APPLICATION OF PROJECT BASED LEARNING IN ENGLISH TEACHING DURING A PANDEMIC AT AL AZHAAR ELEMENTARY SCHOOL

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Abstrak: Pada bulan Maret 2020, direktur Jendral WHO menetapkan wabah virus corona sebagai pandemic. Kondisi ini membawa perubahan yang sangat besar di berbagai aspek kehidupan, termasuk di bidang pendidikan. Sekolah-sekolah tutup dan siswa harus belajar secara mandiri di rumah. Kondisi seperti ini bagi negara maju sangatlah tidak bermasalah, namun bagi negara berkembang sangat bermasalah karena mayoritas guru dan siswa tidak siap dengan pembelajaran daring. Mereka harus merubah pembelajaran yang selama ini menggunakan cara tatap muka menjadi pembelajaran jarak jauh atau pembelajaran daring. Meskipun banyak aplikasi yang bisa digunakan untuk pembelajaran daring, namun masih banyak guru dan siswa yang belum mampu mengoperasikannya. Hal ini membuat para guru menggunakan aplikasi yang sudah familiar dengan metode pembelajaran berbasis proyek.

Kata Kunci : Pembelajaran Berbasis Proyek

Abstract: On March 2020, director General of Wealth Health Organization establishes the corona virus outbreak as pandemic. This condition affects the world in all aspects, including in education. The schools close and students have to learn independently at home. This condition is not so problematic for developed countries but for developing countries as Indonesia, this condition brings enormous effect as most of teachers and students do not ready with this condition. They have to change the old system or face to face learning system or offline learning system into distance learning or online. Even there are so many applications that can be used to conduct online learning, they still do not familiar with them and cannot operate them. It makes teachers use familiar application to teach by project based learning.

Key Words: Project Based Learning

INTRODUCTION

Since corona virus outbreak is established into a pandemic, there are so many changes in all aspects of life. Education is also affected by this condition. For developing country like Indonesia, it brings enormous changes because the teachers and students cannot come to school to study. They have to learn independently at home. No one thought before that classroom learning should be changed into self-study at home because of pandemic.

Even though there are so many applications that can be used to conduct online learning, students and teachers are not ready because they seldom even never use those applications to teach and study. They get difficulty in operating the applications.

There are some problems faced by teachers, students, and even parents. Some teachers do not know the technologies that can be used. Some students get difficulties in operating the learning application and sometimes they complain because of too many assignments given by the teachers, and some parents complain for the internet quota. Some students also do not have facility such as smartphone or laptop to learn in distance.

Based on the problems faced by the teachers, students, and parents, there are several things to overcome the problems. We should consider that technology is not everything, it is not the end.

There are four rooms to learn in this era, they are room 1, room 2, room 3, and room 4. Room 1 is for direct learning or face-to-face learning. Students can demonstrate, discuss, and practice the lesson directly. Room 2 is for virtual learning. Activities in room 2 are conference, activity using audio, video, and web. Room 3 is for interpersonal collaboration such as mailing list, blog, and common of practices. Room for is for personal activity such as audio, video, animation, simulation, augmented reality etc. Room 1 and 2 are categorized to Synchronous learning because the learners and the teachers take the same time and place while room 3 and 4 are categorized into asynchronous activity because the learners and the students should not take the same place and time (Chairuman, 2019).

Figure 1. Diagram of Learning Room by Uwes Chairuan
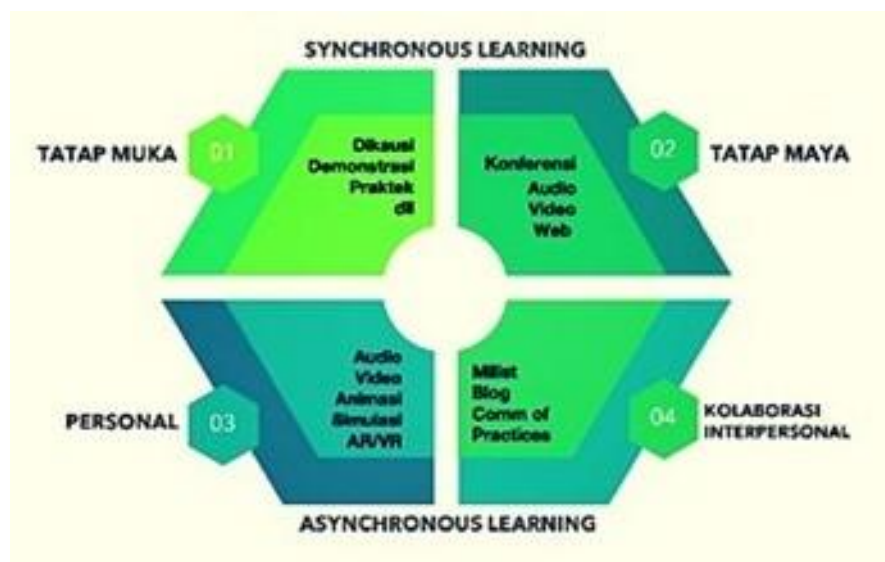
Most of teachers prefer to use asynchronous learning because in synchronous learning spends a lot of amount of data and high speed internet access and students must be on time or they will miss the material. In asynchronous learning, students can

access the material with limited amount of data and low speed internet access. They also can access the material whenever they can because of limited facilities (Finol, 2020).

One of method can be used to teach English by online is Project based research. According to Coli, Project Based Learning lets students into a project which in the end the students are able to make real work (Suhartatik, 2014). Besides, Project based learning is also defined as *technique, method, model,* and *approach.* Sidawi (2005 in Kurnely, 2018) states that project based learning connect between knowledge and activity or action. Tynjala (2003 in Kurnely, 2018) explains that project based learning is a method that combines theory and practice by giving students some problems to be solved. According to Hodgin (2010 in Suhartatik, 2017) project based learning focuses on students (student-centered). It means, a student is a subject of learning activity. A student learns the material and completing authentic work as a result of learning more independently.

Main components of project based learning are, gives questions or problems presented to start activity that emphasize a meaningful project and produce works as a final result as series of activities, communication, or various result of assignments (Lisminingsih, 2010 in Suhartatik, 2017).

Indonesian Minister of Education and Culture also recommends project based learning as one of learning method during a pandemic. He considers project based learning can train student to collaborate, have mutual-assistance and empathy. Project based learning is also considered as a learning technique that can make students active and become independent in learning activity (Yuliana, 2020).

Yuliana (2020) also explains that Project-based learning is usually carried out in groups or collaborating between students, but during the pandemic, collaboration can be done between students with parents so that there is involvement between teachers, students and parents as a team. Because placing the position of parents as part of the team, at the beginning of the activity the teacher needs to take the following steps to equalize perceptions and facilitate project-based learning activities:

1. Explain the purpose of activities in project based learning and the role of parents in that activity. It makes the parents sure that they are not teacher because some of them cannot play a role as a teacher for their kids at home.
2. Explain the benefits of doing project-based learning at home, making children active, not only glued to work sheets or screens.
3. Explain how to support their children by providing understanding to parents that every child has a different style of learning.

The minister of Education and Culture also suggests that the implementation of project-based learning during the Covid 19 pandemic is carried out by choosing the right media because learning is not done face-to-face. The learning is carried out using distance learning methods. The implementation distance learning is by using a medium that allows interaction between teachers and learners, without creating new burdens.

Several media that can be used to implement distance learning are google classroom, seesaw, edmodo, zoom, whatsapp, etc. These are the examples of application for online learning:

1. Google classroom.

Teachers can create a virtual class by Google classroom. They can give material, quiz/assignment, grade the assignment and give feedback. Teachers also can make a forum in Google classroom. Google classroom is asynchronous learning application.. Material uploaded in Google classroom can be access by students everywhere and anytime. Students also can do the assignment any time before the due date (Scarborough, 2019).

Figure 2. Example of Classroom in Google Classroom

https://teachercenter.withgoogle.com/gettingstarted/week3/topics
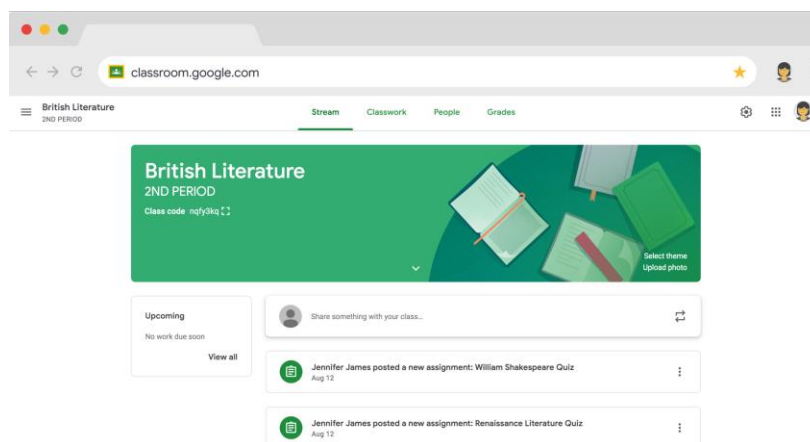
2. Seesaw

Seesaw is an application for virtual learning that connects not only teacher and students but also the parents. It makes the parents can track the learning progress of their kids. Seesaw combines a portfolio, a library, and communication with the family. Students can submit the assignment and share their knowledge by using videos, pictures, tetxs, documents form, links, and drawings (Weston, 2020).

**Figure 3.** Example of students' activity in seesaw
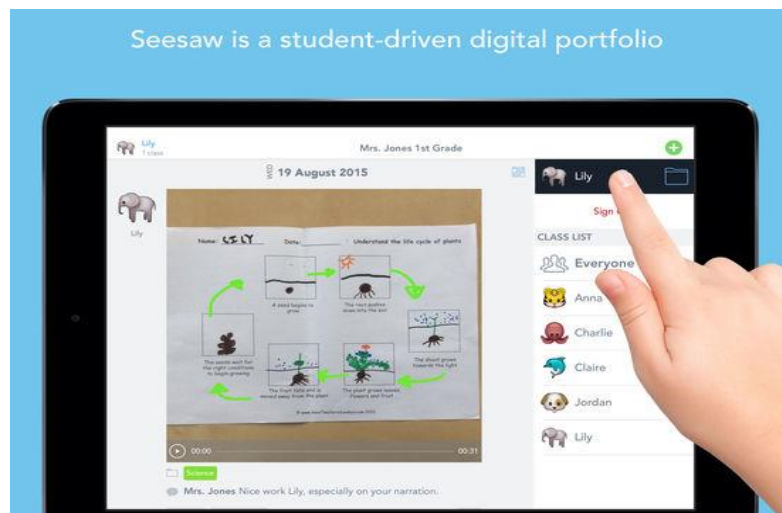
3. Edomodo

Edmodo is like social media for school. Teachers can combine all of classroom activities such as sharing materials or digital contents, giving quizzes or assignment, and polls students in one application. In Edmodo students can ask helps from peers or teachers or schoolTube. The students also can have feedback and teacher's note as quickly as possible.Parents also can access the work, grades, and review of their kids (Cunningham, 2013).

Figure 4. Example of Classroom in Edmodo
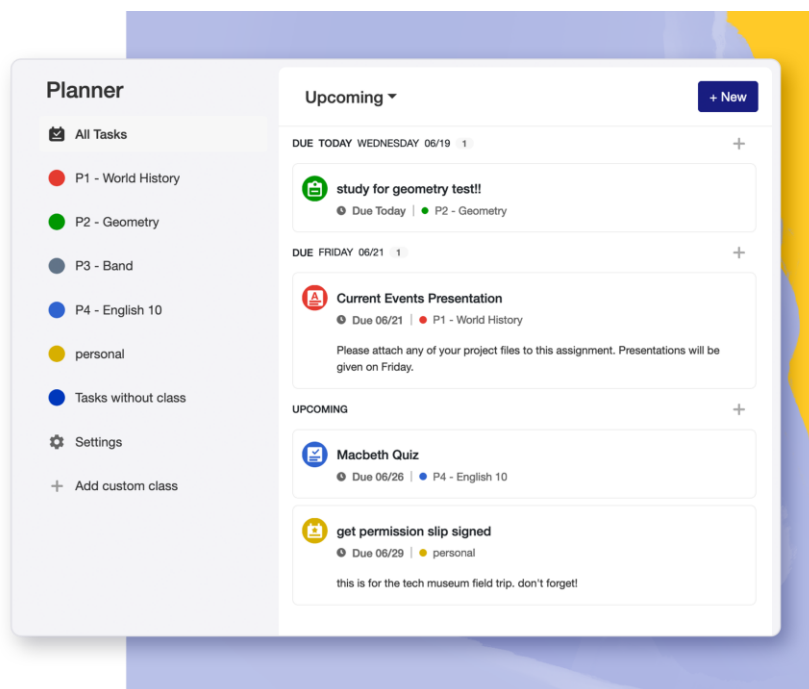
4. Zoom

Zoom is a mobile application to create video conference. In this application, both the audience and the host can present materials. The phenomenon in this research is learning Activity in English subject in a pandemic.

RESEARCH METHOD

The design of this research is qualitative research. It describes the phenomena of learning activity in English subject during the pandemic, especially in the topic "Self-Introduction". The object of this research is second grade of Al Azhaar Elementary School.

In collecting the data, the researcher uses observation sheet. Besides, the researcher also uses documentation in collecting the data. All the activity is doing by online media, here is Whatsapp application.

FINDINGS AND DISCUSSIONS

Findings

The process of English teaching in the second grade in Al Azhaar Elemetary School uses Project Based Learning. In the topic of "introduce mu self", the teacher gives materials in a piece of paper that should be taken by the parents once a week at school. It is called as worksheet. In the worksheet, the teacher explains the material and asks the students to learn the material at home guided by the parents. If students and parents find difficulties in understanding the materials, they can consult to the teacher. In the last part of material, the teacher gives a project by making a video related to the topic, and it must be submitted by Whatsapp application. Whatsapp application is chooses because it is considered as the most familiar application. Almost all parents use this application. They do not need to install more application, so it does not require more memory space in the smartphone. Besides video, the students also ask to make a short paragraph related to "self-introduction".

Discussions

Based on the research, Al Azhaar Elementary School applied Project Based Learning technique to teach English in pandemic, especially in the second grade, in the topic "Self-Introduction". Although the students cannot discuss with their friends, they can collaborate with their parents. It is in accordance with suggestion from Indonesian Minister of Education and Culture. It does not detract from the essence of project based learning as explained by Sidawi (20050, Tynjala (2003), and Hodgin (2010).

CONCLUSIONS AND SUGGESTIONS

Project based learning is a teaching technique that connects knowledge and activity. It also can be applied in distance learning. Even it is one of technique propose by Indonesian Minister of Education and Culture in pandemic. It can be modified by applying a team work among teacher, students, and parents. The learning process can use applications such as google classroom, edmodo, seesaw, zoom meeting, or even whatsapp. The teacher can choose one of media that allows interaction among teacher, students and parent but it should not create a new problem in learning process.

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