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RESEARCH

Improving Students' Understanding About Materials of Learning Management System Through Project Based Learning

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Kata Kunci:
Materi Pembelajaran, LMS, Project Based Learning, PPG Daljab.

Abstrak

Penelitian ini bertujuan untuk meningkatkan kompetensi siswa diklat layanan dalam memahami materi pembelajaran dengan menerapkan Project Based Learning (PjBL). Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Dalam setiap siklus dilakukan perencanaan, pelaksanaan, observasi dan refleksi. Subyek penelitian ini adalah mahasiswa KKN PPG FKIP Unisri yang berjumlah 66 orang. Kuisioner, observasi dan wawancara digunakan untuk mengumpulkan data kualitatif, yang kemudian dianalisis dengan menggunakan metode komparatif konstan. Berdasarkan analisis data ditemukan adanya peningkatan yang signifikan dalam penerapan PjBL untuk mengatasi rendahnya kompetensi memahami materi pembelajaran yaitu sebagian besar siswa memahami keterampilan membaca mikro dan makro yang terdiri dari kata, istilah khusus, kalimat, paragraf, dan isi. dalam sebuah teks. Dapat disimpulkan bahwa penggunaan keterampilan membaca mikro dan makro membantu siswa mencapai pemahaman yang baik dalam pemahaman membaca.

Key Word:
Learning Material, LMS, Project Based Learning, PPG Daljab.

Abstrack

This research aimed to improve in service training student's competence in comprehending learning material by applying Project Based Learning (PjBL). This research was a classroom action research which conducted in two cycles. In each cycle there were planning, implementing, observing and reflecting. The subject of the research were 66 students of in service training of PPG FKIP Unisri. Questionaire, observation and interview were employed to collect both qualitative, that there was then being analyzed using constant comparative methods. Based on the data analysis, it can be found that there was significance improvement in applying PjBL to overcome lower competence in understanding learning materials that most of the students understand micro and macro reading skills that comprises words, special terms, sentences, paragraphs, and content in a text. It can be concluded that employing micro and macro reading skills help students to achieve good understanding in reading reading comprehension.

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INTRODUCTION

Education is one way that the government can employ to prepare human resources that have high competitiveness. Azhari & Somakin (2014) state that education determines the development and realization of human resources, especially in nation and state development. The world of education has experienced quite significant developments in the implementation of the teaching and learning process. One quite significant development is the existence of online learning or the implementation of learning using digital media. The online learning process is very challenging to implement considering the limitations of interaction without media between teachers and students. In its development, in online learning, we are familiar with the term Learning Management System (LMS) page, where this page is software that is deliberately designed to create, distribute and manage the delivery of learning. Specifically, a Learning Management System is a web-based software program for management, documentation, monitoring, reporting, administration and distribution of educational content, training programs, technical manuals, instructional videos or digital library materials and learning and development projects. According to Derewianka (2020) teachers and students can use a learning management system that offers both online and offline use, customizable feedback, an extensive template library, a variety of strategic learning scenarios, and an easy-to-use authoring tool. However, there is still a great deal of work to be done in order to accommodate different student groups with varying ages and skill levels who are learning multiple languages.

The challenges of learning using LMS are very real and are certainly faced by its users. Suryapermana,

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Subekhan, & Rohman (2022) state that in using learning management system to raise the standard of education, teachers must take on the roles of learning manager and facilitator in addition to developing high-quality teaching and learning materials and enhancing students' capacity to pay attention to lessons and comprehend learning objectives. In fact, based on the results of identifying problems in the online learning process via the LMS page on the English In-service Study Program at Universitas Slamet Riyadi. There was a problem in understanding the teaching material contained on the LMS page. As we all know, in teaching EFL or ESL in an academic or professional setting, teachers should have access to or create materials that specifically address the needs of adult language learners in these settings (Ananyeva, 2014). So, needs analysis forms the cornerstone of curriculum processes, including syllabus creation, materials of teaching, and instructional design, as part of ESP instructional design (Widodo, 2016).

Texts created as instructional resources should be relevant to the backgrounds of those learning to read, rather than being subject-specific. Therefore, this study employs everyday activities and local culture to teach adult literacy classes in developing countries (Hadianto, S. Damaianti, Mulyati, & Sastromiharjo, 2022). The teaching materials that we know so far are teaching materials in the form of hard copy or printed form, whereas on the LMS page the teaching materials or teaching materials on the LMS page are in the form of soft files. However, in essence what is meant by teaching materials is the same, both online and in print. Gilmore (2019) state that new developments in information and communications technology (ICT) allow language teachers, learners, and material designers to freely access real information from around the world, "bringing the issue of text and interaction authenticity to the forefront in language education."

Considering the problems mentioned above, efforts need to be made to overcome these problems, one of which is by using appropriate learning models to create innovative and creative learning. Learning models that are widely adopted to support a learning approach that can involve students which is centered on student activities are problem and project based learning models. Problem Based Learning is a learning approach that uses concrete problems as a context for students to learn critical thinking & problem solving skills, as well as to gain essential knowledge & concepts based on the subject matter (Ardianti, Pratiwi, & Kanzunnudin, 2017; Febriana, Yusri, & Delyana, 2020). While project based learning is the process of developing and organizing a plan to address a particular issue, followed by execution, monitoring, and reporting of the results, is known as the project technique (Alacapınar, 2008). Furthermore, Ardianti et al. (2017) state that Project based learning (PjBL) invites students to be active in learning activities, while the teacher's role is only as a facilitator and evaluator of products produced by students. Thus it can be seen that the application of Project Based Learning is suitable for online learning where in online learning, lecturers or teachers play many roles as facilitators in learning. It is hoped that this model can provide the right solution to help students understand the material on the LMS page for English In-service Study Program at Universitas Slamet Riyadi.

METHOD

This research is classroom action research (CAR) carried out in English in-service program (*PPG Dalam Jabatan*) of Phase 3 Teacher Training and Education faculty, *Universitas Slamet Riyadi (UNISRI)*. This activities were carried out for three months with research subjects as many as 66 students in class A, B, and C. The research was carried out in two cycles, cycle I and Cycle II, in which each cycle consisted of the Planning, Implementing the Action, Observing and Reflecting stages. In each cycle, researchers applied Project Based Learning model to help students understand the material in the *LMS*. To obtain the data, the researchers used a questionnaire, observation and interviews. Questionnaires were used to find out students' understanding of the LMS teaching material, while observations and interviews were used to obtain data about the implementation of Project Based Learning in online learning using the LMS page The data that had been collected was finally analyzed using the constant comparative method data analysis technique, where the researcher compared cycles I and cycle II.

FINDING AND DISCUSION

CYCLE 1

Based on the questionnaire spread by the researchers in the 1st cycle (see table 1 below), there are 10 questions having been answered by 66 students of English In-service Study Program at Universitas Slamet Riyadi. In the 1st question, in understanding the content of the materials in pre-service language teaching, 66 students (100%) fully understand because the materials are provided in the LMS (PPG website). The 2nd question about their difficulty in understanding vocabulary in the materials in pre-service language teaching

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that 11 students (17%) get difficulty, but 53 students (83%) do not get difficulty. Talking about the 3rd questions about finding special terms in the materials in pre-service language teaching that 49 students (74%) find the intended terms, and 16 students (26%) do not find.

The next is the 4th question stating that the size of the font in the materials is sufficient and clear that 44 (67%) students said yes, but 22 (33%) students said no. In the 5th, 57 (86%) students were familiar with the terms used in the materials, but 9 (14%) students were not. The 6th question asking about students' sentence understanding in the materials that 60 (91%) of them understand and 6 (9%) students do not understand. In the 7th question, there are 65 (98%) students state that conjunction used in the materials was clear, and 1 (2%) student said unclear. Moving to the 8th question that those who understand paragraphs in the materials well are 65 (98%) students, and 1 (2%) student does not understand. The 9th question about description of sentences in the materials (clear or not) that those who choose yes are 65 (98%) and there is a student said no. Finally, in the 10th question, 60 (91%) students understand the whole materials, and 6 (9%) students do not.

Table 1. The Result of a Questionnaire about Students' Understanding about the Materials of English in-service Program during 1st cycle

No	Statement	Yes	No
1	I understand the content of the materials in pre-service language teaching	66	-
2	I find difficulty in understanding vocabulary in the materials in pre-service language teaching	11	53
3	I find special terms in the materials in pre-service language teaching	49	16
4	I find the size of the font in the materials sufficient and clear	44	22
5	I am familiar with the terms used in the materials	57	9
6	I understand sentences in the materials	60	6
7	Conjunction used in the materials is clear	65	1
8	I understand paragraphs in the materials well	65	1
9	Description of sentences in the materials is clear	65	1
10	I understand the whole materials	60	6

CYCLE 2

Based on the questionnaire spread by the researchers in the 2nd cycle (see table 2 below), there are 10 questions having been answered by 66 students of English In-service Study Program at Universitas Slamet Riyadi. In the 1st question, those who understand the content of the materials in pre-service language teaching are 66 students (100%). In the 2nd question about their difficulty in understanding vocabulary in the materials in pre-service language teaching that all students do not get difficulty. Talking about the 3rd questions about finding special terms in the materials in pre-service language teaching that 49 students (74%) find the intended terms, and 16 students (26%) do not find. The next is the 4th question stating that the size of the font in the materials is sufficient and clear that 66 (100%) students said yes.

In the 5th, 66 (100%) students were familiar with the terms used in the materials. The 6th question asking about students' sentence understanding in the materials that 63 (95%) of them understand and 3 (5%) students do not understand. In the 7th question, there are 65 (98%) students state that conjunction used in the materials was clear, and 1 (2%) student said unclear. Moving to the 8th question that those who understand paragraphs in the materials well are 65 (98%) students, and 1 (2%) student does not understand. The 9th question about description of sentences in the materials (clear or not) that those who choose yes are 65 (98%) and there is a student said no. At last, in the 10th question, 64 (97%) students understand the whole materials, and 2 (3%) students do not.

Table 2. The Result of a Questionnaire about Students' Understanding about the Materials of English in-service Program during 2nd cycle

No	Statement	Yes	No
1	I understand the content of the materials in pre-service language teaching	66	-
2	I find difficulty in understanding vocabulary in the materials in pre-service language teaching	-	66
3	I find special terms in the materials in pre-service language teaching	49	16
4	I find the size of the font in the materials sufficient	66	-
5	I am familiar with the terms used in the materials	66	-
6	I understand sentences in the materials	63	3
7	Conjunction used in the materials is clear	65	1
8	I understand paragraphs in the materials well	65	1
9	Description of sentences in the materials is clear	65	1
10	I understand the whole materials	64	2

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DISCUSSION

In the 3rd question stating about finding special terms in the materials in pre-service language teaching that 49 of them found and 16 students did not find. It is supported with Burhan-Horasanlı (2022) that in order to comprehend academic terms and concepts, the students regularly made intertextual connections by referring to various reading materials, links, and websites in addition to their own teaching experiences. The 8th sentence about understanding paragraphs in the materials well, there are 65 students who understand. It means that using authenticity of target language as teaching resources gives clear in understanding learning materials. It is in line with Belcher (2006) that texts can be seen as having several levels of authenticity when used as teaching resources: from plainly authentic materials found in the target discourse community to semi-authentic materials created by the ESP practitioner to blatantly inauthentic textbooks mass-produced by publishers.

In the 2nd sentence, there is no student who find difficulty in understanding vocabulary in the materials in pre-service language teaching. In other words, teachers have designed materials, especially vocabulary by adopting basic and simple words. It is supported by Rodrigo, (2016) that writers of such readers use basic and frequently used words, simple grammatical structures, and an easy-to-follow plot line to reduce the cognitive load of reading and improve understanding. In the 2nd and 6th questions about understanding of words and sentence, 66 students understand the words and 63 students understand the sentences. It means that they understand low and high reading level processing. It is supported by Huang, Ouyang, & Jiang (2022) who argue that lower-level processing during the reading comprehension process is thought to include word recognition, lexical access, and syntactic parsing to establish meaning at the sentence level. Higher-level processing during this process includes meaning inference across lines, mental model building from text, discourse-level structure establishment, and information integration of the entire text.

CONCLUSION

In-service program gives students good understanding in reading materials. Employing micro and macro reading skills help students to achieve good understanding in reading comprehension. Most of the students understand micro and macro reading skills that comprises words, special terms, sentences, paragraphs, and content in a text. It means that the materials are clearly designed in terms of micro and macro aspects through Learning Management System (LMS) page, where this page is software that is deliberately designed to create, distribute and manage the delivery of learning. Specifically, a Learning Management System is a web-based software program for management, documentation, monitoring, reporting, administration and distribution of educational content, training programs, technical manuals, instructional videos or digital library materials and learning and development projects.

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