CHAPTER I

INTRODUCTION

In this chapter, there are several things that researchers explain. The main part explained in this chapter is the background of the research problem. In addition, there is also a review of research questions and research objectives. Additionally, the researcher also explained some of the limitations of this study. The following is a further explanation related to this matter:

1.1 Background of the Research

In this era of globalization, English language skills are skills needed by generations. English is also used as the key to access for the students. This happens because through English students can follow the development of science. Not only that, the development of technology is also currently still related to the function of the English language itself. Therefore, educators need to ensure that the English language learning that is implemented can have maximum impact.

In achieving the goals of education, several elements that important role of education, one of them is the influence of the teacher because as we know the teachers have an important role in the education system itself,and influence the world of education, therefore they are directly involved in educational activities in the teaching and learning

process. Not only that but to support educational activities, a set of helpful curricula needed to be given by the students at their respective levels. The curriculum as a bridge to the goals in each educational unit has been explained above in several subjects at school. In response to that matter, Richards (2013) argues that the curriculum in the teaching and learning process has a very important role. The term curriculum is used in this context to describe the overall layout or design of a course and how course materials are transformed into a teaching and learning framework that promotes the attainment of the desired learning outcomes.

In Indonesia, the government has several curricullum that has been implemented in education in Indonesia, one of them is currently ongoing is the independent curriculum, where in 2022 the Indonesian government will begin implementing a new curriculum called the independent curriculum. So therefore there are changes to the components in the curriculum, one of which is the syllabus that will be used in implementing the independent curriculum and this is where a teacher's ability will be tested to see whether or not they are successful in implementing this independent curriculum. This is supported by Dzimiri et.al. (2015) explained that adjustments to various curriculum components must ultimately be followed by understanding and the ability to apply them in the teaching and learning process. In fact, with the implementation of the independent curriculum, not all teachers can fully understand every content of the curriculum, many teachers feel confused about implementing the independent curriculum because teachers are not used to using it and are still stuck to the old curriculum. This curriculum requires students to be more active than teachers and implements student-centered learning so that teachers are also required to be

more creative in designing learning models that are certainly interesting and easy for students to understand and of course, can improve students' learning abilities.

Moreover, In the independent curriculum, there are several learning models applied, one of which is project-based learning, this learning model is believed to be able to increase the effectiveness of learning and in this context, students are more often involved in various learning projects where the aim of making these projects is to increase in-depth understanding of this in support by Eguchi (2006) states that Project-Based Learning can influence students' motivation in learning by making students more active in exploring their skills and socializing training with peers in working on joint projects. This approach encourages student-centered classes that focus on developing skills for lifelong learning and collaboration between students working either in small groups or classes. In this independent curriculum, not all teachers can implement PJBL well by the applicable syntax due to a lack of teacher knowledge.

Meanwhile, to achieve effective learning goals by using an independent curriculum and of course, improving students' abilities, the role of a teacher is very much needed for this. Teachers are required to have many skills in teaching and have the potential to be able to create interesting education and learning and make it easier for students to understand the lessons given. Nowadays, to become a teacher, it is not enough just to be a graduate of education, and with a bachelor's degree in education, you are not entitled to get an educator certificate, but since the enactment of Law Number 14 of 2005, the government has issued new regulations for prospective teachers in Indonesia. Teachers must take additional education. It is called teacher professional education (PPG). More specifically, it states that

the teachers must have academic qualifications, competencies, and educator, certificates, be physically and mentally healthy, and have the ability to realize national education goals. The Teacher's Professional Education must be taken for 1 year after a candidate graduates from an undergraduate or non-graduate education program. Through the PPG program, it is hoped that PPG (Teacher Professional Education Program) will make teachers competent and professional. The teachers' professional education program also understands the students' needs especially the students in the globalization era, and also must know how to use technology in all aspects using in the teaching-learning process and the implementation of the independent curriculum especially using the PJBL during the teaching practical program.

A research by Ni Wayan Rati et.al. (2021) has explored the teachers' perspective: exploring the difficulty of project-based learning (pjbl). According to this research, researchers found some problems to this research that it turns out that many students of PPG do not fully understand to use PJBL, especially PPG students, some students feel that they do not understand the correct use of PJBL because when they were undergraduates they had never gained detailed and deeper knowledge about PJBL and when teaching practice was carried out in Undergraduates have also never implemented PJBL during the learning process, especially during the implementation of the independent curriculum which is in effect, while in the PPG program, they are asked to practice in schools that already use the independent curriculum, whereas in the PPG program there are also no courses that specifically discuss PJBL.In implementing PJBL several syntaxes must be carried out by the teachers and each process must be based on the syntax that applies to

PJBL, especially in the Merdeka curriculum. In implementing PJBL, teachers are required to be responsible or monitor student activities while completing projects so that students can develop ideas generate and increase student creativity and make students more active.

However, in implementing PJBL, of course the teacher must toknow know and understand the steps in implementing PJBL, and every process and activity carried out must be based on the syntax that applies in the PJBL learning model, whether it is appropriate or not yet appropriate. In its implementation, some students find it difficult when apply PJBL in learning, one of which is in adapting each activity or step in using PJBL to the PJBL syntax. So PPG students often go back and forth doing each stage in the PJBL syntax. There are several obstacles for PPG students in preparing teaching materials and carrying out learning by applying PJBL during the teaching practice program. To find out each process of implementing PJBL, researchers are interested in seeing the process of implementing PJBL used by PPG program students when practicing teaching at school.

In addition, instead of discussing the importance of the PPG program for teachers, not many researchers have examined how the implementation process and teaching steps are carried out by the students of PPG program, especially with the PjBL learning model. It is necessary to identify the steps of the syntax PJBL used to evaluate the accuracy of the teaching method used and the fulfillment of the needs of learners.

Based on the problems found by the researchers before, the researchers think it is important to conduct a research titled "The Implementation of Project-based Learning Used by the Students of PPG program during Teaching Practice Program at SMP in Jambi City" and this research aims to find out the implementation of the project-based learning during

teaching practice program by the students of PPG program at Jambi University in the academic year 2022/2023.

1.2 Research Questions

The research question in this research was formulated as follows:

1. How is the implementation of project-based learning (PjBL) used by the students of Pendidikan Profesi Guru (PPG) prajabatan during the teaching practice program?

2. What are the problems faced by the students of Pendidikan profesi Guru (ppg) prajabatan while in implementing PjBL during the teaching practice program?

1.3 The purposes of the Research

The purpose of the research investigate the implementation of the project-based used by the students of Pendidikan Profesi Guru (PPG) prajabatan during the teaching practice program and investigate the problems faced by the students of pendidikan profesi guru (PPG) prajabatan during the teaching practice program

1.4 Limitations of the Research

This research focused on finding the implementation of project-based learning by the students of Pendidikan Profesi Guru (PPG) prajabatan during the teaching practice program. Therefore, the research could not take the students of pendidikan profesi guru (PPG) prajabatan who chose the PJBL and who chose the Merdeka curriculum during the teaching practice program as the participants. Not only that, in the present of the research, the researcher focused on the process of the

implementation PJBL during the teaching practice program used by the students of pendidikan profesi guru (PPG) prajabatan in the academic year 2023/2024

1.5 Significance of the Research

After conducting the presentation of this research, the researcher hopes that the findings can contribute to the scope of the teaching process and learning process policies. In this regard, this research has two major significances. It consists of practical and theoretical significance. Below is the explanation:

1. **Practical Significance**

The significance of this research is for the students of Pendidikan Profesi Guru (PPG) prajabatan the findings of the research will hopefully contribute to improving the students of Pendidikan Profesi Guru (PPG) teaching skills, especially in teaching English during the teaching practice program, and add the knowledge about the using PJBL, especially in teaching English skills. Meanwhile, English teachers, teachers will get to know information about the implementation of the PJBL strategy in teaching English. The teachers will get knowledge about the kind of PJBL in teaching English, especially for the school while using the curriculum Merdeka. The future English teacher will get to know the use of PJBL for teaching English skills at the school.

2. **Theoretical Significance**

The researcher hopes that the findings of the present research can be a reference for readers who search for related knowledge of the implementation of

PjBL especially for students of the PPG program during the teaching practice program. Additionally, the researcher hopefully the finding of this research will be helpful for related stakeholders to decide on arrangements related to supportability and assess instructional method courses related to PjBL implementation.

1.6 Definition of Key Terms

a. English language

English is a language that originated in England and is a unified language used in this world. Some people from all over the world can communicate in English. As a world language, English is widely used in various contexts such as education, business, knowledge, technology, and other international communications.

b. Implementation

As Mulyadi (2005) states, implementation refers to the process of applying a concept, plan, and policy to more tangible steps. The implementation is often associated with practical steps to carry out a strategy. The implementation also boils down to activities that include the mechanism of a system.

c. Project-Based Learning (Pjbl)

Kemendikbud (2013) states that in the Indonesian context, project-based learning is a teaching method that uses projects or activities as the core media in the teaching and learning process (p: 2). Meanwhile, Lavakos, Losif, and Areti (2011) define that project-based learning is of the teaching methods which provides the

natural teaching of the four language skills such as listening, speaking, reading and writing.

e. The Teacher Professional Education Program (Ppg) Prajabatan

Government Regulation No. 74 of 2008 concerning teachers states that professional teacher certificates are obtained through a Teacher Profession Education program. in Indonesia, it is known as a teacher professional education program or PPG. It is organized by universities that have accredited teacher training programs. In connection with the implementation of this PPG program, Law No. 14 of 2005 Article 23 concerning teachers and lecturers stipulates that the government is developing an education system for teachers who are boarding in educational personnel institutions or universities.