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Students Perceptions on Project-Based Learning Implementation In At English Education Department

Nia Yulianti^{1,*}, Veni Roza²^{1,2}Universitas Islam Negeri Sjech M.Djamil Djambek Bukittinggi, Bukittinggi, Indonesia

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Correspondence

E-mail: niayulianti80@gmail.com *

A B S T R A C T

Project based learning is a student-centered teaching method that organizes around project task. According to this theory, project-based learning is believed to have a various advantages and benefits to students learning experience. However, in its implementation, researcher found some issues regarding to learner experience using this learning method. Some of them are students' lack of creativity that leads them to do the plagiarism and students' lack of independency that results them to not be responsible on their own project task. Therefore research referring to these phenomenon need to be conducted. This study is purposed to identify students' learning perception through project based learning. The research also investigated the impact of project-based learning implementation towards students learning experience. Quantitative research applied in this research. The data was collected through questionnaire. Sample of the research were students at 6 semester at English for Journalism of English Education Department at IAIN Bukittinggi, with total respondents are 32. The result of the study showed that most of the students assume that project-based learning has positive impact towards their learning experience. This can be seen from the data that researcher gathered from the field. First step of PBL implementation, choosing a project topic, 54,46% of students have a positive assumption with the criteria neutral. Second, project focus and development resulted 58,87% score with the criteria neutral. And the last step is project documentation with the score 61,87% indicates positive. Data showed these three steps of PBL implementation, for the most responses of the respondents, have a positive impact in for their learning experience. However, some constructive advices need to be applied while implementing this learning method in order to make it more effective.

Abstrak

Pembelajaran berbasis proyek adalah metode pengajaran yang berpusat pada siswa yang mengatur seputar tugas proyek. Menurut teori tersebut, pembelajaran berbasis proyek diyakini memiliki berbagai kelebihan dan manfaat bagi pengalaman belajar siswa. Namun dalam implementasinya, peneliti menemukan beberapa hal yang berkaitan dengan pengalaman peserta didik dalam menggunakan metode pembelajaran ini. Beberapa di antaranya adalah kurangnya kreativitas siswa yang menyebabkan mereka melakukan penjiplakan dan kurangnya kemandirian siswa yang mengakibatkan mereka tidak bertanggung jawab atas tugas proyeknya sendiri. Oleh karena itu perlu dilakukan penelitian yang mengacu pada fenomena tersebut. Penelitian ini bertujuan untuk mengidentifikasi persepsi belajar siswa melalui pembelajaran berbasis proyek. Penelitian ini juga menginvestigasi dampak implementasi pembelajaran berbasis proyek terhadap pengalaman belajar siswa. Penelitian kuantitatif diterapkan dalam penelitian ini. Pengumpulan data dilakukan melalui kuesioner. Sampel dalam penelitian ini adalah 32 mahasiswa semester 6 mapel Inggris Jurnalisme Jurusan Pendidikan Bahasa Inggris. Hasil penelitian menunjukkan bahwa sebagian besar siswa beranggapan bahwa pembelajaran berbasis proyek berdampak positif terhadap pengalaman belajar mereka. Hal ini terlihat dari data yang peneliti kumpulkan dari lapangan. Pelaksanaan PBL tahap pertama, pemilihan topik proyek, 54,46% siswa berasumsi positif dengan kriteria netral. Kedua, fokus dan pengembangan proyek menghasilkan skor 58,87% dengan kriteria netral. Dan tahap terakhir adalah dokumentasi proyek dengan skor 61,87% menunjukkan positif. Data menunjukkan ketiga langkah penerapan PBL ini, sebagian besar tanggapan responden, berdampak positif bagi pengalaman belajar mereka. Namun, beberapa saran konstruktif perlu diterapkan saat menerapkan metode pembelajaran ini



1. Introduction

Learning is a lifetime activity for human being. Therefore, everyone must realize the importance of learning activity it self. In order to conduct a good and comprehensive learning activity, the teacher should design a good and proper approaches, methods, techniques and classroom procedures. It is known that in learning there are goals that must be achieved in the end of the learning activity. The good and proper instructional design made by the teacher does not only help both teacher and learner to achieve learning goals but also makes a good and active classroom atmosphere. Learning culture in Indonesia has taken a deep emphasize only on teacher's roles which is known as teacher centered approach. This approach implies that learning is a passive actions since the roles of students do not take into a deep considerations. In fact, learning activity must be done in an active and conducive environment. Students are expected to be an active learners that show their interest to gain knowledges. Moreover, this learning culture also caused lack of students' creativity and ininitiative to do things on their own especially on their learning process. Eventually, this phenomenon produces the not independent human being.

As mentioned above, this learning issues that happened in Indonesia need to be fixed. The learning activity should be shifted from teacher-centered into learner-centered approach. It is written before that learning activity must be carried on in an active and conducive environment. This fact suits to definition of students-centered approach. Students-centered approach is the opposite approach of teacher centered approach. This approach takes a deep emphasize on learners' role on learning activity. It means that students are expected to be more aggressive during learning activity, whether inside or outside the classroom. Eventually, this learning approach produces to what is known as an active learning.

Active learning activity has been be an attractive topic to many pedagogist around the world. This term inerconnected with students centered approach since an active learning also placed the students as the core of learning activity. This learning phenomenon has a great positive impacts to develop learning culture. An active learning is believed has a positive impact towards students' learning outcome, for example increasing critical thinking competence and problem solving activities. Therefore, students must be habituated towards this active learning.

In order to establish active learning, both teachers and students need to know what things are required. An active learning demands students to be more active, eager and aggressive in learning activity. This means that students are given a part to manage their own learning activity. Students are required to be more independent and active in managing their learning process. This phenomenon indicates that project-based learning contributes a positive learning experiences for students.

Project-based learning is a learning method that use a project as a learning medium. Usually, project based learning is carried out in form of groups but this does not rule out the possibility to carry out individually. For the last decades project-based learning is believed as a strategy that have many advanatges and benefits the students in term of learning activity. Project-based learning requires learners' creativity and problem solving skills to solve the project that have been given to the group.

As one of the conventional learning methods, project-based learning differs from many aspects of what traditional learning methods could offer. The different is stated as follows:

Table 1. Differences between project-based learning methods and conventional learning

No	Project Based Learning	Traditional Methods
1	Student-centered, students help each other and teacher just facilitates the learning	teacher-centered and teacher responsables for the learning
2	constructing individual's knowledge	Transmitting knowledge to a group
3	focusing on understanding of content	focusing on memorization of material
4	deep learning (through understanding of main concepts)	Surface learning (a little about alot of concepts)
5	authentic learning in context	learning out of the context
6	group learning	individual learning
7	performance-based assessment	Traditional assessment

Adapted from Sawisan (Mousa & Nassir, 2014)

Understanding the differentiation of PBL and traditional learning methods, there must be no doubt that project based learning could promote what the teacher hopes to the students during the learning activity, that is the eagerness of each learner in learning activity which is not only at school, or can be subtituted as learner autonomy.

Theory delivered by Bereiter and Scarmadalia at John stated that in order to be considered as a PBL project, the central activities of the project must involve the transformation and construction of knowledge on the part of students (Thomas, 2002). This theory indicates the shifting emphasize from teacher centered to students centered, which means that students are required to be more active and eager during learning activity. and active learning.

Regarding to the defenition of project-based learning in a glance, it can be sum up that project-based learning is one of the instructional method that is purposed and believed to have many advantages and benefits for students learning experience and learning activity, further can maintain student-centered approach. In contradictory, in its implementation, the researcher found that there are some phenomenon happened in terms of learner attitudes that do not represent the appropriate implementation of project based-learning.

Based on the preliminary research done by the reseacher, by interviewing and observing the students and teacher, there are some issues that happened in project-based learning implemention. However the teacher have implemented PBL in a proper way, but still there were some issues happen concerning to students' role in its implementation. One of them is the learners tended to be a 'deadliners'. Deadliners mean that the students delay to conduct the project and tend to do it when the deadline is about to come. Whereas the project-based learning can not be finished in a short time. There are steps that the learners must do before taking conclusion on their project,. Further may lead to an unsuccessfull learning process and failures in achieving learning goals.

Second issue is, several learners tended to bestow their responsibility into one person. If project-based learning is carried out in group form, this means that the project must be conducted by all of the member of the group and do it collaboratively. Each learners should be responsible and aware towards their own role and in conducting their group project. Contrastly, in fact several learners tended to give all the responsibility into one person in that group. This attitude also does not represent the characteristic of project based learning implementation, that is students-centered. This means that the learners must be aware towards their responsibility individually, roles and their needs of learning activity. Eventually this issue led the other learners to be passive members in the group that is contrast with the purpose and characteristics of project-based learning method.

Third, the learners did not do their project properly because their lack of motivation to do it procedurally. Counducting the project can not be manipulated, there are several steps that the learners need to do in conducting the project. The learners took a shortcut in doing their projects,

skipped the steps and jumped directly to the conclusion without doing the research, planning and development stages. Whereas one of the steps in implementing project-based learning is project focus and development which indicates procedurally steps in constructing a project, which is contrary to what was found at the field. This issue led the low expected learning-goals. Further it also leads to the lack of learning experience.

Fourth issue that is some learners did a copy paste. This issue also triggered the students to do plagiarism which is also contrary to characteristics of project-based learning that requires the students to be creative and self-sufficient. Since the students were less initiative they tended to take a shortcut to imitate others project. This, in a further case results an unacceptable projects' conclusion, since the learners do not construct their project appropriately. Moreover, this students' attitude also reflects the lack of learning experience using project-based learning.

Based on the issues mentioned above, the research regarding to these phenomenon needs to be conducted since it does not suit to what literatures state about of project-based learning implementation. Thus the researcher needs to conduct a research about Students' Perceptions on Project-Based Learning Implementation at English Education Department at IAIN Bukittinggi.

2. Research Method

2.1. Design of the Research

In order to conduct this research appropriately, the researcher used descriptive quantitative method. Descriptive model of research is defined by Sukmadinata as a research that is purposed to describe a particular phenomenon happened in present time or past (Sukmadinata, n.d.). As what the term descriptive come from, describe, this kind of research is aimed to describe a specific cases happen in a certain time. Further, according to the Gay descriptive research is a research that determines and describes the way things are; involves collecting numerical data to test hypotheses or answer questions about the current subject of study, also called survey research (Gay et al., 2012). Regarding to the theories mentioned by various experts above, the researcher concludes that descriptive research is a research that is purposed to describe particular population in the particular area based on the population's data and characteristics. Using descriptive as the model of the research, this research used quantitative research approach. According to Scott and Deirdre, in general, quantitative research specifies numerical assignment to the phenomena under study (VanderStoep & Johnson, 2009).

In order to collect a complete and sufficient data of the research, researcher needs to determine data collection method. The researcher collected the data through questionnaire. This data collection method concerned about students perceptions on project-based learning implementation. The researcher stated several statements to students as the object of project-based learning implementation. This statement was typed in form of google form, and the question discussed about research's subject.

2.2. Population, Sampling and Sample

2.2.1. Population

Before moving into data collection, the samples of the research had to be determined. Therefore, for this research the population of the research need to be determined too. According to Sugiono, population is geographic generalization there are : object/subject has quality and certain of characteristic that set by researcher to learning then make the conclusion (Sugiyono, 2010). The population of this research was students of sixth semester of english education department of IAIN Bukittinggi which the subject of lecture is English for Journalism. There were about 102 students that divided into three classes as population.

2.2.2. Sampling

After determining the population In this study, the researcher began to do a sampling in order to get into a samples. The researcher used purposive sampling to obtain the sample. According to Hadi, he stated that sampling is the way that is used to get the samples (Sutrisno, 1990). Sampling is to choose some of individuals from the same population as the object of the researck so they play a role as volunteer of the research. The purpose of sampling is to use some of individual to get information about population. In this research sampling technique was used to take sample is purposive sampling. Arikunto stated that, purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose (Arikunto, 2010). According to the title of the research, that is to identify students' perceptions of project based implementation, that is obviously can be seen that the purpose of the research is to identify students perfcceptions. Therefore, the researcher took 1 class for this research.

2.2.3. Sample

Taking a sample must be with a carefull consideration. This sample is purposed as the object of the research. Therefore, the selection of the sample is important in every quantitative research. Sample must be representative as one is to be able to generalize with confidence from the sample to population. According to Arikunto a sample must be representativeto a population (Arikunto, 2010). This means that a proper sample must consists of the objects that represents a population of the object.

A sample is a group of a population. Sample is taken from a population that consists of several samples with the same characteristics in the same envirotnment. This sample, eventually, will be a representative of its population. Therefore, the sample of the research must be suit to what the term representative means. As discussed before, representative means that the sample must have the same experience in the same envirotnment on its population. Further, the sample that is being the representative of the research can be a general example of its population. Moreover, with the proper sample it will be no issues in generalization result, since the sample represents its population.

For this research, the researcher took 1 class that consists 32 students as the sample of the research. the class that was taken was PBI B with English for Jurnalism subject. This decision was make with the consideration that these two classes they are teach by the same teacher.

2.3. Technique of Data Collection

Technique of data collection is the way that researcher done to collect the data of the research. This research used qustionnaire to collect the data.

Gay stated that questionnaire is a written collection of survey questions to be answered by a selected group of research participants (Gay et al., 2012). This questionnairewas used to know students perceptions towards their learning experienceafter using project-based learning method. The questionnairecontained several statements using Likert scale style. According to Gay a Likert scale requires an individual to respond to a series of statements by indicating whether he or she strongly disagree, disagree, neutral, agree, or strongly agree (Gay et al., 2012). This Likert scale helps the researcher toidentify students' perception towards project based learning implementation. Several statementswere typedingoogle formthat comes up withperceptionscale and given to the students.

2.4. Validity and Reliability

Validity is important thing in both qualitative and quantitative research. The researcher could get a certainty that the question is valid or not through the test of validity. The validity in this research used the types of validity-supporting evidence. Popham defines validity-supporting evidence as a tested instruments throughthe validity of each questionnaire based on the result of the respondents' answers (Popham, 2008). The validity of the instruments is measured when the respondents had responded to the given instrument. According to Ghozali the test of validity isused to measure how

valid a questionnaire is (Ghozali, 2013). A questionnaire can be said valid if the questions can reveal something which is supposed to be measured. He also stated that the test of validity can be counted from correlated coefficients of each item with total score of variable.

The content validity and construct validity of the questionnaire have been assessed. An expert in the field of education field has judged the extent to which the content of the questionnaire appeared logical and covered the scope of the research. The detail of validity of the instruments is provided in the appendix.

Reliability is also important thing in constructin an insturment. The researchcer got a certainty that the questions were reliable or not, it is based on the reliability testing. Ghozali said that the questions are reliable if the respondents' answers were consistent from time to time (Ghozali, 2013). Based on the theory, the respondents' answers can be said reliable if each question is answered with a consisten answer by the respondents. Reliability is an index which shows how far a measurer used to count the same things twice. In this research, the writer used Cronbach Alpha. Chronbach Alpha is one of the ways to measure reliability. If a construct or variable has a value of $\alpha > 0.6$, it can be said that these variables construct isreliable.

2.5. Technique of Data Analysis

After gathering the data of the research, the researcherbegan to analayze the data to get into a valid conclusion and result of the research. As mentioned in the setting of the research, that the research used descriptive model with quantitativemethod approach. This research is meant to describe a perceptions, images, beliefs of the students that experienced the project-based learning model . According to Arikunto, data analysis is processing the data using some rules and formulas that applicable to the research approach (Arikunto, 2010). This processing stage was begun when the data of the research are complete and sufficient, so it eases the researcher to proceed it into a valid conclusion.

The researcher began to analyze questionnaire form that given to the students concerning to their perceptions towards project-based learning implementation for their learning experience. The questionnaire was analyzed using descriptive statistics. According to John descriptive statistics present information that helps a researcher describe responses to each question in a database as well as determine overall trends and the distribution of the data. Descriptive statistics data analysis helped the researcher to describe total responses provided in questionnaire form. The result of the data analyze was used to answer the both research questions.

The analytical method used in this research was descriptive analysis percentage. This percentage descriptive was processed by frequency divided by the number of respondents and multiplied by 100 percent. As stated Sudjana as follow (Sudjana, 2001):

$$P = f / \sum n \times 100\%$$

Description:

P = Percentage

f = Frequency

N = Number of Respondents

100% = Constant Number

The calculation of this descriptive percentage as follows:

1. Correcting the questionnaire answers from respondents.
2. Calculating the frequency of respondent's answers
3. The overall number of respondents is 32

4. Insert into the formula.
5. Interpret the result with the table below

Table 2. Interpretation Criteria Percentage

No	Score Percentage	Criteria
1	1 %- 20 %	Very Negative
2	21 %- 40 %	Negative
3	41 %- 60 %	Neutral
4	61 %- 80 %)	Positive
5	81 %- 100%	Very Positive

Source : Narimawati (Narimawati, 2007)

3. Finding and Discussion

3.1. Findings

In this section, the researcher provided the findings that was gathered during data collection from the field. As mentioned in the previous chapter that the respondents of the research are students of English Education Department especially in the 6th grade which have implemented project-based learning in English for Journalism lecture. The instrument that was used for this research is closed-questionnaire. This closed questionnaire consists 30 item of statements that concern about the correlation of project-based learning implementation. Further, this questionnaire had been spread out to the 32 chosen respondents. The researcher would like to provide the finding started by elaborating the description from the questionnaire and then finished by analyzing the data from the finding.

3.1.1. Description of the Data

There were 30 items of closed-questionnaire in form of statements that is given to the responden. This statements are divided into three sections which is adjusted to project-based learning implementation. The sections are choosing a project topic, project focus and development, and documentation evaluation. This is purposed to identify students' perception on project based learning implementation.

The questionnaire was formulated in the Google Form and was given to the respondents through Whatsapp in form of link. This questionnaire can be reached through this link <https://forms.gle/S4QJVT3LFteLLm568> . Through Google Form the responses from each responden were recorded automatically and were saved in Google Drive that the researcher already prepared. The responses from the respondents can be viewed on APPENDIX 3. The responses were also interpreted in form of simple charts that was automatically created when the respondents input the response. There were 32 students that chosen as the informant for this research. The result of the questionnaire can be viewed on the table below.

Table 3. The percentages of students' answer in the choosing project topic section

No.	Description	Answer	Frequency	Percentage
Choosing a project topic				
1	I determine my own project topic under the teacher guidance.	Strongly disagree	2	6,3%
		disagree	10	31,3%
		Disagree	10	31,3%
		Neutral	8	25%
		Agree	2	36,3%
		Strongly agree		
2	I plan my project plot according to my projects' topic without waiting for the teacher	Strongly disagree	3	9,4%
		disagree	12	37,5%
		Disagree	6	18,8%

	commands	Neutral	11	34,4%
		Agree	0	0
		Strongly agree		
3	I am able to determine my project topic before the deadline	Strongly disagree	2	6,3%
		disagree	10	31,3%
		Disagree	12	37,5%
		Neutral	6	18,8%
		Agree	2	6,3%
		Strongly agree		
4	I choose the project topic based on my personal passion	Strongly disagree	3	9,4%
		disagree	3	9,4%
		Disagree	7	21,9%
		Neutral	15	46,9%
		Agree	4	12,5%
		Strongly agree		
5	I am able to seek for an actual problem for my project topic	Strongly disagree	1	3,1%
		disagree	10	31,3%
		Disagree	9	28,1%
		Neutral	11	34,4%
		Agree	1	3,1%
		Strongly agree		
6	I determine a suitable projects' matters e.g. material and learning tools when I choose my project topic	Strongly disagree	2	6,3%
		disagree	6	18,8%
		Disagree	9	28,1%
		Neutral	14	43,8%
		Agree	2	6,3%
		Strongly agree		
7	I am able to determine my projects topic that suits to my learning style	Strongly disagree	3	9,4%
		disagree	8	25%
		Disagree	11	34,4%
		Neutral	8	25%
		Agree	2	6,3%
		Strongly agree		

The first section of the questionnaire, the researcher provided the statements concern about the first step of project-based learning implementation, that is choosing a project topic. This section consists 7 statements, the first one is the ability to determine their own project topic. This statement was answered strongly disagree by 2 respondents (6,3%), 10 respondents answered disagree (31,3%), 10 respondents answered neutral (31,3%), 8 respondents answered agree (25%), and 2 respondent answered a strongly agree (6,3%). The second statement is students' ability to plan their project plot according to their projects' topic without waiting for the teacher commands is answered strongly disagree by 3 respondents (9,4%), 12 respondents answered disagree (37,5%), 6 respondents answered neutral (18,8%), 11 respondents answered agree (34,4%), and none of the respondent answered strongly agree (0%).

Next, the third statement is students' ability to determine their project topic before the deadline. The option strongly disagree was opted by 2 respondents (6,3%), disagree was opted by 10 respondents (31,3%), neutral was opted by 11 respondents (34,4%), agree was opted by 6 respondents (18,8%), and strongly agree was opted by 2 respondents (6,3%). Further statement is students' adjustment in choosing their project topic based on their personal passion is answered strongly disagree by 3 respondents (9,4%), 3 respondents chose disagree (9,4%), 7 respondents chose neutral (21,9%), 15 respondents chose agree (46,9%), and 4 respondents chose strongly agree (12,5%).

Further statement of this section is students' ability to seek for an actual problem for their project topic is answered strongly disagree by 1 respondents (3,1%), 10 respondents answered disagree (31,1%), 9 respondents answered neutral (28,1%), 11 respondents answered agree (34,4%) and 1 respondent answered strongly agree (3,1%). The sixth statement of this section is students' capability to determine a suitable projects' matters e.g material and learning tools when their choose my project topic. This statement was opted strongly disagree by 2 respondents, disagree was opted by 6 respondents (18,8%), neutral was opted by 9 respondents, agree was opted by 14 respondents (43,8%), and strongly agree was opted by 2 respondents (6,3%).

The last statement of this section is students' capability to determine their projects topic that suits to their learning style. Three respondents chose strongly disagree (9,4%), 8 respondents answered disagree (25%), 11 respondents answered neutral (34,4%), 8 respondents answered agree (25%), and 2 respondents answered strongly agree (6,3%).

Table 4. The percentages of students' answer in Project focus and development section

No.	Description	Answer	Frequency	Percentage
Project focus and development				
1.	I construct my project without the direct control from my teacher	Strongly disagree	6	18,8%
		disagree	10	31,3%
		Disagree	12	37,5%
		Neutral	4	12,5%
		Agree	0	0%
		Strongly agree		
2.	I decide every consideration of my project construction	Strongly disagree	2	6,3%
		disagree	9	28,1%
		Disagree	9	28,1%
		Neutral	8	25%
		Agree	4	12,5%
		Strongly agree		
3	I supervise my project development without getting any instruction first	Strongly disagree	3	9,4%
		disagree	10	31,3%
		Disagree	11	34,4%
		Neutral	7	21,9%
		Agree	1	3,1%
		Strongly agree		
4.	I revise my project development for a better improvement independently	Strongly disagree	4	12,5%
		disagree	9	28,1%
		Disagree Neutral	10	31,3%
		Agree	8	25%
		Strongly agree	1	6,3%
5.	I am the director of my own	Strongly disagree	3	9,4%

	project development.	disagree	7	21,9%
		Disagree	13	40,6%
		Neutral	9	28,1%
		Agree	0	0%
		Strongly agree		
6.	I seek the learning material for my own project improvement independently	Strongly	3	9,4%
		disagree	8	25%
		Disagree	10	31,3%
		Neutral	10	31,3%
		Agree	1	3,1%
		Strongly agree		
7.	I design my own project presentation	Strongly	4	12,5%
		disagree	10	31,3%
		Disagree	8	25%
		Neutral	9	28,1%
		Agree	1	6,3%
		Strongly agree		
8.	I am able to prepare my project presentation material on my own	Strongly	3	9,4%
		disagree	5	15,6%
		Disagree	8	25%
		Neutral	15	46,9%
		Agree	1	3,1%
		Strongly agree		
9.	I am able to explain my project presentation independently	Strongly	3	9,4%
		disagree	3	9,4%
		Disagree	14	43,8%
		Neutral	10	31,3%
		Agree	2	6,3%
		Strongly agree		
10.	I do a self-check after getting recommendations and advices from the teacher and my friends	Strongly	1	3,1%
		disagree	11	34,4%
		Disagree	8	25%
		Neutral	9	28,1%
		Agree	3	9,4%
		Strongly agree		
11.	I adapt advices from my teacher for my projects improvement based on my concerns	Strongly	1	3,1%
		disagree	8	25%
		Disagree	6	18,8%
		Neutral	14	43,8%
		Agree	3	9,4%
		Strongly agree		
12.	I decide the suitable	Strongly	1	3,1%

	recommendations I got for my	disagree	13	40,6%
	project type according to my	Disagree	8	25%
	concern	Neutral	9	28,1%
		Agree	1	3,1%
		Strongly agree		
13.	I am able to construct my	Strongly	4	12,5%
	project on my own without	disagree	6	18,8%
	duplicating others project	Disagree	4	12,5%
		Neutral	14	43,8%
		Agree	4	12,5%
		Strongly agree		
14.	I adjust my project steps of	Strongly	2	5,3%
	development to my learning	disagree	10	31,3%
	style	Disagree	7	21,9%
		Neutral	10	31,3%
		Agree	3	9,4%
		Strongly agree		
15.	I have the biggest role during	Strongly	3	9,4%
	my project construction	disagree	8	25%
		Disagree	2	6,3%
		Neutral	14	43,8%
		Agree	5	15,6%
		Strongly agree		

The next section of the questionnaire concerns about the project focus and development. This section discuss about the projects' construction. This section consists 12 statements with 5 optional answer. The first statement is students' ability in constructing their project without the direct control from their teacher. This statement was answered strongly disagree by 6 respondents (18,8%), 10 respondents answered disagree (31,3%), 12 respondents answered neutral (37,5%), 4 respondents answered agree (12,5%), and none of the repondent asnwered strongly agree (0%). Further statement is students' capability to finish their project construction before the given deadline, 2 respondents opted strongly disagree (6,3%), 9 respondetns opted disagree (28,1%), 9 respondents opted (28,1%), 8 respondetns opted agree (25%), and 4 respondetns opted strongly agree (12,5%). The third statment is students' ability to supervise their project development without getting any instruction first was answered strongly disagree by 3 respondents (9,4%), 10 respondetns answered disagree (31,3%), 11 respondents answered neutral (34,4%), 7 respondents answered agree (21,9%), and 1 respondent answered strongly agree (3,1%).

Continued to the fourth statement which discuss about students ability to revise their project development for a better improvement independently was choosen strongly disagree by 4 respondetns (12,5%), 9 respondents chose disagree (28,1%), 10 respondetns chose neutral (31,1%), 8 respondents chose agree (25%), and 1 respondent chose strongly agree (3,1%). Next statement is students' role as the director of their own project development was answered strongly disagree by 3 respondents (9,4%), 7 respondents answered disagree (21,9%), 13 respondents answered neutral (40,6%), 9 repondents answered agree (28,1%), and none of the respondents answered strongly agree (0%). Additionally the next statement states about students' capability to seek the learning material for

their own project improvement independently was opted strongly disagree by 3 respondents (9,3%), 8 respondents opted disagree (25%), 10 respondents opted neutral (31,3%), 10 respondents opted agree (31,3%), and 1 respondent opted alway (3,1%).

Further statement is students' capability to design their own project presentation was opted strongly disagree by 4 respondents (12,4%), 10 respondents opted disagree (31,3%), 8 respondents also opted neutral (25%), 9 repondents opted agree (28,1%), and 1 respondents opted strongly agree (3,1%). Then, next statement states about students' individual preparation regarding to their project presentation was answered strongly disagree by 3 respondentws (9,4%), 5 respondents asnwered disagree (15,6%), 8 respondents answered neutral (25%), 15 respondents answered agree (46,9%), and 1 respondents answered strongly agree (3,1%). Next statement concerns about the ability to explain project presentation independently was answered strongly disagree by 3 respondents (9,4%), 3 respondents answered disagree (9,4%), 14 respondents answered neutral (43,8%), 10 respondents answered agree (31,3%), and 2 respondents answered strongly agree (6,3%).

Moreover, the statement regarding to the ability to do self-checking is answered strongly disagree by 1 respondents (3,1%), 11 respondents answered disagree (34,4%), 8 respondents answered neutral (25%), 9 person also answered agree (28,1%), and 3 respondents answered strongly agree (9,4%). Next statement concerns about the ability to do an adaptations regarding to the advices that are gotten from the teacher was opted strongly disagree by 1 respondent (3,1%), 8 respondents opted disagree (25%), 6 respondents opted neutral (18,8%), 14 respondents opted agree (43,8%), and 3 respondents opted strongly agree (9,4%). Then the researcher provided the statement that discuss about the ability to take decision about suitable recommendations gotten from teacher was choosen strongly disagree by 1 respondent (3,1%), 13 respondents chose disagree (40,6%), 8 respondents chose neutral (25%), 9 respondents chose agree (28,1%), and 1 respondent chose strongly agree (3,1%).

Continued to the statement discuss about the ability to adjust project contruction to individual learning style. This statement was asnwered strongly disagree by 4 respondents (12,5%), 6 respondents answered disagree (18,8%), 4 respondents answered neutral (12,5%), 14 respondents answered strongly agree (43,8%), and 4 respondents answred strongly agree (12,5%). Then, the statement regarding to the ability to not duplicating others project construction was opted strongly disagree by 2 respondents (6,3%), 10 respondents opted disagree (31,3%), 7 respondents opted neutral (21,9%), 10 respondents opted agree (31,3%), and 3 respondents opted strongly agree (9,4%). Last statement that the researcher provided in this section is each student has the main role of their project construction was choosen strongly disagree by 3 respondents (9,4%), 8 respondents chose disagree (25%), 2 respondent chose neutral (6,3%), 14 respondent chose agree (43,8%), and 5 respondents chose strongly agree (15,6%).

Table 5. The percentages of students' answer in project documentation and evaluation

No.	Description	Answer	Frequency	Percentage
Project documentation and evaluation				
1.	I know my learning outcome based on my project construction.	Strongly disagree	0	0%
		disagree	9	28,1%
		Disagree	9	28,1%
		Neutral	12	37,5%
		Agree	2	6,3%
		Strongly agree		
2.	I am able to measure my ability on my project construction	Strongly disagree	2	6,3%
		disagree	9	28,1%
		Disagree	7	21,9%
		Neutral	13	40,6%

		Agree	2	6,3%
		Strongly agree		
3.	I am able to evaluate my project result before getting first from the teacher	Strongly disagree	4	12,5%
		disagree	6	18,8%
		Disagree	9	28,1%
		Neutral	12	37,5%
		Agree	1	3,1%
		Strongly agree		
4.	I am able to redirect the evaluations I got for my future project construction	Strongly disagree	1	3,1%
		disagree	5	15,6%
		Disagree	14	43,8%
		Neutral	12	37,5%
		Agree	0	0%
		Strongly agree		
5.	I analyze the assessment I got for my project improvement.	Strongly disagree	2	6,3%
		disagree	10	31,3%
		Disagree	6	18,8%
		Neutral	12	37,5%
		Agree	2	6,3%
		Strongly agree		
6.	I assess my learning material that is used for project construction	Strongly disagree	4	12,5%
		disagree	9	28,1%
		Disagree	10	31,3%
		Neutral Agree	8	25%
		Strongly agree	1	3,1%
7.	I am able to give personal assessment to my project result	Strongly disagree	2	6,3%
		disagree	10	31,3%
		Disagree	11	34,4%
		Neutral	6	18,8%
		Agree	3	9,4%
		Strongly agree		
8.	I assess my learning style that i used when constructing my project	Strongly disagree	2	6,3%
		disagree	8	25%
		Disagree	9	28,1%
		Neutral	9	28,1%
		Agree	4	12,5%
		Strongly agree		

The last section of the questionnaire, the resercher provided statements concerns about the last step of project-based learning implementation, project docummentation and evaluation. The researcher provided 8 statements regarding to this section. The first statement students' awareness towards their learning outcome based on their project contruction is choosenstrongly disagreeby none repondents (0%), 9 respondents chosedisagree(28,1%), 9 respondetns also chose neutral (28,1%), 12 respondents choseagree (37,5%), and 2 respondents chose strongly agree (6,3%). Next, the researcher stated about students abilityh to measure their ability after constructing their project. Two respondents

answered strongly disagree(6,3%), 9 respondents answereddisagree(28,1%), 7 respondents answered neutral (21,9%), 13 respondents answered agree (40,6%), and 2 respondents answeredstronglyagree(6,3%).

Further statement concerns about the capability to do sel-evaluation regarding to the project construction before getting teacher evaluation was opted strongly disagree by 4 respondents (12,5%), 6 respondents opted disagree (18,8%), 9 respondents opted neutral (28,1%), 12 rewspndents opted agree (37,5%), and 1 respondent opted strongly agree (3,1%). Then, the researcher stated about the ability to direct the evaluation that is gotten for future project construction was answered strongly disagree by 1 respondent (3,1%), 5 respondents answered disagree (15,6%), 14 respondents answered neutral (43,8%), 12 respondents answered agree (37,5%), and none of the respondent answer strongly agree (0%).

Continued to the statement that concerns about students ability to analyze the evaluation they got for their future project improvement was choosen strongly disagree by 2 respondents (6,3%), 10 respondents chose disagree (31,3%), 6 respondents chose neutral (18,8%), 12 respondents chose agree (37,5%), and 2 respondents chose strongly agree (6,3%). Then statement of this section dicusses about the evaluation regarding to learning style material that is used during project contruction was opted strongly disagree by 4 respondents (12,5%), 9 respondents opted disagree (28,1%), 10 respondents opted neutral (31,3%), 8 respondents opten agree (25%), and 1 respondent opted strongly agree (3,1%).

Further the statement regarding to the ability to give evaluation about own project construction is answered strongly disagree by 2 respondents (6,3%), 10 respondents answered disagree (31,3%), 11 respondents answered neutral (34,4%), 6 respondents answered agree (18,8%), and 3 respondents answered strongly agree 9,4%). The last statement of this section is the ability to evaluate individual learning style weaknesses. This statement was opted strongly disagree by 2 respondents (6,3%), 8 respondents opted disagree (25%), 9 respondents opted neutral (28,1%), 9 respondents also opted agree (28,1%) and 4 respondents opted strongly agree (12,5%).

3.1.2. Analytics of the Data

Based o the data description mentioned above, there are some different perceptions regarding to the project-based learning implementation in. It will be discussed based on three section of the given questionnaire, as follow:

3.1.2.1. Choosing a Project Topic

There are 7 statements in the first section of questionnaire. This section dicusses about students' learning experience during choosing project topic. This section consists 7 statements along with the 5 given scales. This section identify how students perception towards PBL implementation in the first step of its implementation. The mean percentages of this section will be described on the chart below:

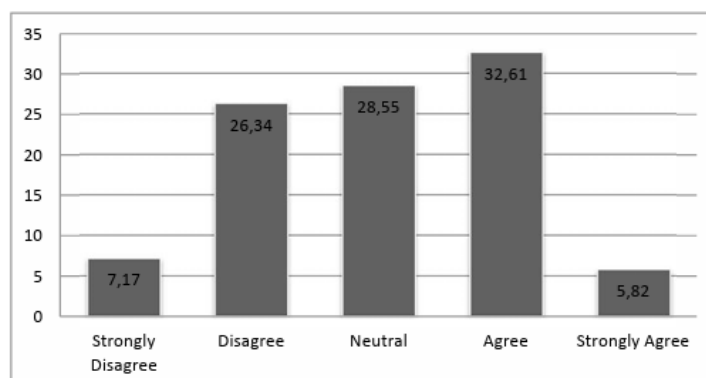


Figure 1. Mean percentages on Students perceptions of PBL implementation in promoting LA in choosing a project step

Figure 1. showed mean percentages on students perceptions towards PBL implementation in promoting LA in terms of choosing a project topic section. It can be summarized that the mean of respondents who answered strongly disagree is 7,17% and the mean of respondents who answered disagree is 26,34%. Further, the percentages of respondents who answered neutral is 28,55 % and the mean who answered agree is 32,61%, and the last option, strongly agree, was answered by 5,82% of respondents. It can be concluded that most of the respondents have a positive perceptions towards project-based learning implementation in contributing a positive learning environment, but this occasion is still under 50%.

After concluding the total answer of the respondents into percentage analysis, the researcher computed the total score of the questionnaire into percentage analytics too. The researcher has indicated the score for each answer of the questionnaire, for the answer strongly disagree, the researcher indicate 1 score for this answer, then 2 score for disagree, 3 score for neutral, 4 score for agree and 5 score for strongly agree. The total score of this section is 1120, meanwhile the score of total respondents answer is 610. The total score of respondents answer is divided by total questionnaire score for this section that is 1120. The result is 0,5446 and then multiplied it into percentage form, and become 54,46%. This result, then, is interpreted into score interpretation percentage.

The percentage score (54,46%) is indicates the score percentage with the criteria is neutral. This means that the students perceptions towards PBL implementation in this section is neither positive and negative, but neutral.

3.1.2.2. Project Focus and Development

Continued to the next section of the questionnaire, project focus and development, the researcher provided 15 statements regarding to this section. This will be focused on project-based learning implementation with concentrate in project construction. The mean percentages will be shown below:

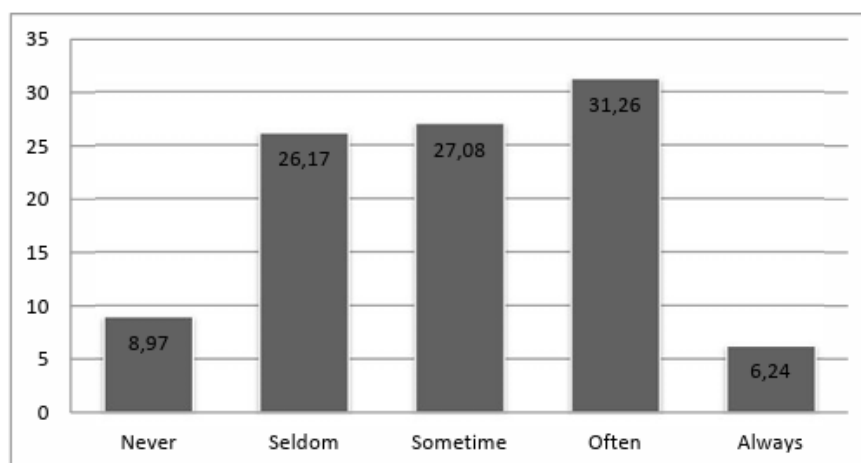


Figure 2. Mean percentages on Students perceptions of PBL implementation in promoting LA in project focus and development step

As shown on the chart above, the percentages of respondents that answered strongly disagree on this section is 8,97%, and 26,17 % of the respondents answered disagree. Next, the mean percentages of respondents that neutral habituate themselves to be an autonomous learner during their project construction is 27,08 %. But mostly (31,26%) of the respondents agree times shifting their learning attitude to be an autonomous learner and the rest of the respondent, 6,24%, strongly agree be an autonomous learner during their project construction. It can be concluded there are numerous of the respondents can not be categorized as autonomous learner.

Next, the researcher calculated the total score of the questionnaire in this section.

The result is 59,87 % with the criteria of score percentage is neutral. This indicate the same perception with the previous section of the questionnaire. The respondents neither have negative or positive perception, but it is neutral.

3.1.2.3. Project Documentation and Evaluation

This is the last section of the questionnaire that describe an evaluation during the project contruction. This section resulted 8 statements. It indentifies the last steps of PBL implementation, that is docummentation and evaluation towards the project tasks. This section will be discussed more jun form of percentage the researcher given below:

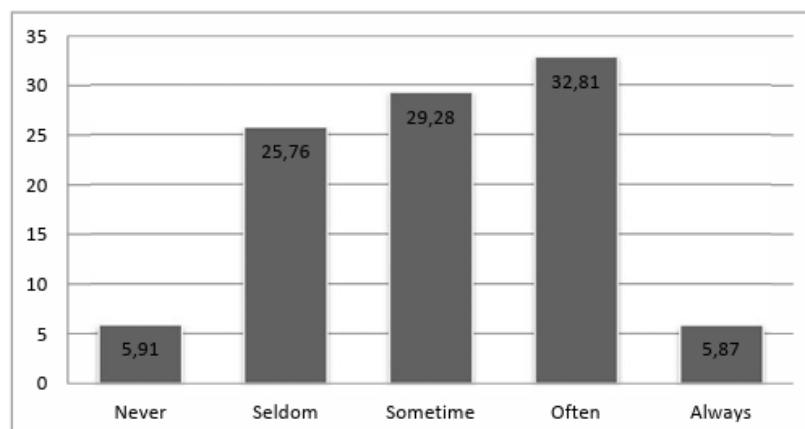


Figure 3. Mean percentages on Students perceptions of PBL implementation in promoting LA in project documentation and evaluation

According to the figure 4.6 above, the percentages of respondents that answered strongly disagree for this section is 5,91%, and 25,76% of the respondents answered disagree. This means that there are some of the respondents that do not implement their learning attitude, in term of learner autonomous, during project evaluation. Then, 29,28% of the total respondents answered neutral for this section. Further, 32, 81% of the respondents answered agree. This is the most choosen answer on this section. Last, the rest of the respondents (5,87%) answered strongly agree. This ocassion implicitly utters that there is only a few of the respondents that have a positive perception towards PBL implementation.

Next, the researcher also calculated the total score of the questionnaire in this section.

The result is 61,87 % with the criteria of score percentage is positive. This indicate the same perception with the previous section of the questionnaire. The respondents have a positive impression and assumption for their learning experience during this step.

3.2. Discussion

According to the data collection that has been described in the previous section, implementing project-based learning does have an impact towards learners' attitude. However, based on the data in the finding section, the greatest percentage, 31,26%, of students showed that the students have a good learning attitude during choosing a project topic. Based on this data description, it can be concluded that plenty of students have agoog perception towards PBL implementation. Eventhough the percentage does not indicate even an half of the respondents have a good perception towards PBL implementation, but still the greates percentage of the total answer shows that the respondents have a good perception towards PBL implementation.

The second place on this section, 29,28% of the respondents assumption is neutral during choosing a project topic. This means that they have neither positive nor negative perception towards project-based learning implementation. In the third place, 28,55% of the respondents chose the answer

disagree. This means that the respondents have a negative assumption towards project-based learning implementation for their learning activity.

The fourth place (7,17 %) from the data shows that some of the respondents opted the answer strongly disagree. This reflects they have a negative impression towards project-based learning implementation in their learning activity. This also indicates that they have a negative learning experience too. The last place of this section, the data shows that 5,82% of the respondents answered strongly agree. This indicates that those respondents have a positive impression towards project-based learning implementation.

According to the theories mentioned in the previous chapter, this part of PBL implementation (choosing a project topic) it requires both role of teacher and students. However, this step tend to emphasize on the students' role. The teacher for this step is only as mentor, counsellor, and professional guide. This is purposed to assest student's critical thinking during this step e.g. they can found an actual issues for their project topic independently. Eventually, if it is implemented properly, it can habituate the students to be independent learner, to be an autonomous learner.

Step to the next section, project focus and developement, this section focuses on respondents' perceptions during project contruction. It provided with 15 statements regarding to this issues. The greatest percentages of this section, that is 31,26% of total respondents assume that during project construction they have a positive point of view towards project-based learning implementation. This means that over 75% they have a positive impression. The second place, 27,08% of the respondents chose the option neutral for this section. It indicates that less 50% or more that they have a positive impression in this section. On the smaller percentages, 26,47 % of the respondents chose the option disagree. The data refers that the students' positive impression towards PBL implementation for this section is only 25 % or less. It also shows that there are a plenty of respondents' assumption on project-based learning method is below the expectation. The fourth place, the respondents chose the option strongly disagree (8,97%). This data shows that there are still few of students' assumption do not suit to what they have expected from PBL implementation. Eventhough the percentages is not too great, but for this section, that requires more of students' role, the percentages should be the lowest than others. Last, the smallest percentages of this section is the option strongly agree (6,24%). Eventhough it is not ar greater as what is expected, but few of the respondents' have a very positive assumption towards PBL implementation.

Referring to the previous chapter, dicussed about the implementation of PBL, this step requires a lot more of students role. This fact advantages the correlation of PBL implemenation with students' learning experience. Since it requires a lot more of students' role, it benefits the students to promote their learner autonomy on this step of implementation. However, there is still some internal issues that learners must face, such as redeem the temptation to duplicate others' project construction (plagiarism) do the project construction procedurally and so on. This depends on students' learning attitude, how they value their roles and contribution in their learning activity.

Last section of the questionnaire, project docummentation and evaluation, consist 8 statements. The greatest percentages of the data (32,81%) is the option agree. The most choosen responses of the respondents shows that during project evaluation, their impression towards PBL implementation is more than 75% . However, on this step of implementation, it requires a lot more of teachers' role, but still the respondents' impression is positive for PBL implementation for their learning activity. This indicates that PBL incluces respondents' learning experience in the positive way. The second place of percentages, the respondents (29,28%) chose the answer neutral. This refers that their impression on PBL implementation is less than 50% or more. Then, some of the total respondents (25,76%) chose the answer disagree. It means that the respondents assumpiyon is negative, that thehave a negative point of view towards this learning method. Next, few of the respondents' impression (5,91%) is very negative in this step. For the smallest percentages in this step, the respondents chose the answer

strongly agree (5,87), and this means that they have a very positive assumption towards this learning method.

Eventually, the result data of the research can be interpreted as the following tabel.

Table 6. Interpretation Criteria Percentage

No	Score Percentage	Criteria
1	7,35%	Very Negative
2	26,09 %	Negative
3	28,3 %	Neutral
4	32,22 %	Positive
5	5,97%	Very Positive

Based on the interpretation criteria percentage above, it can be seen that, the greatest percentage of the respondents shows a positive perceptions towards project-based learning implementation. The greatest percentage is 32,22 % with the criteria of the answer is positive.

This research focuses on how is students' perceptions towards PBL implementation.. By the data that researcher gathered on the field, it indicates that students' have a positive perception towards project-based learning implementation. This positive perception indicates that students have a positive experience during using project-based learning method. Eventhough it is not as great as it is expected, but it shows that project-based learning as an effective and has a positive impact in its implementation.

According to the data finding and analytics, it can be concluded that plenty of respondents have a positive judgements towards project-based learning method.

4. Conclusion

According to the previous chapter that discussed about the data finding and analytic, the researcher states that this research focuses on how is students perceptions towards project based learning implementation for their learning experience. This is divided into three sections. The first section concerns about the first step of PBL, choosing a project topic. For this section, most of respondents' responses reflect that PBL method has a positive judgements. This can be seen on the previous chapter that researcher provided. Greatest percentages reflects the respondents' perceptions on project based learning implementation is positive.

Second, the next section of the questionnaire, the project focus and development, from its data can be summarized that the largest percentages of responses shows that respondents' has a positive perception PBL method. Nevertheless, the percentages of the students that chose negative responses is quite large eventhough the students' role for this part is required more than teachers' role. However, the data represents that most of the respondents have positive perceptions towards PBL.

Third, the last perception of respondents towards PBL implementation for their learning experience concerns about their project documentation and evaluation. For this part of questionnaire, it can be pointed out that the largest percentages of reponses represents that the respondents' judgements or experience during PBL implementation is positive, especially during project evaluation. this indicates that eventhough for this step, that requires a lot more of teacher's role, but the students still have a good experience in this step.

In conclusion, it can be pointed that PBL have a great positive impact for students' learning activity. It can be succeed if both the teacher can carried PBL in a good ways. Moreover, internal and external factor of the students' attitude also influences them to maintain their learning attitude, their learning experience.

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