

**AN ANALYSIS OF PROJECT-BASED LEARNING TEACHING MODULE
BY ENGLISH TEACHERS OF SENIOR HIGH SCHOOLS IN LEMBAH GUMANTI**

A THESIS

Submitted as a Partial Fulfillment of the Requirements to Obtain
a Bachelor of Education (B. Ed) in English Language Education



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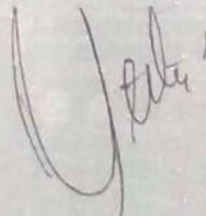
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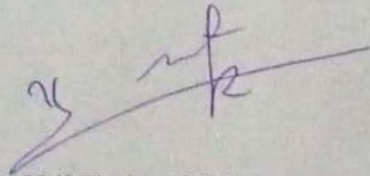
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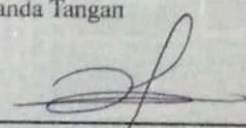
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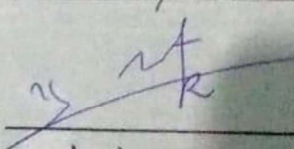
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ABSTRACT

Rizma, Annisa Elmida (2024), *An Analysis of Project-Based Learning Teaching Module by English Teachers at Senior High Schools in Lembah Gumanti*. Thesis. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

This study is a descriptive study aimed at investigating Project-Based Learning teaching modules compiled by English teachers as well as their problems in compiling them in the senior high school in Lembah Gumanti on the *Merdeka* curriculum. A total of six English teachers at senior high school in Lembah Gumanti were chosen as the participants. Qualitative analysis was used to describe the analysis of the teaching modulus compiled by an English teacher. The data from the interview was transcribed, classified, and concluded. The results of the qualitative analysis showed that the design of the Project-Based Learning teaching module by three English teachers in Lembah Gumanti was quite appropriate. Three teachers are quite capable of writing Project-Based Learning teaching modules by writing their entire syntax according to their characteristics. The results of the interviews showed that the other three teachers who do not use a Project-Based Learning module faced some problems in compiling the Project-Based Learning teaching modules on the *Merdeka* curriculum, the teachers are not familiar with the stages the project-based learning and have difficulty to create the project topic as well as its activities in the classroom. It was concluded that the English teachers need training in designing the specialized Project-Based Learning teaching module so that they will be better for the design of teaching modules based on the *Merdeka* curriculum.

Keywords: Teaching Modules, Project-Based Learning, Merdeka Curriculum

ABSTRAK

Rizma, Annisa Elmida (2024), *An Analysis of Project-Based Learning Teaching Module by English Teachers at Senior High Schools in Lembah Gumanti*. Thesis. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini adalah penelitian deskriptif yang bertujuan untuk mengetahui modul ajar Project-Based Learning yang disusun oleh guru Bahasa Inggris serta permasalahan mereka dalam menyusunnya di sekolah menengah atas di Lembah Gumanti pada kurikulum Merdeka. Totalnya ada enam orang guru bahasa inggris di sekolah menengah atas sebagai partisipan. Analisis kualitatif digunakan dalam penelitian yang menggunakan pendekatan deskriptif kualitatif untuk mendeskripsikan analisis modul ajar yang disusun oleh guru Bahasa Inggris. Sementara itu, data dari wawancara ditranskrip, diklasifikasikan, dan ditarik kesimpulannya. Hasil analisis kualitatif menunjukkan bahwa rancangan modul ajar Project-Based Learning oleh tiga guru Bahasa Inggris di Lembah Gumanti cukup sesuai. Guru mampu menuliskan modul ajar Project-Based Learning dengan menuliskan seluruh sintaknya dan sesuai dengan karakteristiknya. Hasil dari wawancara menunjukkan bahwa tiga guru yang tidak menggunakan modul ajar Project-Based Learning menghadapi beberapa masalah dalam menyusun modul ajar Project-Based Learning didalam kurikulum Merdeka yaitu, guru belum familiar dengan sintak modul ajar Project-Based Learning dan kesulitan dalam membuat topik project serta kegiatannya didalam kelas. Guru membutuhkan pelatihan dalam merancang modul ajar terkhusus modul ajar Project-Based Learning, sehingga guru akan lebih siap dalam merancang modul ajar berdasarkan kurikulum Merdeka.

Kata Kunci: Modul Ajar, Project-Based Learning, Kurikulum Merdeka

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Padang, February, 2024

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of Problem

The *Merdeka* curriculum has been launched by the government to be implemented in schools. The curriculum was first launched in February 2022 by the Ministry of Education, Culture, Research and Technology. This curriculum gives the school the flexibility to implement it. The *Merdeka* curriculum has been implemented gradually starting with the 2022/2023 academic year and will be applied as a National Curriculum.

According to Indrawati (2020), the *Merdeka* curriculum is a curriculum with varied intra-curricular learning in which content will be more optimized so that students have enough time to deepen concepts and strengthen competencies. Nasir (2020), said that the *Merdeka* curriculum refers to the development of core competencies and generic skills as well as strengthening character education through active and collaborative learning.

The *Merdeka* curriculum provides the solution to the student's learning loss and can be adjusted to the school's condition. According to Permendikbud No. 22 (2020), the *Merdeka* curriculum is formed by the *Merdeka Belajar* Policy and characterized as flexible, based on competencies, focused on developing character and soft skills, and accommodated the world's needs. It brings the concept of "Freedom to Learn" which means the teachers compile, carry out the learning process, and develop the curriculum based on the student's needs and the school condition.

The *Merdeka* curriculum is a curriculum applied at the educational level with more flexible teaching and learning activities, starting from the aspect of time allocation to the subject, but remaining focused on the material essential for the development of character and competence of students. The structure of the *Merdeka* curriculum in senior high school is divided into two phases, namely phase E for class X and phase F for class X and XII. With this curriculum, students have the freedom to develop their talents, interests, and abilities.

The objective of the *Merdeka* curriculum is to provide equal opportunities for students in develop their potential and talent, as well as enhance creativity and innovation by keeping an eye on the learning of character and national values. The advantages of this curriculum, according to experts among others, provide freedom in determining educational paths, encouraging creativity, and innovation, providing equal opportunity for all students, developing national character and values, adapting to the developments of the times, enhancing the autonomy and responsibility of students, and improving life skills. This curriculum also emphasizes developing 21st-century competencies such as critical thinking, creativity, collaboration, and effective communication skills.

The *Merdeka* curriculum's implementation may result in significant modification for specific sections. The first modification is to the teaching module. The *Merdeka* curriculum allows the teacher to create the teaching module by themselves. The formulation of the teaching module must not be wrong and this document is designed to guide teachers in implementing learning to learning goals. Currently, on the *Merdeka* curriculum teaching devices are known as the term teaching modules. The teaching module is a type of teaching device that contains a learning implementation plan to help direct the learning process to Learning Achievement. The learning module has components such as learning objectives, learning activities, assessments, and learning infrastructures that match the characteristics and needs of students. According to Tiwan (2010), a teaching module is a learning tool or means that contains material, methods, limitations, and evaluation methods that are designed systematically and attractively to the expected competence according to the difficulty level. According to Ayumi (2018), the teaching module is a small unit of learning that can operate on its own. The government only sets the basic framework and structure of the curriculum, while education units have the authority to develop the curriculum (Permen No. 57, 2021). So, the teachers must be able to create the teaching module based on the students' needs and interests.

The second modification is the learning model. There are several learning models recommended by the *Merdeka* curriculum. One of them is Project-Based Learning. According to the Ministry of Education, Culture, Research, and Technology (2020), Project-based Learning is a learning model that involves the student's activity in solving problems, carried out in a group/independent way through a scientific phase with a certain time limit that is poured into a product to be subsequently presented to others. Similar to The Ministry of Education, Culture, Research, and Technology, Made Wena (2020), said Project-Based Learning is a learning model that gives educators the opportunity to manage learning in the classroom by involving project work.

The Project-Based Learning model is recommended by the *Merdeka* curriculum as it can provide benefits to students. According to Wiartis (2020), the following are some of the advantages of implementing a Project-Based Learning model in the English language classroom such as improving students' ability to manage a project, training communication and collaborative character within the group, and making the learning atmosphere more enjoyable and challenging.

According to The Ministry of Education, Culture, Research, and Technology (2020), syntax Project-Based Learning consists of: starting with the essential question, designing a plan for the project, creating a schedule, monitoring the students and the progress of the project, assess the outcome and evaluate the experience. A learning model that uses projects as the core of learning.

Based on the explanation above, the Senior High School in Lembah Gumanti has implemented the *Merdeka* curriculum. The implementation of *Merdeka* curriculum has been implemented since the 2022/2023 academic year and is currently implemented in classes X and XI. Every English teacher is required to create the teaching module as a learning material for learning access. All teachers should be able to build and design teaching modules using the Project-Based Learning model to be applied in the classroom,

but the fact that happened in the school was found that, first, not all teachers were able to write the teaching module using the model Project -Based Learning with the statement that the teachers received less training when launching the *Merdeka* curriculum using the learning module. Second, the teacher also informed that the change of curriculum becomes an obstacle in the preparation of learning planning because there are also changes in the arrangement of learning components. Third, it was also found that teachers had difficulty creating a suitable project in an English class using Project-Based Learning.

Many researchers have researched teaching module Project-Based Learning. Some previous studies are relevant to this research. First, a study by Sanjaya (2023), title “Teachers’ Readiness and Ability in Designing Teaching Modules in The *Merdeka* Curriculum”, the purpose of this study was to find out how the teacher's readiness and ability to develop teaching modules based on the *Merdeka* curriculum and steps that can be taken to improve the teacher's ability to develop teaching modules. The results of the study found that there were still many teachers who were not fully prepared to implement the *Merdeka* curriculum, this could be seen from the fact that there were still many teachers who were unable and had difficulty in compiling teaching tools, one of which was the teaching module.

Second, in a study by Septina (2023), about “The Implementation of Project Based Learning in Teaching English at Senior High School”, this study is located in SMAN 19 Bungo research results show that four stages of Project-Based Learning such as asking a question, designing a project, make a s project schedule and monitoring have been implemented in Bungo and the last two stages have not been applied such as assessing and evaluating student’s experience. It is concluded that English teacher SMAN 19 Bungo has already implemented Project-Based Learning but not optimally.

Lastly, a study by Maulida (2022), title “Development of Independent Curriculum-Based Teaching Modules”, the results of this study show that after setting criteria, teachers

can create teaching modules according to the existing components that can be adapted to the conditions and needs of students, teachers and school.

Based on the above statements, the researcher is interested in finding out whether the sequence of Project-Based Learning written by English teachers at Senior High School in Lembah Gumanti in the teaching module is consistent with the guidelines issued by the government or is less optimum because the sequence of learning is very important in the teaching module because each syntax has different purposes, activities, and outcomes, so that learning sequence systematically and is structured. However, the researchers chose the Project-Based Learning module because it contributes to the development of the *Merdeka* curriculum that prioritizes student independence, creativity, and innovation, and the Project-Based Learning model known from previous research can improve the quality of learning and student learning outcomes as this learning model can motivate students to learn and encourage their ability to create a project.

The teaching modules prepared by teachers should be appropriate and correct because they will be guided during teaching so that interesting teaching materials are created according to the needs of students. Moreover, the researcher wants to know the difficulties experienced by the teachers during the composition of the teaching module so that not all teachers can write Project-Based Learning teaching modules. There is still a difference between the previous study and this study. In this study, the researcher chose Project-Based Learning model as a learning model that was used on the teaching module, meanwhile, others research used Discovery Learning model. The reason the researcher chosen Project-Based Learning because this model creates a project in the end of learning and have many advantages for the students. Others differences are the interview as an instrument and new location. In addition, the related studies have not been conducted in Lembah Gumanti. Thus, the researcher conducts the research with the title **“An Analysis of Project-Based Learning Teaching Module by English Teachers of Senior High Schools in Lembah**

Gumanti”

B. Identification of the Problem

Based on the above background, there are some problems found in Senior High School in Lembah Gumanti such as not all teachers are in Lembah Gumanti able to write teaching modules using a Project-Based Learning, curriculum modification become an obstacle for teachers in preparing learning planning and teachers have difficulty creating projects in English classrooms using Project-Based Learning models. The teaching module must be interestingly designed to suit the needs of the student and to guide the teaching process. The teaching module must be written by the teacher before teaching the learning material in the classroom. This research wants to learn more about the difficulties experienced by teachers in compiling Project-Based Learning teaching modules. This Project-Based Learning model is recommended by *Merdeka* curriculum that emphasizes on developing 21st-century competencies such as critical thinking, creative, collaborative, and effective communication skills.

C. Limitation of the Problem

Based on the identification above, the research is limited to the understanding designed teaching module by the English teachers using Project-Based Learning at the Senior High School in Lembah Gumanti.

D. Formulation of the Problem

Based on the limitation above, the researcher formulated the problem into “Has the teachers’ of Senior High Schools in Lembah Gumanti been able to write the Project-Based Learning teaching module”

E. Research Question

1. Are the English teachers in Lembah Gumanti understand the Project-Based Learning teaching module?
2. What are the English teacher’s problems in designing the Project-Based Learning

teaching module based on the *Merdeka* curriculum?

F. Purposes of the Research

1. To find out the teachers designing Project-Based Learning teaching modules.
2. To find out the English teachers' problem in designing the Project-Based Learning teaching module.

G. Significance of the Research

1. For the Teachers

Teachers can use this as a reference in designing Project-Based Learning teaching modules.

2. For the Next Researcher

Hopefully, the result of this research can be useful for anyone and can be a reference in research related to this research. Increase the knowledge of writers in writing scientific papers and also as an effort to improve and develop personal skills as prospective educators

H. Definition of Key Terms

To prevent misunderstandings in interpreting the terms used in this research, the researcher explained several operational definitions related to this research topic:

1. A curriculum is a set of regulations that organize the educational process and must be followed by the teachers to achieve the education goals. It consists of the aim, contents, material, and method.
2. The *Merdeka* curriculum is a curriculum with a variety of intrasulcular learning opportunities and better content that will provide students the time to reinforce skills and delve deeper into ideas
3. The teaching module is one of the kinds of teaching devices in the *Merdeka* Curriculum that is designed in a complete and systematic manner as a guide and guidance for teachers in the implementation of learning activities.

4. Project-Based Learning is a model that is student-centered and includes a dynamic class approach in which students are believed to develop greater comprehension through active study of real-world issues and problems.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. The Concept of Curriculum

a. Definition Of Curriculum

Curriculum, based on the regulation of the Ministry of Education, Culture, Research, and Technology No. 22/2016, is a set of plans and rules about the teaching and learning guidelines, the goal, content, and learning material used to reach the education goals. The curriculum covers the course, all activities, and the learning experience. According to Sukmadinata (2012), curriculum is the core of the educational process. The curriculum is an area that most directly influences educational outcomes. One of the important components of the education system is the curriculum because the curriculum is an educational component that is used as a reference by every student education unit, both by managing and by organizers, in particular by teachers and principals.

According to Marsh (2004), said curriculum refers to all prepared lessons that the school must follow. It provides the aspects that should be taught or learned in the teaching-learning process. It means the curriculum arranges all the educational activities. Based on Ukpong and Udoh (2012), mention that the curriculum directs and guides all actions in the educational system. The curriculum is a foundation for education. Moreover, Mulenga (2018), stated the curriculum is the educational program that represents the purposes of education. It consists of the school's arrangement to reach the education goals. Therefore, a curriculum can be defined as a written document with rules that arrange the teaching-learning process to achieve educational goals. In addition, the function of the curriculum is to prepare the students for their future through education. If the curriculum is appropriately applied, students will be given particular abilities that help them to attain