

Blended Project Based Learning (BPBL) In Prose Lecture Amid Pandemic and Post Pandemic Covid-19

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Abstract. The pandemic covid-19 indirectly hastens 4.0 education eras through using of technology in teaching and learning practice. Teaching activities in higher education in pandemic and post pandemic situation should be conducted effectively through using of both classroom teaching learning activities and online activities or known as blended learning. This study investigated the implementation and the result of blended project-based learning (PBBL) in prose lecture amid pandemic covid-19 and post pandemic covid-19. Experiment using pre-test and post-test one group design was applied in this study. The data were collected both quantitatively and qualitatively. The findings of the study revealed that the implementation of blended project-based learning in prose lecture done through some steps and activities. The implementation of blended project-based learning has successfully in facilitating the students in acquiring the objectives of prose lecture as well as facilitating the students in accomplishing the project of prose lecture.

Keywords: Blended Project Based Learning (BPBL); Pandemic and Post Pandemic Covid-19; Prose Lecture

1 Introduction

The outbreak of Covid-19 globally has changed the trend of teaching and learning from traditional teaching and learning or of face to face (F2F) learning activities into digital learning activities known as online learning activities which highly rely on technology using. The implementation of online learning in teaching and learning process amid the pandemic Covid-19 worldwide indirectly hastens 4.0 education eras mainly in higher education level. Education 4.0 is a response to the need of IR 4.0 where human and technology are aligned to enable new possibilities of new vision of learning which promotes learners to learn not only skill and knowledge that are needed but also to identify the source to learn these skills and knowledge (Hussin, 2018).

Moreover, the graduates of 4.0 education eras are mentally prepared to create knowledge-based and character-based jobs by having new expertise, adapt, manage, and utilize IR 4.0 by becoming critical thinkers, problem solvers, innovators, communicators and providing value-based leadership (Heriyanto et.al, 2019:328). Those 4.0 graduates could be prepared through both combination of excellent curriculum, fine lecture materials, and also precise teaching and learning instruction. Meanwhile in pandemic covid-19 and in post pandemic covid-19 situation, for acquiring 4.0 graduates is a hard work. Therefore, a right teaching method should be implemented in teaching learning activities inform of blended learning activities.

Blended learning is the concept that includes framing teaching learning process that incorporated both face to face teaching and supported by ICT (Setyaningrum, 2018). Moreover, Cronje (2020) asserted that blended learning in other words is almost any combination of technologies, pedagogies, and even job task. Meanwhile Kaur (2013) mentioned the components of blended learning consists of learning environment component which can be synchronous or asynchronous, media components which refers to vehicles that simply deliver content, instructional component which is used to select the most appropriate instructional strategies that support the learning objectives.

Lalima and Dangwal (2017) asserted that blended learning has some advantages like as part of learning is done through ICT, online or offline mode so teachers and students get more time in the classroom for creative and cooperative exercise; students gain advantage of online learning and CAI without losing social interaction element and human touch of traditional teaching; it provides more scope for communication; students become more techno savvy and they gain enhanced digital fluency; students have more strengthened professionalism as they develop qualities like self-motivation, self-responsibility, discipline; it updates course content and so gives new life to established courses.

Prose course is a kind of literary studies which should be taken by English education students in the fifth semester in Muhammadiyah University of Pringsewu. Having accomplished this course, the students are expected to have adequate knowledge on the concept of prose fiction, the origin of prose fiction, the development of prose fiction, and the major elements of prose fiction. Besides having adequate knowledge about prose fiction, in this course the students are expected to be able to create the literary work in form of short story. Regarding to the figures of graduates of 4.0 education era, the pandemic-19 and post pandemic covid-19 situation and also the standard competence of prose course, blended project-based learning (BPBL) seems suitable to be implemented in prose lecture.

Blended project-based learning is a combination of project-based learning method with blended learning method. Project based learning is a learning method consisting a series of scientific activities like formulation of problems/questions, investigation, work assignments and completion of project or product (Putri & Hendarwati, 2018). Project based learning bring some beneficial in teaching and learning like enhancing undergraduate students understanding of lesson (Barak and Dori, 2005, provides greatest support for teachers and students to develop comprehensive capacity (Guo and Yang, 2012), improves students engagement (Almula, 2020).

This study investigated the implementation of blended project-based learning in prose lecture amid pandemic and post pandemic situation and the result of the implementation of blended project-based learning in prose lecture. Some study about the topic discussed was used in this study in order to compare the recent study with the previous studies did. Dwinata (2020) investigated "Blended learning in teaching literary appreciation". A qualitative method with descriptive approach was used in his study. There were 3 learning focused in used in the study namely personalized online learning, small group discussion and project online presentation. The finding showed that the combination of the three models is very suitable to be used as a method in teaching literary appreciation.

Moreover, the instructional model is appropriately determined by the suitability of education model, technique, and method of learning, and also facilities and infrastructure readiness. The second study was conducted by Cronin and Caria (2019) entitled "A project-based learning pathway in a blended learning course in Moodle". The project was entitled "Task: your company profile project" with the main aim was to engage students with project-based learning materials that offered precise objectives across a series of study activities and

tasks. The finding reported of a high degree of involvement with and enthusiasm for the type of project-based learning in digital form.

The last in a study conducted by Prawoto and Pramulia (2019) entitled” Pembelajaran Sastra Berbasis Blended Learning”. The finding reported that blended learning-based learning models can improve literary learning outcomes. The increase was due to the tendency of students to be more active, innovative, creative, and enthusiastic in independent learning, and in working on assignments given. Comparing to the previous studies, the recent study investigated a genre of literature namely prose by using blended project-based learning.

2 Research Methods

This study is an experiment using pre-test and post-test one group design. The quantitative data was taken from score students’ project; meanwhile the qualitative data was taken from the questionnaire and observation sheet of both teaching and learning process and final project. The participants of this study were 48 students of English education study program who joining prose class which conducted in blended learning; face to face learning and online learning in synchronous using Google meet and asynchronous using Google classroom.

The teaching and learning process was conducted in 16 meetings which divided into 8 meetings for discussing materials about theories of prose fiction mainly about short story which conducted through online learning and 8 meetings for accomplishing the project which conducted in face-to-face learning. Furthermore, the final product was assessed using inter rater by two lecturers; the lecturer of the course and one prose expertise lecturer.

Table 1. The Planning of Blended Project Based Learning of Prose

Final Project	Learning Materials	Assignments of Project
Background of the product	1. Definition, Characteristics, and Types of Short Story	A1: Select Story Idea
Understanding The Intrinsic elements of short story	2. Point of View	A2: Determine POV of the Story
	3. Character and Characterization	A3: Develop Character
	4. Themes, Motifs, and Tones	A4: Select Themes, Motifs, and Tones
	5. How to Write Short Story	A5: Make Outline
		A6: Writing Short Story
	A7: Revise, Edit	
Final Product	4. Offline Presentation	Short Story
Conclusion and Suggestion	5. Offline Discussion	Evaluation form

3 Results and Discussion

This study investigated the implementation and the result of blended project-based learning in prose lecture amid pandemic covid-19 and post pandemic covid-19 context. Blended project-

based learning was regarded as the most suitable method to be implemented in teaching and learning activities amid pandemic covid-19 and post pandemic covid-19 situation. In prose lecture, the first 8 meetings of prose lecture were conducted amid covid-19 situation through online learning due to government regulation about online learning amid pandemic covid-19 and the second 8 meetings of prose lecture was conducted in post pandemic covid-19 situation through face-to-face meeting following the government regulation which allowing face to face learning activities in limited activities.

The Teaching and learning through online learning were conducted synchronously and asynchronously. The synchronous activities were conducted via Google meet with some teaching activities like lecturer explained the materials using slides and learning videos and discussion session. Meanwhile asynchronous teaching activities were conducted through Google classroom as a media of further discussion and communication between lecturer and students and also as media for submitting the tasks.

The data of this study consisted of two namely quantitative data and qualitative data. The quantitative data of this study was taken from mean score of final projects, mean score of assignments of project and mean score of posttests. Meanwhile qualitative data were taken from observation sheet of teaching and learning activities and observation sheet of assignments of project. The result could be seen from the following table:

Table 2. The Mean of Students' Assignment score and Posttest

Assignments of Project	Assignment Score	Teaching Objective	Posttest Score
Select Story Idea	76	The students are able to understand Definition, Characteristics, and Types of Short Story	80
Determine POV of the Story	78	The Students understand the Point of View	76
Develop Character	78	The Students are understand about Character and Characterization	80
Select Themes, Motifs, and Tones	80	The students are able to understand Themes, Motifs, and Tones of short story	82
Make Outline	85		
Writing Short Story 1	68		
Writing Short Story 2 (Final Product)	90		
Mean	79	Mean	79.5

From the table above it could be seen that the mean score of posttests of lecture materials about the definition, characteristics and types of short story was 80. It means that students' comprehension for this material was very good. For the second material about understanding point of view, with mean score of posttests was 76. It means that students' comprehension about point of view was good. The third material was about character and characterization with mean score of posttests was 80. It indicated that students have very high comprehension about character and characterization. The last material was about understanding themes, motifs and tone of short story with mean score of posttests 82. It showed that students have very high

understanding about themes, motifs, and tone of short story. Meanwhile for mean score of all aspects of teaching material were 79.5 or categorized as high.

For the assignments of project, the first activity was selecting story idea. The mean score for this phase was 76 or classified as high. Moreover, in determining point of view of the story, the mean score was 78 which classified as high. The next assignment was developing character. In this stage, the mean score was 78 or classified as high. In selecting the theme, motifs and tone the mean score got was 80 or classified as high. The next assignment of project was making outline of the short story. In this phase the mean score was 85 or classified as high. After the students made outline, the students continued the assignment inform of writing short story. In the first writing of short story the mean score was fair. Most of the students got difficulty in develop the characters and also in determining point of view. After got evaluation and suggestion from the lecturer and from the expert, the students did last phase of the assignment namely final product inform of short story. The mean score for final project was 90 or classified as very high.

Blended project-based learning gave some beneficial in teaching and learning of prose lecture amid pandemic covid-19 and post pandemic covid-19. First the implementation of blended project-based learning through following some steps and activities in teaching and learning activities in prose lecture has facilitated the students to acquire the objectives of prose lecture better. They were able to comprehend the materials of prose lecture better. Moreover, Blended project-based learning also able to facilitate the students to accomplish the project of the lecture inform of writing of short story. The steps and activities arranged by the lecturer in teaching and learning process were effective to guide the students to accomplish the project of the prose lecture.

Last, blended project-based learning was able to habituate the students with technology without override classroom interaction through face-to-face activities. This study is in line with Alamri' study (2021) which found significant relationship between the BPBL approaches to perceived self-efficacy, perceived enjoyment, perceived usefulness, behavioral intention of using BPBL, and students' academic achievements. Moreover Suwiwa (2021) also asserted that project-based learning in blended learning setting is an effective alternative for improving students' knowledge and skills.

4 Conclusion

The conclusion of this study is Blended project-based learning has successfully be implemented in prose lecture amid pandemic Covid-19 and post pandemic covid-19. The teaching and learning activities were conducted through using face to face teaching and learning activities and online learning both synchronously using Google meet and asynchronously using Google classroom. The implementation of blended project-based learning in prose lecture was effective in facilitating the students in understanding the materials of prose lecture besides able to facilitate the students in accomplishing the lecture project in creating literary work inform of short story. Last the technology refraction could be attained through blended project-based learning without override the importance of learning interaction between lecturer and students and also students to students.

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