



## The Implementation of Project Based Learning in Designing Ecotourism Learning Media

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Article Info	Abstract
<b>Article History</b> Received: 2022-08-11 Revised: 2022-09-22 Published: 2022-11-05  <b>Keywords:</b> <i>Project Based Learning; Learning Media; Ecotourism.</i>	The purpose of this study is to describe the implementation of project-based learning in designing Ecotourism learning media and to assess students' perception in project based learning application. The study involves 24 respondents of the 6 <sup>th</sup> semester students of English Education Study Program, Khairun University. This study administered questionnaires and evaluation test of writing and speaking as the instrument to collect the data. To analyze the data, this research employed mixed method of quantitative and qualitative descriptive analysis. The result of the analysis of students' perceptions was described with a likert scale, while students' achievement from the implementation of Project Based Learning was evaluated by their presentation test. The result of the study showed that 24 respondents obtained 84.72 in their evaluation of writing and speaking test. It is in the category of very good; while from students' understanding on learning process of a project were 95.14. The suitability of the content in the English for ecotourism course is also in line with project-based learning where there is conformity in the teaching and learning process and was followed by a value of 82.92; while 64.58 score by participants that acknowledge the project based learning increased their skills, motivation and mastery of the material and fostered their learning. In terms of the implementation, students obtained 83.00 of their overall score from presentation test.
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2022-08-11 Direvisi: 2022-09-22 Dipublikasi: 2022-11-05  <b>Kata kunci:</b> <i>Pembelajaran Berbasis Proyek; Media Pembelajaran; Ekowisata.</i>	Tujuan dari penelitian ini adalah untuk mendeskripsikan implementasi pembelajaran berbasis proyek dalam merancang media pembelajaran Ekowisata dan menilai persepsi siswa dalam penerapan pembelajaran berbasis proyek. Penelitian ini melibatkan 24 responden mahasiswa semester 6 Program Studi Pendidikan Bahasa Inggris Universitas Khairun. Penelitian ini menggunakan angket dan tes evaluasi menulis dan berbicara sebagai instrumen untuk mengumpulkan data. Untuk menganalisis data, penelitian ini menggunakan metode campuran analisis deskriptif kuantitatif dan kualitatif. Hasil analisis persepsi siswa dideskripsikan dengan skala likert, sedangkan prestasi siswa dari penerapan Project Based Learning dinilai dengan tes presentasi. Hasil penelitian menunjukkan bahwa 24 responden memperoleh 84,72 dalam evaluasi tes menulis dan berbicara. Termasuk dalam kategori sangat baik; sedangkan dari pemahaman siswa tentang proses pembelajaran suatu proyek adalah 95,14. Kesesuaian isi mata kuliah ekowisata bahasa Inggris juga sejalan dengan pembelajaran berbasis proyek dimana terdapat kesesuaian dalam proses belajar mengajar dan diikuti dengan nilai 82,92; sedangkan skor 64,58 oleh peserta yang mengakui pembelajaran berbasis proyek meningkatkan keterampilan, motivasi dan penguasaan materi serta mendorong pembelajaran mereka. Dari segi pelaksanaan, siswa memperoleh nilai keseluruhan 83,00 dari tes presentasi.

### I. INTRODUCTION

English language learning at the university level requires mastery of four skills, namely *listening, reading, writing, speaking*. These skills are integrated with each other in the achievement of learning outcomes, including the teaching using project-based for Tourism (ESP) learning materials. Various learning methods and approaches have been offered that focus on students' creativity. One of the methods that are designed and focused on student-centered

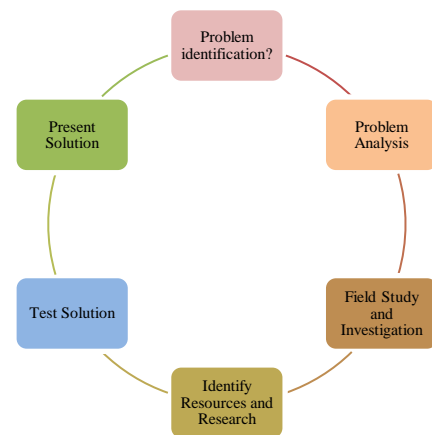
include Project Based Learning (PjBL) developed by John Dewey through the theory of constructivism. Project Based Learning this term is often shortened to PjBL (although often referred to as PBL) which provides opportunities for students to learn independently. Constructivism theory has the assumption that learners will actively construct their knowledge, be active in expressing ideas, students also become motivated and responsible for participating in their own learning process. (Simpson, 2011). In addition,

Thomas (2000) described PBL as a multifaceted tasks, because they are built from stimulating questions or problem, involving students creativity, creating students ability as decision maker to a design a project or activity, enabling students to work independently and culminating in realistic products or presentations (in Dahlan, 2022)

Project-based learning is implemented in the English for Tourism course, as part of teaching English for specific purposes (ESP) subject. This subject is compulsory in the English language education study program. The learning outcome to be achieved is for students to get to know the world of tourism (tourism) and all aspects of business and management involved in it. Learning is centered on the use of English in the field/ business of tourism, both orally and in writing. Project-Based learning which was taught with guideline, introduce the approach that suit students from all level of study. It first, explains how to design and engage students in projects that begin with inquiry and end with a product. It also allows students to perform, or service that is shared with an authentic audience (ERLC, 2017). The teaching of PBL in English education study program, offer the comprehension of language skills. The skills taught include reading, listening, speaking and writing on topics related to the field and the tourism industry so that students are expected to have complete communication skills related to the tourism business. In addition, students are introduced to the project of designing tourism promotional products in business. To give students sufficient knowledge about eco-tourism and associated terminology that they could confidently discuss options with future clients, recognize what does and does not constitute eco-tourism, increase their awareness of its benefits and limitations, and know how to source suitable resorts and activities. Later when students comprehend the process, they will be able to adapt the learning in actual life. Since PBL connects to real life, it is considered as a tool to engage students in real-world tasks (Bell, 2010). Real-world tasks run the scope in terms of necessary skills. It is important to remember that even though a project may be based in one curricular area, it crosses over into all areas of traditional academic studies. Evidence exists that through PBL, students become better researchers, problem solvers, and higher-order thinkers (Gultekin, 2005 in Bell, 2010).

This study focused on the implementation of project-based learning, student perceptions and

their achievement during English for Tourism learning where students create project design with a product in final step, namely promotional media in the form of brochures, flyers, posters or info graphics. The approach of the learning is then called “hard work, but fun” because the effort and engagement produce results (ERLC, 2017). ERLC divide three major steps in PBL: Build Background, Investigate and Present. Meanwhile, the learning steps of project-based learning in this study are adapted from Keser and Karagoca (2010): 1. Project determination 2. Design of project completion steps 3. Schedule of project implementation 4. Project completion with facilities and teacher monitoring 5. Submission of project result activities 6. Evaluation of project result process. The delivery of the project activities was conducted within duration of three months.



**Figure 1.** Project-based Learning Cycle

From research conducted by Petrovska, (2001) on Integrating PjBL in an English Language Tourism Classroom in a Thai University and looking at the application of *PjBL application for the Achievement of Language skills and self-confidence*. Findings from Petrovska through empirical studies found that statistically the application of PjBL had a significant impact on the achievement of mastery of language skills of learners with low and moderate achievement categories. Meanwhile, in a study conducted by researchers in 2018 (Aboe, 2020) on the use of Tourism Brochures to improve descriptive writing skills, it was explained that tourism brochures have proven effective in improving students' descriptive text writing skills. The use of brochures also has a positive impact on the target (students and teachers) as one of the useful media in teaching descriptive writing in English. Furthermore, the research from

Surahman, Kuswandi, et.al (2019) Students' Perception of Project-Based Learning Model in Blended Learning Mode Using Sipejar, concluded that project based learning used in the course provides satisfaction after completing the project. PBL as an innovative instructional model have trained students the project management skill, culture of cooperation, creative thinking, cognitive skill on need analysis, designing, developing, implementing, and evaluating training program. In addition, it provided cognitive, affective, and psychometric skill as well as offering challenging learning. The course focuses on the delivery of concept and training program development practice and several learning strategies for training. The learning process involves the presentation of materials, discussions, workshops of program design development, online and offline consultation and final presentation of program design. Based on the background, this research intended to find out the implementation of project-based learning and how the perception of students of the English education study program in semester 6 in designing ecotourism learning media through this learning model.

## II. METHOD

This research was conducted in the English Language Education Study Program FKIP, Khairun University, with 24 respondent from the 6<sup>th</sup> semester student. This study employed mixed method of qualitative and quantitative approach to collect data from participants. Quantitative data in the form of writing and speaking test results in student project presentations. Meanwhile, qualitative data were obtained from participant questionnaires with a closed model. The scale to determine the score of the answer in questionnaire is a modified Likert scale. Six questions topics in the questionnaire was distributed to the respondents related to their perception on the implementation of Project-based learning.

## III. RESULT AND DISCUSSION

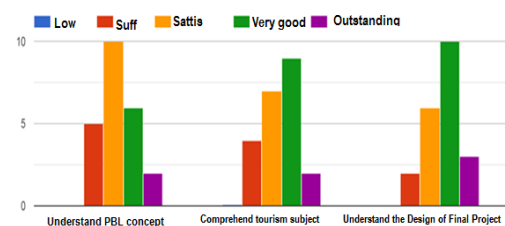
### A. Result

Students' perceptions of the learning model are influenced by internal factors and external factors. Internal factors are factors that originate from within each individual that influence the occurrence of perceptions such as the characteristics of each individual. While external factors are factors that come from outside each individual those influence the

occurrence of perceptions such as factors of the objects we see or our environment and experiences. (Astuti, 2018). In this study, the PBL implementation questionnaires was gathered from students' perceptions on how they study and experience the process of learning English for tourism and design the learning media. The distribution of students understanding is explained in the following table and chart.

**Table 1.** Distribution of understanding of the concept of PjBL

No.	Range	Category	Freq	%	Freq	%	Freq.	%
1	162.5 x	Extra-ordinary	2	8.33	3	12.50	5	20.83
2	137.5 x ≤ 162.5	Excellent	7	29.17	9	37.50	10	41.67
3	112.5 x ≤ 137.	Satisfying	10	41.67	8	33.33	7	29.17
4	87.5 x ≤ 112.5	Enough	5	20.83	4	16.67	2	8.33
5	x ≤ 87.5	Low	0	0	0	0	0	0
SUM			24	100	24	100	24	100

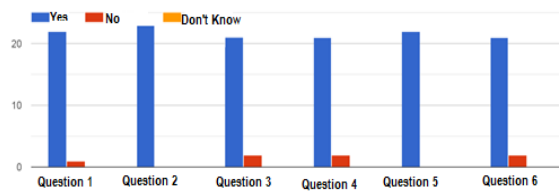


**Figure 2.** Distribution of understanding of the concept of PjBL

From the explanation of Table 1 and figure 1 above, it shows that from 24 participants, there were 10 participants choosing the satisfactory category, 7 participants chose the excellent category and 2 in the extraordinary category related to understanding the concept of PjBL with a scale range of  $137.5 < 162.5$  and a scale of 162.5. As for the mastery achievement of the material, 8 participants were in the satisfactory category, 9 participants mastered very well while 3 participants mastered exceptionally. While in response to product manufacturing, 7 participants in the satisfactory category, 10 (41.67%) participants mastered well and 5 (20.83) respondents mastered exceptionally. Of the three categories, the control was 79.17%, 83.33% and 91.67%, respectively, with an average percentage of 84.72. The analysis is presented in the following table:

**Table 2.** Study PjBL Steps

No.	Question	Exist	Not	%
1	Given a Project or Topic/Title question	23	1	95.83
2	Create a Project Plan	24	0	100.00
3	Creating a Schedule	22	2	91.67
4	Lecturer activities monitor	22	2	91.67
5	Assessment and correction of work results	24	0	100.00
6	Evaluate your project	22	2	91.67
SUM		137	7	570.83
Average				95.14

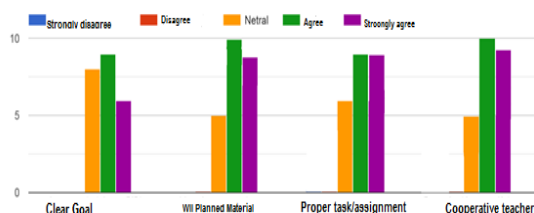


**Figure 3.** PjBL steps

The explanations in table 2 and figure 2 related to the PjBL steps studied include: given Project questions or Topics/Titles, Making Project Planning, Making Schedules, Lecturer activities monitoring activities, assessing and correcting work results, evaluating projects with an average score of 95.14 it can be concluded that project-based learning steps are found in English learning for ecotourism.

**Tabel 3.** Content in courses with PjBL

No.	Question	Ss	S	N	Ts	Sts	%
1	The purpose of PjBL is clear	6	10	8	0	0	74.17
2	Well-composed material	9	10	5	0	0	83.33
3	Proper task/Assignment	9	9	6	0	0	82.50
4	Cooperative Teacher and facilitate the process	9	10	5	0	0	91.67
SUM					0	331.67	
Average							82.92



**Figure 4.** Content in Courses with PjBL

In table 3 and figure 3, there are questions related to the content of the course with project-based learning. In four likert-scale questions, including learning objectives, material preparation, suitability for assignments, and facilitation of the teaching and learning process. The likert scale is calculated with the highest SA = 5 value and SD = 1 lowest value. Maximum Score =  $24 \times 5 = 120$  (total number of respondents  $\times$  highest score likert). Minimum Score =  $24 \times 1 = 24$  (total number of respondents  $\times$  lowest score likert). From the total number of each question, it is then accumulated with four other questions and made an average by dividing 4 of the total number of values of each question. From the average results obtained, the content of PjBL course reached the value of 82.92. Based on the interval and index values in table 4, this rate is in the category of strongly agree with 80%-100% which means that respondents agree with the content in the project-based learning course which contains learning guidelines, there is structured material, the appropriateness of the task load and teaching and learning facilities that are accommodated cooperatively by the teacher.

**Table 4.** Value interval on the likert scale

Value Interval	Index
0%-19.99%	Strongly Disagree
20%-39.9%	Disagree
40%-59.9%	Neutral
60%-79.9%	Agree
80%-100%	Strongly Agree

**Table 5.** Ability, Motivation and Mastery of the Material

No.	Question	Extra-ordinary	Excellent	Satisfying	Enough	Low	%
1	Ability to Design the Final Product	4	10	6	2	2	70.00
2	Have Skills	0	5	9	9	1	55.00
3	Have Motivation to learn	4	7	6	7	0	66.67
4	Mastery of the Material	2	10	7	4	1	66.67
SUM							258.33
Average							64.58

From the description of table 5 above, there is the ability to design the final product, mastery of skills, motivation and mastery of the material owned by participants after following the project-based



learning process. In this category, based on the grading scale, the value interval is at 64.58, which means that respondents agree that they can design tourism products, have skills, have motivation, and mastery the material.

## B. Discussion

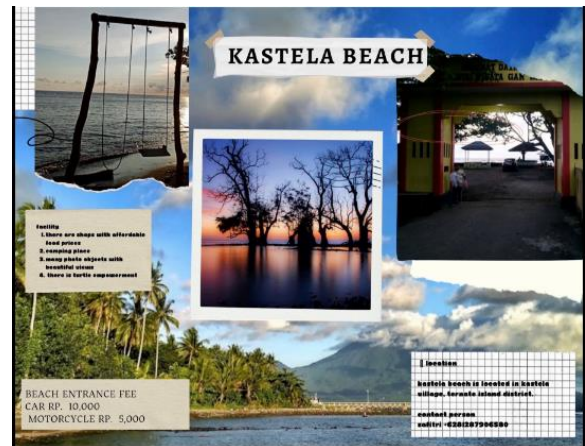
As has been discussed elsewhere, project-based learning PBL as an innovative instructional model have trained students the project management skill, culture of cooperation, creative thinking, cognitive skill on need analysis, designing, developing, implementing, and evaluating training program. This is in line with the study from Petrovska (2001), Simpson (2011) and Thomas (2000). In terms of students' presentation test, two skills were integrated to evaluate students' performance. The assessment is elaborated in the table below.

**Table 6.** Students' presentation test result

Respondent	Speaking	Writing	Average
R1	82.4	85.4	83.9
R2	82.4	85.4	83.9
R3	82.4	85.4	83.9
R4	82.4	85.4	83.9
R5	82.4	85.4	83.9
R6	82.4	85.4	83.9
R7	86.02	85.4	85.71
R8	80.4	83.5	81.95
R9	80.4	83.5	81.95
R10	80.4	83.5	81.95
R11	80.4	83.5	81.95
R12	80.4	83.5	81.95
R13	80.4	83.5	81.95
R14	85.4	84.3	84.85
R15	85.4	84.3	84.85
R16	85.4	84.3	84.85
R17	85.4	84.3	84.85
R18	78.5	84.3	81.4
R19	78.5	84.3	81.4
R20	78.5	84.3	81.4
R21	80.4	82.3	81.35
R22	80.4	82.3	81.35
R23	82.4	82.3	82.35
R24	82.4	82.3	82.35
Total Score			<b>1991.81</b>
Average			<b>83.0</b>

In the speaking and writing aspects, students obtained the average score of 83.0 in the very good category. Students speaking was assessed from their presentation skills and evaluated from the aspects of pronunciation, grammar, vocabulary and fluency. Whereas

from the writing skills, students were evaluated from the ability to write and design a tourism learning media in the form of brochures, posters, flyers or info graphics. PjBL allowed students to have critical thinking, to be motivated and to be independent (Thomas, 2000). Giving the opportunity to design the product of ecotourism learning product, students are also familiar with outdoor activity, extend their knowledge and prepare to interact with real life (Bell, 2010).



**Figure 5.** Poster product

In line with previous study by researcher, (Aboe, 2020) on the use of Tourism Brochures to improve descriptive writing skills, it was explained that tourism brochures have proven effective for improving students' descriptive text writing ability. The use of brochures also has a positive impact on the target (students and teachers) as one of the useful media in teaching descriptive writing in English. Project-based learning is proven to increase students' motivation and skills in designing tourism products. Similarly, empirical studies from (Petrovska, 2001) demonstrate that statistically the application of PjBL has a significant impact on the achievement of mastery of language skills of learners with low and medium achievement categories. This research also proves that students understand the steps and application of learning with project-based learning, understand concepts, and master the material during the implementation of PjBL.

## IV. CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the results of data analysis, it can be concluded that the implementation of project-based learning in students of the English language education study program,

increases their mastery of the PjBL learning concept with a value of 84.72. Participants also understood and found the steps and learning process of a project with a score of 95.14. The suitability of the content in the English for ecotourism course is also in line with project-based learning where there is conformity in the teaching and learning process and was followed by a value of 82.92 by respondents. As for improving skills, motivation and mastery of the material, there were also positive values and responses from students with a value of 64.58 from respondents who considered the skills of making products to be improved, fostering learning motivation and increasing mastery of learning materials. In terms of the evaluation skills from speaking and writing, students obtained very good category with 83.00 score. PjBL facilitated and proved that its implementation has a significant impact on the achievement of mastery of language skills.

## B. Suggestion

This related discussion is still very limited and requires input, the suggestion for the next writer is to study more deeply and comprehensively about The Implementation of Project Based Learning in Designing Eco-tourism Learning Media.

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