PROJECT-BASED LEARNING CHARACTERISTICS IN THE ENGLISH TEACHING AND LEARNING: A CASE STUDY AT SMA NEGERI 08 JAKARTA

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ABSTRACT

21st century education demands ways of learning which engage students to be active, creative, and innovative. Project-Based Learning can be one of the learning approaches to attain 21st century learning. This research was meant to identify and describe relevant characteristics and indicators of project-based learning promoted for education by reputable organizations, institutions, and scholars. Afterwards, the research was meant to reveal which project-based learning characteristics and indicators integrated in learning processes at SMA Negeri 08 Jakarta. A case design with descriptive qualitative was employed in this study. The subjects of this study are X and XI grade. The result of this study shows that there are six relevant project-based learning characteristics from pertinent resources and have been integrated in the learning processes, there are: Implicating student active engagement, incorporating communication and collaboration, implementing meaningful task, process-based learning, emphasizing learner autonomous, and implicating problem-based competences. However, within the characteristics, there are some indicators that have not been integrated in the four learning processes, such as arousing student curiosity, assigning task in group, implementing the task sequence based on difficulty, establishing students' real experiences, and eliciting the meaning under teacher's guidance.

Keywords: Project-Based Learning, Case Study, English Learning and Teaching, 21st Century Skills

ABSTRAK

Pendidikan abad 21 menuntut cara pembelajaran yang melibatkan peserta didik untuk aktif, kreatif, dan inovatif. Pembelajaran Berbasis Proyek dapat menjadi salah satu pendekatan pembelajaran untuk mencapai pembelajaran abad ke-21. Penelitian ini dimaksudkan untuk mengidentifikasi dan mendeskripsikan karakteristik dan indikator yang relevan dari pembelajaran berbasis proyek yang dikembangkan untuk pendidikan oleh organisasi, institusi, dan cendekiawan terkemuka. Selanjutnya penelitian ini dimaksudkan untuk mengungkap karakteristik dan indikator pembelajaran berbasis proyek yang terintegrasi dalam proses pembelajaran di SMA Negeri 08 Jakarta. Studi kasus dengan analisis isi adalah metode digunakan dalam penelitian ini. Subyek penelitian ini adalah siswa kelas X dan XI. Hasil penelitian ini menunjukkan bahwa ada enam karakteristik pembelajaran berbasis proyek yang relevan dari sumber terkait dan telah terintegrasi dalam proses pembelajaran, yaitu: Mengimplikasikan keterlibatan aktif siswa, menggabungkan komunikasi dan kolaborasi, menerapkan tugas yang bermakna, pembelajaran berbasis proses, menekankan kemandirian siswa, dan mengimplikasikan kompetensi pemecahan masalah. Namun, ada beberapa indikator yang belum terintegrasi dalam empat proses pembelajaran tersebut seperti membangkitkan rasa ingin tahu siswa, memberikan tugas dalam kelompok, menerapkan urutan tugas berdasarkan kesulitannya, membuat pengalaman nyata siswa, dan memperoleh arti di bawah bimbingan guru

Kata Kunci: Pembelajaran Berbasis Proyek, Studi Kasus, Pembelajaran dan Pengajaran Bahasa Inggris, Keterampilan Abad Ke-21

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