational goals, as stated in several strategic plans and performance metrics meant to raise the standard of higher education, has been acknowledged by the Indonesian Ministry of Education and Culture.

The use of PjBL at Jambi University has been growing in popularity in recent years. Despite its increasing popularity, lecturers' opinions about this teaching approach are still diverse and poorly understood. Since lecturers are essential to successfully implementing PjBL and its efficacy in attaining educational results, it is imperative to comprehend these attitudes. Numerous advantages of PjBL are highlighted in the research, such as enhanced student engagement, better problem-solving abilities, and increased knowledge retention. According to a Lucas Education Research Foundation study [1], intensive PjBL improved social-emotional learning and academic performance. Particularly among underprivileged students, the study demonstrated growth in crucial abilities like problem-solving and cooperation as well as improvements in standardized test results.

Furthermore, because PjBL promotes teamwork, communication, and the

Kajian Linguistik dan Sastra Vol. 9 (2) (2024) 277–300

application of information in real-world situations, it fits in nicely with the objectives of education in the twenty-first century. However, there are specific difficulties in putting PjBL into practice. According to research, significant changes in teaching methods and sufficient support for lecturers and students are necessary to implement PjBL successfully. Among the primary drawbacks noted in earlier research are instructors' lack of training resources and reluctance to depart from conventional teaching techniques.

This study intends to examine how Jambi University lecturers view Project-Based Learning (PjBL), identify the primary advantages and difficulties of implementing PjBL from their point of view, and investigate potential solutions to address the identified challenges and improve the efficacy of PjBL at Jambi University, in light of the gaps in the literature and the practical difficulties related to PjBL.

Method

The research used a qualitative case study methodology. In order to investigate the lecturers' detailed opinions of Project Based Learning (PjBL) at Jambi University, this approach was selected. The study was conducted at Jambi University in the academic year 2024–2025, during the odd semester. The university was chosen as the research location since it uses PjBL in several courses. Observations, interviews, and with lecturers served as the primary data sources for this study. Secondary data was gathered from PjBL-related official university records and existing literature. Several methods were used to acquire the data to guarantee a thorough understanding, including direct observation of the lecturers' PjBL sessions and in-depth, semi-structured interviews.

Data was gathered utilizing various methods, including observation of the PjBL sessions led by the instructors and interviews, which included conducting in-depth, semi-structured interviews with instructors to learn about their opinions and experiences with PjBL. Data display: arranging the condensed data into charts, matrices, and narrative text to aid comprehension and interpretation; data reduction: distilling and refining the gathered data to emphasize the most pertinent details about

lecturers' perspectives. Additionally, drawing and confirming conclusions: analyzing the structured data to find trends and make inferences. Triangulation was then used to confirm the validity and dependability of these findings.

Results and Discussion

This study was conducted at Jambi University on the Jambi-MA highway, as part of the Language Education program sub-division, Muaro Jambi district, Jambi province; Bulian KM. 15 Mendalo land. Eleven sources, including many lecturers from Jambi University's English, Indonesian, and language education departments, served as informants for this study. The findings of this study were derived from the researchers' use of interviewing and observational methods. When conducting interviews, researchers employ purposeful sampling. When choosing which sources to interview, the selection process is tailored to the researcher's topic and conforms to the same qualifications. Due to the connection between the researcher's formulation of the problem and the technique, Purposive Sampling is very suitable.

Additionally, eleven lecturers from language education study programs participated in extensive interviews with researchers. Data from the field notes and observations checklist that the researchers completed complemented the information not disclosed during the interview procedure. The research's data is described through the informants' firsthand accounts. According to the findings of the interviews, some significant ideas or terms are relevant to the issues under investigation concerning the attitudes of language education instructors toward learning. At Jambi University, project-based learning is known as PjBL.

1. Knowledge about PJBL

The most common view expressed by lecturers is knowledge about Pjbl, which was applied in class. From the results of interviews with informants, this is explained:

a.) Student-centred learning

Respondent 1 explained, "Project-based learning, where there are projects that students have to work on, and this is student-centered learning (student-centred learning)."

Respondent 5 emphasized that "PJBL uses projects as a learning medium student-centred. This learning requires in-depth investigation on a topic given by the lecturer."

Respondent 11 explained, "PJBL supports students to be actively involved in the learning process through working on projects relevant to the environment around them."

Kajian Linguistik dan Sastra Vol. 9 (2) (2024) 277–300

Based on the findings of the researchers' interviews with experts on Project Based Learning (PjBL), it can be said that PJBL is a student-centred learning approach in which students actively participate in projects as part of their education. The project's relevance to the actual world or their immediate surroundings encourages students' active participation in learning. Several presenters stressed the value of "in-depth student involvement" by investigating lecture themes and resolving actual issues. With a focus on the process rather than just the outcome, the completed project serves as both a final assignment and an ongoing learning experience from the start of the course to its conclusion. In general, PJBL encourages students to enhance their "cognitive, affective and psychomotor competencies" through teamwork, creativity, and the application of projects to real-world situations.

According to the findings, respondent 1's claim that PjBL is a type of student-centered learning aligns with constructivist ideas. A study by Upu and Bustang explored how constructivist learning environments can align with cognitive load theory [2]. It emphasized that while constructivist methods, like PjBL, promote student-centered learning and knowledge construction, careful management of cognitive load is crucial for effective learning. This supports the claim that PjBL, when well-structured, encourages active knowledge construction. Hmelo-Silver supports Respondent 5's emphasis on the need for in-depth research in PjBL. According to her, inquiry-based learning—which includes PjBL—allows students to investigate complex issues and topics, which fosters deeper comprehension [3].

According to Respondent 11, PjBL incorporates projects pertinent to the students' settings. This aligns with Herrington and Herrington's research, which claims that genuine learning opportunities raise student engagement and motivation [4]. PjBL trains students for engaged citizenship while making education more relevant by tying learning to real-world problems. Formative evaluation techniques, prioritizing continual feedback and reflection, are consistent with the notion that PjBL is a continuous learning process. Formative assessment is essential for student learning since it enables modifications to teaching and learning methods, claims Wiliam [5].

By fostering this feedback sequence, PjBL encourages students to improve their

projects and broaden their knowledge throughout the course. The 21st-century skills framework, which emphasizes the value of teamwork, creativity, and critical thinking, supports the focus on improving cognitive, emotional, and psychomotor competencies through PjBL. PjBL successfully develops these skills, equipping students for the challenges of contemporary life [6].

b.) Projects based on actual problems or relevant to the real world

Respondent 1 stated, "The projects provided are related to basic needs encountered in everyday life (current need)."

Respondent 8 explained, "Students work on projects related to the world around them."

Respondent 10 stated, "PJBL uses real problems experienced by students, where they are asked to explore problems, find solutions, and build cognitive, affective, and psychomotor competencies."

Respondent 11 explained, "Project work is environmentally relevant around them."

Project-based Learning (PjBL) projects are very relevant to the actual requirements of students and their surroundings, according to the findings of the resource person interviews. Respondents stressed that the project allows students to investigate and come up with solutions to difficulties they face in daily life. In addition, PjBL helps students enhance their cognitive, emotional, and psychomotor skills, which makes it a proper teaching strategy that can be applied in real-world situations. According to the findings, respondent 1's reference to basic needs initiatives emphasizes the significance of real-world learning opportunities. Herrington and Herrington claims that by letting students work on real-world problems, authentic learning settings increase motivation and engagement [4].

In addition to giving learning greater purpose, this relevance helps students realize how their information is used in real-world situations. The claim made by Respondent 10 that students investigate actual issues is consistent with the ideas of inquiry-based learning. According to research by Hmelo-Silver, inquiry-based learning encourages students to explore complex topics and hone their problem-solving abilities, which leads to deeper learning [3]. Students can participate in this investigation through PjBL, which promotes flexibility and critical thinking. The 21st-century skills framework supports Respondent 10's observation that developing cognitive, emotional, and psychomotor competence is essential. In order to succeed in today's world, students must cultivate abilities including teamwork, creativity, and problem-solving.

Kajian Linguistik dan Sastra Vol. 9 (2) (2024) 277–300

Students can successfully develop these competencies thanks to PjBL's hands-on approach. Respondent 11's focus on environmentally related projects highlights the importance of sustainability in education. According to research by Wiek et al., curricula should incorporate education for sustainable development to encourage students to take notice of and action on environmental challenges [7]. Because it encourages students to interact with their surroundings and think about solutions to real-world problems, PjBL fits in nicely with this strategy. According to Respondent 8, student participation is increased when projects are related to the lives and communities of the students. The self-determination theory states that students' intrinsic motivation rises as they discover meaning in their education [8]. This drive results in increased funding for their initiatives and a more thorough comprehension of the topic.

c.) Collaboration between students and lecturers, as well as between students

Respondent 2 said, "There are elements of collaboration, creativity, and a product produced after the learning is complete."

Respondent 7 concluded, "PJBL involves solving joint problems between lecturers and students. Students find problems, look for solutions, and solve them together."

The results of interviews regarding collaboration in Project Based Learning (PjBL) show that collaboration between students and lecturers and between students is an essential aspect of this method. Respondents highlighted that PjBL involves active collaboration in discovering, seeking solutions and resolving problems. This process involves lecturers as supervisors and students who work together. Apart from that, PjBL encourages creativity and produces concrete products after the learning process is complete, which is the collaborative result of all participants. According to the findings, respondent 2's discussion of cooperation and creativity is consistent with cooperative learning concepts, which highlight the value of teamwork in achieving shared objectives. Johnson and Johnson assert that collaborative learning increases social skills, interpersonal relationships, and academic accomplishment [9].

PjBL fosters community and shared responsibility by having students work together to identify problems and propose solutions. Respondent 7 emphasizes that PjBL entails students and instructors working together to solve problems. A study by

Blumenfeld et al. reaffirms that modern classrooms using collaborative strategies—such as jigsaw techniques—align with Vygotsky's principles by encouraging peer interaction, which aids cognitive development[10]. As facilitators, lecturers in PjBL help students solve problems, which improves their educational experience and fosters deeper comprehension. Collaboration boosts student enthusiasm and engagement, according to research. According to a recent study by Hu et al., collaborative learning settings significantly improve students' academic performance and motivation [11]. Students feel empowered and invested in their projects in an engaging learning environment created by PjBL's emphasis on teamwork.

d.) The final product or tangible project output

Respondent 2: "Students produce a product usually in the form of a translated book with an ISBN."
Respondent 3: "PJBL produces. The output is a research proposal."
Respondent 4: "PJBL produces the final product, which is done from the beginning to the end of the lecture."
Respondent 6: "Students do more work projects or project-based tasks."

According to the findings of interviews about project-based learning (PjBL) ultimate product or output, students are expected to create tangible things as a result of their education. These outputs range from research ideas to translated books with ISBNs to other initiatives completed during lectures. Students completed project-based work with diligence, resulting in this output demonstrating their engagement in a learning process focused on practical and usable outcomes. Based on the results, Respondent 2's reference to translating a book with an ISBN highlights the significance of developing genuine goods with practical uses. Herrington and Herrington claim that tasks in authentic learning environments are more complicated than in the real world, increasing student motivation and engagement [4].

These kinds of initiatives assist students in seeing how their education relates to real-world situations. The development of critical research skills is emphasized in the output that Respondent 3 described, including study suggestions. According to a study by Thomas[12], PjBL successfully fosters higher-order thinking abilities like analysis, synthesis, and evaluation—all critical for carrying out research. Students participate in a demanding inquiry process by drafting research ideas, which enhances their

comprehension of the topic. The claim made by Respondent 4 that the finished result is created from the start of the lecture to its conclusion emphasizes how thorough PjBL. Botelho and Ferreira demonstrated that Kolb's experiential learning sequence enhances learning when connected with real-world simulations in engineering programs [13]. This iterative approach allows students to continuously evaluate and refine their knowledge through experience, which is key to project-based learning.

Respondent 6 pointed out that focusing strongly on project-based work increases student ownership and participation in the learning process. According to research by Hu et al., students who work on projects are more likely to be motivated and involved, which improves learning results [11]. Students' commitment to the learning process is further strengthened by the actual results, which give them a sense of success and pride. According to Koh et al., authentic learning environments like PjBL allow students to engage deeply with practical tasks, producing tangible results that are meaningful and connected to their learning and this process aligns with the notion that performance assessments as discussed [14].

e.) The project work process is assessed, not just the final result

Respondent 4: "The assessment is more focused on the project work process from the result."

Respondent 10: "The assessment emphasizes the problem-solving process in projects given to students."

Project Based Learning (PjBL) requires students to create tangible goods as a result of the learning process, according to the findings of interviews about the end product or output. These outputs range from research proposals to translated books with ISBNs to other work completed during lectures. This output results from students' comprehensive completion of project-based work, demonstrating their engagement in a learning process focused on practical and usable outcomes. According to the findings, Respondent 4's claim that the project work process is the main focus of assessment is consistent with formative assessment concepts. Because formative evaluation offers continuous feedback that might guide future learning, Koh et al. found that continuous formative evaluations promote reflection and adaptive learning, which are critical for ongoing student development within PjBL environments[14].

The constructivist method, which emphasizes the value of active engagement in learning and was described by Piaget and Vygotsky, also current studies emphasize that constructivist classrooms encourage student autonomy, promoting hands-on activities that help students create meaning from real-world scenarios [15]. These classrooms align with Piaget's stages of cognitive development, allowing students to develop problem-solving skills that match their developmental stage is shown in Respondent 10's emphasis on the problem-solving process. Lecturers can determine how well students apply their knowledge and abilities to real-world challenges, a fundamental aspect of PjBL, by evaluating the problem-solving process.

2. Learning Objectives

The results of the interviews concerning learning objectives in Project-Based Learning (PjBL) highlight that this method emphasizes the creation of tangible outcomes or products. Respondents indicated that the primary goal of PjBL is not just acquiring knowledge but applying that knowledge to produce a concrete output. For instance, Respondent 1 stated, "The learning goal is to produce something," Respondent 2 similarly emphasized, "Students produce output." This product-driven approach ensures that students are engaged in hands-on tasks that foster a deeper understanding and application of the subject matter. On the other hand, conventional learning methods do not always focus on producing a product. As Respondent 3 noted, "Conventional does not necessarily produce a product."

In these traditional settings, the focus may often be on theoretical understanding, memorization, or skill acquisition without directly emphasizing creating a tangible end product. This can limit students' opportunity to apply their knowledge in a practical, real-world context. Thus, PjBL's objective-centered approach encourages students to participate actively in the learning process, applying critical thinking, collaboration, and creativity to produce meaningful outcomes, often making learning more engaging and impactful. In contrast, conventional methods may lack this level of practical application, focusing instead on abstract learning without always leading to an observable product. Based on the findings, the assertion by Respondent 1 that the learning goal is to "produce something" reflects the core principle of authentic learning.

According to Herrington and Herrington, authentic learning environments

Kajian Linguistik dan Sastra Vol. 9 (2) (2024) 277–300

encourage students to engage in tasks that result in real-world products or applications[4]. This focus on tangible outcomes enhances student motivation and engagement as they see the direct impact of their efforts. Respondent 2's emphasis on the output produced by students underscores the importance of applying knowledge in practical contexts. Research by Thomas indicates that PjBL promotes deeper learning by allowing students to apply their skills and knowledge to solve real-world problems [12]. This application is essential for meaningful learning, as it helps students connect theoretical concepts to practical scenarios. The product-driven approach of PjBL encourages active participation in the learning process.

According to the National Research Council, engaging students in hands-on, inquiry-based learning fosters more profound understanding and retention of knowledge [16]. In contrast, Hattie and Timperley's conventional learning methods often emphasize rote memorization and theoretical understanding, which can lead to disengagement and superficial learning [17].

3. Expectations About The Competencies That Students Will Have

The insights gained from interviews regarding the expectations for competencies in Project-Based Learning (PjBL) illustrate a focused approach towards developing a diverse skill set among students. Respondents emphasized the importance of giving students the practical skills necessary for success in the real world and theoretical knowledge.

a.) Competence in Writing

One of the primary expectations within PjBL is for students to become proficient in creative writing. Respondent 1 noted, "Students are skilled in writing creative writing," indicating that the aim is to foster creativity over traditional academic styles. This expectation is further supported by Respondent 2, who stated, "The hope is that students can understand that translation can be a business." This focus on creative writing encourages students to express their ideas freely and see writing as a practical skill with real-world applications. Based on the findings, Respondent 1's observation that PjBL helps students become skilled in creative writing aligns with the principles of constructivist learning theories, which advocate for creativity as a critical component

of education.

According to Robinson, fostering creativity in education is essential for developing innovative thinkers who adapt to a rapidly changing world. PjBL's approach encourages students to explore their creative potential, allowing them to express their ideas in various formats and styles[18]. Respondent 2's comment about translating writing into a business context underscores the practical implications of writing skills. Research by Baer and Kaufman indicates that writing in authentic contexts, such as business communication or creative writing for specific audiences, enhances students' understanding of writing as a valuable skill [19]. PjBL encourages students to view their writing as applicable to real-world scenarios, increasing their motivation and engagement.

The focus on creative writing within PjBL allows students to express their ideas freely, fostering a sense of ownership over their work. According to Wilcox, allowing students to engage in self-directed writing projects enhances their engagement and investment in learning [20]. This autonomy in writing improves their skills and builds confidence in their ability to communicate effectively.

b.) The Creative Writing Process

The primary elements of the PjBL creative writing process are drafting, doing, assessing, and editing. Respondent 3 mentioned, "There are main components in creative writing such as drafting and editing," highlighting the structured approach to developing writing skills. Respondent 4 added, "Strategic vision is the implementation of the expected competencies," suggesting that a clear framework is necessary for students to navigate the complexities of creative writing effectively. This methodological approach ensures that students refine their ideas and improve their writing through iterative processes. Based on the findings, Respondent 3's mention of components like drafting and editing highlights the iterative nature of the writing process. Research by Graham and Perin emphasizes that effective writing instruction involves multiple drafts and revisions [21].

Students can improve the consistency and clarity of their writing by refining their thoughts through this iterative process. Students are encouraged to see writing as a

Kajian Linguistik dan Sastra Vol. 9 (2) (2024) 277–300

continuous activity instead of a one-time assignment by PjBL's emphasis on revision. Respondent 4's comment about the necessity of a strategic vision aligns with the concept of scaffolding in education. Research by Gibbons reiterates the significance of scaffolding in promoting student autonomy during the writing process. Gibbons emphasizes that when lecturess provide explicit guidance through scaffolding techniques, they empower students to reflect on their writing and make informed adjustments [22]. This iterative process is essential for developing competence and confidence in writing.

c.) Skills and Creativity

Students are also expected to exhibit creativity and innovation in sourcing their materials. "In the past, students looked for their materials, and the results were good," said respondent 5, highlighting the value of independent study and ingenuity. However, Respondent 6 commented, "Now I look for material for them," indicating a shift in responsibility for material selection, which might impact students' level of creativity. Based on the findings, respondent 5's observation that students previously sourced their materials highlights the value of independent research in fostering creativity. Students' critical thinking and problem-solving abilities are enhanced when they participate in self-directed learning, according to research by Bransford, Brown, and Cocking [23].

Students who look for their own resources improve their comprehension of the material and develop a sense of control over their education. Respondent 6 indicated that the responsibility for finding materials has shifted to the lecturer and may limit students' opportunities for creative exploration. Research by Hattie suggests that lecturer-led instruction can sometimes restrict student engagement and creativity [24]. While guidance is essential, overly prescriptive approaches may hinder students from developing their creative potential and critical thinking abilities.

d.) Understanding of Publishing

An essential expectation is that students comprehend the publishing process. Respondent 7 stated, "They understand how books get published," Respondent 8 added, "They are taught how to submit books to publishers." This understanding prepares students for potential careers in writing and provides them with insights into the

broader literary landscape, making them more informed and capable creators. Based on the findings, Respondent 7's statement about students' understanding of how books get published aligns with the need for practical knowledge in writing education. According to the National Council of Lecturers of English, understanding the publishing process is fundamental for aspiring writers, as it allows them to navigate the complexities of the literary market and enhances their chances of success [16].

This knowledge empowers students to make informed decisions about their work and the publishing industry. Respondent 8's emphasis on teaching students how to submit books to publishers reflects an essential aspect of career readiness. Research by Rocco et al. indicates that education programs that include practical skills, such as understanding the publishing process, significantly enhance students' employability and preparedness for the workforce [25]. By familiarizing students with the submission process, PjBL ensures they have the necessary tools to pursue writing as a viable career.

e.) Mastery of Theory and Practice

The duality of learning in PjBL requires students to grasp theoretical concepts and practical applications. Respondent 9 noted, "Students must understand research concepts and methods," while Respondent 10 stated, "There is theory and practice in making research proposals." This emphasis on integrating theory with practice ensures that students are well-rounded and capable of applying their knowledge in various contexts. Based on the findings, Respondent 9's emphasis on students' need to understand research concepts and methods reflects the foundational role of theory ineffective practice. A study by Gibbons emphasizes that students equipped with a strong theoretical foundation are better able to design and evaluate their research projects, enhancing their overall learning experience [26].

The significance of applying theoretical knowledge to practical circumstances is highlighted by Respondent 10's reference to the link between theory and practice when developing research projects. A study by Kolb and Kolb highlights the application of this sequence in teaching practices, particularly through the development of the Kolb Educator Role Profile, which aids educators in evaluating their methodologies [27]. This sequence illustrates how theoretical understanding informs practical applications, leading to more effective learning outcomes.

Kajian Linguistik dan Sastra Vol. 9 (2) (2024) 277–300

f.) Use of Technology

Proficiency in educational technology is a vital expectation, with respondents suggesting that students must explore Learning Management Systems (LMS) effectively. Respondent 2 stated, "They must explore the LMS for learning," while Respondent 3 emphasized, "These skills are important so they do not become obsolete." This emphasis on technology gives students the skills they need to prosper in a world that is becoming increasingly digital. According to the interviewees' responses, they agree about the competencies students should possess within the PjBL framework. The importance of critical areas for student achievement is emphasized, including creativity, process comprehension, teamwork, and technology competence. Most respondents concur that project-based learning provides a more thorough and exciting educational experience than traditional approaches, successfully preparing students for challenges in the future.

According to the results, respondent 2's assertion that students need to investigate the LMS for learning is consistent with the growing use of technology in the classroom. LMS platforms improve communication, enable collaborative learning, and give users access to many materials, claim L. Johnson et al. by enabling more interactive content engagement, these solutions help students better comprehend the material[28]. The need for students to be proficient with modern tools is shown in Respondent 3's statement regarding the significance of technology abilities in preventing obsolescence. The 2020 World Economic Forum study emphasizes the importance of digital skills for the future workforce. Students who possess these abilities are better positioned to adapt and succeed in their careers as industries depend more and more on technology, guaranteeing their competitiveness in a work market that is changing quickly.

4. Ideal Number of Projects in One Semester

The interviews regarding the ideal number of projects in a semester reveal a nuanced understanding of how project-based learning (PjBL) can be effectively structured. Respondents provided varied insights into the number of projects, the importance of project sequences, the balance between group and individual work, and

the overall project design.

a.) Number of Projects in One Semester

Respondents indicated that the ideal number of projects can differ based on various factors. Respondent 1 mentioned, "Because I implemented CAR, there were three projects," suggesting that specific pedagogical frameworks can influence project quantity. Respondent 5 emphasized, "The ideal project is more than one project so, that students are more critical in understanding each material," highlighting the need for multiple projects to deepen comprehension. Similarly, "A minimum of three projects, at least three will be given," said Respondent 6, reaffirming that having several projects promotes a more critical interaction with the content.

Based on the findings, Respondent 1's mention of implementing a specific pedagogical framework (such as Classroom Action Research - CAR) aligns with the notion that structured teaching approaches can dictate the number of projects. O'Neill and Murphy state that different educational frameworks can shape how projects are designed and implemented, influencing learning outcomes[29]. By aligning project numbers with pedagogical goals, educators can enhance student learning experiences. Research shows that different project experiences promote greater engagement with knowledge, which supports respondent 5's claim that working on multiple projects develops critical understanding. Research by Thomas shows that multiple projects allow students to explore different facets of a topic, promoting higher-order thinking and a more nuanced understanding [12].

Students engaging in various projects are challenged to think critically and apply their knowledge in diverse contexts. The perspective shared by Respondent 6, advocating for a minimum of three projects, aligns with educational research that suggests repeated exposure to concepts through multiple projects reinforces learning objectives. According to Bransford, Brown, and Cocking, repeated practice and application of concepts in different contexts help solidify students' understanding and retention of material [23]. This iterative process encourages students to deepen their comprehension and develop more sophisticated skills.

b.) Project Sequence

The concept of project sequences was frequently discussed, with several

Kajian Linguistik dan Sastra Vol. 9 (2) (2024) 277–300

respondents noting the importance of dividing projects into manageable segments. Respondent 1 explained, "In sequence one, they wrote one article. In sequence two, another article," indicating a structured approach to project progression. Respondent 3 added, "Every meeting, there is a distribution of tasks, and assignments are collected before the presentation," which underscores the importance of consistent organization and task management throughout the project life sequence. This cyclical approach can help students stay focused and build upon their learning incrementally. Based on the findings, respondent 1's explanation of using project sequences to write articles in segments emphasizes the value of a structured approach to learning.

Research by De Jong and Van der Meijden indicates that breaking projects into smaller, manageable tasks helps students focus on specific objectives, making monitoring progress and achieving learning outcomes easier [30]. This structured progression allows students to build their knowledge incrementally, reinforcing their understanding of the material. Respondent 3's mention of task distribution at every meeting highlights the importance of organization and collaboration in the project sequence. According to Johnson and Johnson, collaborative learning enhances individual accountability and promotes effective task management as students learn to rely on each other's contributions [9]. This collaborative approach fosters teamwork and cultivates essential skills such as communication and problem-solving.

c.) Project Design

The duration required to complete projects was another focal point. Respondent 2 noted, "There is only one project, namely an animated video because the process is long," illustrating how project complexity can dictate duration. Respondent 7 further elaborated, "That one project was carried out from start to finish; it took quite a long time." This insight indicates that the intricacies of specific projects necessitate more time for completion, thereby affecting the overall number of projects that can be realistically undertaken in a semester. Based on the findings, Respondent 2's observation about the lengthy process of creating an animated video illustrates how complexity can limit the number of projects undertaken.

Research by Thomas emphasizes that complex projects often require more time

for planning, execution, and reflection, which can impact the overall project timeline[12]. Students must allocate sufficient time to ensure quality outcomes when projects involve intricate tasks, such as animation. Respondent 7's comment regarding the comprehensive nature of a project that took considerable time to complete underscores the value of long-term engagement in PjBL. According to Bransford, Brown, and Cocking, extended projects allow students to delve deeper into the subject matter, fostering a more profound understanding and retention of concepts [23]. While fewer projects may be completed, the depth of learning can be significantly enhanced when students engage in a singular, complex project.

d.) Assignment Frequency

The frequency of assignments also plays a significant role in project management. Respondent 6 remarked, "For example, in every meeting, there is a division of tasks," which supports consistent engagement and accountability. Respondent 8 added, "Every week, students have to write an opinion topic," suggesting that regular assignments can enhance students' writing skills and keep them actively involved in their learning process. Such frequent tasks ensure that students remain engaged and continuously develop their competencies. Based on the findings, respondent 6's observation about the division of tasks at every meeting underscores the importance of consistent engagement in the learning process.

Research by Vygotsky emphasizes the role of social interaction in learning, suggesting that regular collaborative tasks foster accountability among students. When students know they have specific roles and responsibilities in group settings, they are likelier to stay engaged and contribute actively to the project [31]. Respondent 8's comment regarding weekly opinion topics highlights how frequent assignments can enhance students' writing skills. According to Graham and Perin, regular writing practice is essential for developing writing proficiency. Frequent assignments encourage students to refine their skills, experiment with different writing styles, and receive timely feedback, which is critical for improvement [21].

e.) Lecturer Experience with Projects

Previous lecturers' experiences with project-based learning also inform their understanding of ideal project numbers. Respondent 4 shared, "I used to do two

projects, but students found it difficult," indicating that past challenges can shape current practices. Respondent 11 remarked, "I have not seen what the ideal looks like, but it depends on the task at hand," suggesting that flexibility and adaptability are necessary in determining the ideal number of projects based on specific learning contexts. Based on the findings, Respondent 4's statement about previously assigning two projects, which students found difficult, illustrates how past challenges can inform educators' decisions. Research by O'Leary and Coyle emphasizes that educators' previous experiences with various teaching strategies are crucial in shaping their instructional choices [32].

When lecturers encounter difficulties implementing projects, they may adjust their practices to better align with students' capabilities and learning needs. Respondent 11's remark about the variability of the ideal number of projects based on the task at hand underscores the importance of flexibility in project design. According to the Universal Design for Learning (UDL) framework by Meyer et al., educators should adapt their approaches to accommodate diverse learning styles and needs [33]. This adaptability allows lecturers to tailor their project assignments based on the complexity of the tasks, the student's prior knowledge, and the specific learning outcomes desired.

The collective insights from the interviews indicate a consensus that the ideal number of projects in a semester can vary based on numerous factors, including project complexity, the balance between group and individual work, and the overall learning objectives. Many respondents advocate for at least three projects to enhance student understanding, while others emphasize the importance of structured project sequences and adequate time for completion. The need for diverse assignments and a balanced evaluation system is essential for effectively managing student workload. These findings underscore the importance of thoughtful project design in fostering meaningful learning experiences in a PjBL context.

The results are summarized and compared with earlier findings to highlight similarities and differences. These points illustrate how Project-Based Learning is being effectively adapted to the local context at Jambi University. Researchers found various perceptions from the interviewees regarding the model of Project Based Learning

(PjBL). The findings obtained by researchers through interviews regarding lecturers' perceptions of the Project Based Learning (PjBL) model.

Conclusion

The results of a study on language education viewpoints carried out in a study program environment using data triangulation, Purposive Sampling methodologies, and qualitative research methods with a case study approach The following conclusions on lecturers' opinions of Project Based Learning (PjBL) at Jambi University can be made based on the responses of 11 informants: The researchers' interviews revealed that lecturers had a range of perspectives about Project Based Learning (PjBL)-based education. According to professors, PjBL is a student-centred learning method where students actively engage with the material through practical project-based learning. This leads to the development of students' psychomotor, emotional, and cognitive abilities. Students' completed projects are considered highly relevant to the problems that come up in everyday life.

This increases students' level of engagement while also helping them find valuable solutions to contemporary issues. The instructors emphasized the importance of collaboration between students and between students and lecturers. PjBL encourages teamwork in problem-solving and the development of concrete outcomes that result from this collaboration. Evaluation in PjBL focuses more on the project's work process than its final product. Lectures understand this process must be evaluated to understand how students participate and deal with problems. This method requires students to investigate a specific problem or subject in-depth. They can develop their analytical and problem-solving skills efficiently. As a result, they can efficiently refine their analytical and problem-solving skills.

PjBL is determined to make the initiatives it works on into concrete products. The lecturer hopes that by employing this method, students can practically use the ideas they have learnt. The lecturers generally regard PjBL as an innovative and practical approach to improving the calibre of instruction in higher education. They hope that PjBL implementation may be improved further to produce graduates who can better deal with challenges in the real world.

Kajian Linguistik dan Sastra Vol. 9 (2) (2024) 277–300

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