

CHAPTER V

CONCLUSION

In this chapter the researcher explains the conclusions of the research results and various recommendations related to it. The following is a further explanation of it:

5.1 Conclusion

According to finding and discussion, the first finding indicated the students of pendidikan profesi guru (PPG) program in implementing PjBL to teach English subject. Based on the findings, the first step is planning project design in PjBL. In this stage, there are several things that must be considered by teachers such as identifying learning objectives, ensuring learning objectives with the curriculum and student needs, making lesson plans and determining project steps in them, explaining the project sequence contained in the lesson plan, preparing modules based on differentiated learning, and preparing assessment rubrics. The second step is deciding learning topics using PJBL. In this step, there are 2 ways done by teachers from the professional education program (PPG) such as discuss with the teachers mentor, and conduct independent review and observation of learning materials. The third step is to make schedule arrangements in PjBL. At this stage, the things that must be done by the teachers are; diagnostic assessments. The fourth step is monitoring students' learning. The researcher found that there were several things done by

participants to implement this step. The steps to monitoring the learning process the students of pendidikan profesi guru (PPG) program are to be monitors, mentors, consultants, facilitators, and motivators for students in the learning process. The fifth step is to assess students learning progress in PjBL. The researchers found that the assessment of student project results is based on aspects of the Pancasila Student Profile. Where several things are assessed depending on aspects such as faith, piety to God Almighty and noble character, independence, mutual cooperation, global diversity, critical reasoning and creative. The last strategy is a strategy to evaluate students' experience in PjBL. According to the findings, the researcher found that teachers from the students of pendidikan profesi guru (PPG) program evaluated project presentation activities, QnA activities and providing feedback. The three activities are carried out to increase motivation and as a form of evaluation of the project results and learning that have been carried out by students.

The present of the research also reveal some of the problem experienced by the students of pendidikan profesi guru (PPG) program while implementing learning using PjBL. The researcher can conclude that the problems faced by the the students of pendidikan profesi guru (PPG) program are regarding the assessment of students' individual achievements. It happens because of several factors. The first factor is because students are grouped in learning groups so it is difficult to see each student's ability. Secondly is due to limited time. The

time constraints also make it difficult for teachers to implement the complex series of learning activities in the PjBL method optimally.

5.2 Recommendation

The findings in this study only examine the students of pendidikan profesi guru (PPG) program so the findings obtained cannot be generalized. The researcher recommends that future researchers be able to identify teaching strategies using the Project Based Learning (PjBL) method implemented by teachers' professional education program (PPG) in several populations from various study programs so that through these activities, the research findings can be generalized. Moreover, because in this study the researcher only examined strategies and problems, the researcher also recommended that future researchers be able to identify solutions used by the teachers' professional education program (PPG) when facing problems in implementing the learning process with the PjBL method.