The Implementation Of Project Based Learning In Learning Media Development Courses

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ABSTRACT
The ability in the field of learning media development must be possessed by students who are indeed prepared to become educators or expert in the field of learning media development. The aims of this study: (1) to describe the steps for implementing project based learning in the course of developing learning media; (2) describe the results obtained from the application of project based learning in the learning media development course. The research method use in this research is descriptive qualitative. The results of this study: (1) the steps for implementing project based learning begin with planning, namely by preparing lesson plans and preparing learning tools, the process is carried out by giving assignment to students to make papers and examples of learning media development, evaluation is carried out by assessing all the resulting learning media development products; (2) the result of the implementation of the project based learning strategy is an understanding of the materials and products or works resulting from the development of learning media.

Keywords: Implementation, Project Based Learning, Development of learning media.

INREODUCTION

Learning media is one element that plays an important role in the learning process. The use of learning media in the teaching in learning process can generate student interest, as well as stimulate student learning activities, learning media can also help students improve understanding facilitate data, interpretation, obtain, information, and generate student motivation and interest in learning.¹

The development of science and technology increasingly encourages renewal efforts in the learning process, one of which is the use of technology-based learning media that made is to support teaching and learning activities in the classroom, so that students pay more attention and focus on learning because learning media are made more attractive so that it helps students easier to understand the learning material.

The development of learning media needs to be done if the available media are not in accordance with the needs to achieve learning objectives. One of the criteria used in the selection of learning media is the suitability of content of the lesson material.\textsuperscript{2} The general characteristics of learning media are: (1) physical education media can be said as hardware or something that can be seen, heard, or touched with the five sense; (2) Educational media can also be in hardware which contains messages to be conveyed to students; (3) the emphasis of the media is visual and audio; (4) is a tool in the learning process both inside and outside the classroom; (5) Used for communication between teachers and students in the learning process; (6) can be used together or individually; (7) relates to the application of science.\textsuperscript{3} Learning media based on Leshin’s Taxonomy (1992) are: human based media, print based media, visual based media, audio visual based media, and computer based media.\textsuperscript{4}

Students of the Faculty of Tarbiyah and Teacher Training (FTIK) are actually prepared by their graduates to become experts in the field of education so that they can answer all the challenges of education in the community. The challenges of education have changed from time to time along with technological developments, especially changes in learning media which are currently more varied. Profiles of graduates of the Islamic Religious Education Study Program at IAI TABAH include being educators and experts in the field of learning media development. Therefore, students need to master the development of learning media, both technology-based and non-technology-based.

Learning outcomes in the learning media development course must be achieved to the maximum, to meet learning outcomes in the Learning Media Development Course, an appropriate learning strategy needed.

There are 4 main things that must be used as guidelines in the implementation of teaching and learning activities, namely: (1) specification and qualifications of behavioral changes that are expected as a result of teaching and learning activities; (2) choosing the teaching and learning approach that is considered the most appropriate and effective to achieve the learning objectives; (3) selecting the most effective teaching and learning

\textsuperscript{2} Azhar Arsyad, \textit{Media Pembelajaran}, (Depok: Raja Grafindo Persada, 2020), 101.
\textsuperscript{3} Azhar Arsyad, Media Pembelajaran, 6.
\textsuperscript{4} Azhar Arsyad, \textit{Media Pembelajaran}, 79-80.
procedures, methods, and techniques; (4) determine the minimum success criteria or standards.

Project Based Learning Strategy is learning that produces a product. This is in accordance with the opinion of Kosasih (2014:96) Explaining that project based learning is learning by using projects as the main goal. A more complete explanation was conveyed by Sari, et al (2015:4) that Project Based Learning is a method used to improve students abilities by involving students in project work so that they can produce real work that can be shown such as making products, reports, and completing written assignments.

Project based learning not only be applied to students at school, but also be applied to students, especially in the subject of learning media development, because in this course students are expected to produce learning media development products.

Several studies have stated that the application of Project Based Learning to students whose graduate profiles are educators shows effective result both in mastering material or concepts, improving skills, and critical thinking abilities (Purbosari, 2016; Suryandari, et al. 2018, Susilawati, et al. 2018)

The research on the application of Projects Based Learning in The Learning Media Development Course aims to: (1) describe the steps for implementing projects based learning in the learning media development course: (2) describe the results obtained from the application of project based learning in the development course learning media.

METHODS

The research method used in this research is descriptive qualitative. This research was carried out on 4th semester students of the 2021/2022 academic year at The Islamic Religious Education Program, Faculty of Tarbiyah and Teacher Training, Tarbiyatut Tholabah Islamic Institute (IAI TABAH) Lamongan. The research subjects in this study were students. The sampling technique was carried out by purposive snowball sampling, namely by looking for data from one student to another student until the data was

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saturated. Data analysis was carried out through data reduction, data presentation, and conclusions. The validity of the data was stated by testing the credibility of the data through data triangulation and source triangulation.

**FINDING & DISCUSSION**

The steps for implementing project based learning in the learning media development course begin with planning first, then proceed with the process and evaluation. This refers to the Republic of Indonesia Government Regulation Number 57 of 2021 Article 10 paragraph 1 that the standard of the learning planning process, learning implementation, and learning facilities.\(^8\).

At the planning stage, the lecturer determines the learning outcomes of the study program in accordance with this course, then the lecturer determines the course outcomes. In addition, planning is also carried out by determining the learning strategies and methods that will be used, as well as aspects of the assessment that will be carried out in learning. All lesson plans are listed in the Semester Learning Plan (Rencana Pembelajaran Semester/RPS). In the RPS it is stated that there are 9 materials that are delivered using Project Based Learning, namely material about printed learning media, visuals, audio visuals, interactive power points, 3D, animation, educational games, and environment-based learning media.

The learning process stage is carried out by forming students into several groups according to the material needs in the RPS, each group is assigned to make a paper along with examples of developing learning media in accordance with the distribution of material from the RPS. Papers and learning media products that are made are then presented in front of the class according to the meeting schedule for each material in the RPS.

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\(^8\) Peraturan Pemerintah RI Nomor 57 tahun 2021 Pasal 10 ayat 1 tentang Standar Nasional Pendidikan
The learning evaluation stage is carried out during the learning process, precisely after the presentation and discussion sessions. The evaluation is carried out by lecturers and students who are the audience by providing suggestions related to the products produced. In addition, the lecturer also evaluates through observation to determine the learning progress of each student during the learning process. Then the evaluation is also carried out through the Mid-Semester Examination (UTS) and also the Final Semester Examination (UAS) in the form of assignments. UTS is done by giving assignments to students to make non technology based learning media which is recorded as a video tutorial for making non technological media that is uploaded on youtube, while UAS is done by giving assignments to students to make animated learning media which is also uploaded on youtube.

This is also in accordance with the Project Based Learning model developed by Lucas Educational (Kemendikbud 2013:32) namely: start with essential question, design a play for the project, create a schedule, monitor the students and the progress of the project, monitor the students and the progress of the projects, assess the outcomes, evaluate the experience.9

The results of the application of project based learning in the learning media development course show that: (1) student understand the material very well based on an assessment of the presentation of papers in groups, besides that their understanding of the material is also quite good judging from the accuracy of students in providing examples of learning media development based on the material presented in the paper; (2) student produce non technology based and technology based learning media products that are made individually as assignments for midterm and semester exams. Technology based learning media is made manually, but the manufacturing process and how to use it are recorder into a video uploaded on YouTube, Meanwhile, technology-based media is made in form of animated learning media videos which are also uploaded on YouTube. The average product produced is quite good.

Based on the results of the implementation of Project Based Learning, it can be concluded that learning can be said to be successful. This is in accordance with the indicators of student success according to Djamarah and Zain (2014) that the indicators

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of the success of the successful learning process are: (1) Understanding of the material being taught is very good, both in groups and individually; (2) the behavior expected from the learning objectives has been achieved, both individually and in groups. In addition, the implementation of Project Based Learning can provide opportunities for students to receive stimuli in the form of information, events, object, and interactions other.

CONCLUSION

Based on the research findings and discussion, it can be concluded that:

1. The steps for implementing project-based learning begin with making a plan, namely by compiling RPS which includes learning outcomes to be achieved, materials, learning strategies/models, assessments. Furthermore, the learning process is carried out with a project-based learning strategy as stated in the RPS, students are assigned to make products in the form of papers and learning media development products according to the material listed in the RPS, evaluation is carried out through an assessment of all the work produced by students.

2. The results obtained from the implementation of Project Based Learning Strategies are understanding of the material and changes in behavior as evidenced by the resulting learning media development products, students who initially cannot make learning media development are able to make good learning media development. This is because the project-based learning strategy is applied to courses whose purpose is to produce products or works.

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JELP: Journal Of English Language And Pedagogy Volume 1 Nomor 1 Tahun 2022
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