

Chapter One

Introduction

In this chapter, the researcher provides some information divided into several sub-chapters. Firstly, the background of the study discusses reasons that underlie the researcher to use the topic to conduct the study. Secondly, identification of the problem discusses problems that arise related to the topic taken of the research. Thirdly, delimitation of the problems, which discusses the scope of the research. Fourthly, research questions that discuss the research focus in the question form. Fifthly, research objectives discuss the study's aims according to the delimitation of the problems. Sixth is the significance of the research, which discusses expected beneficial things for each party. Lastly, the organization of the chapters indicates the chapter orders of the study. Background of the study

Background of the Study

Project-based learning is one of the student-centered learning activities included in the MBKM (Merdeka Belajar Kampus Merdeka - Freedom to Learn, Independent Campus) program manifest by the Ministry of Education and Culture of Indonesia. The Kampus Merdeka learning process allows students to develop innovation, creation, capacity, personality, and personality develop independence to gain knowledge through real experiences (*Buku Panduan Merdeka Belajar-Kampus Merdeka*, 2020). It aligns with the idea that project-based learning (PjBL) is a systematic teaching and learning approach involving students in complicated, real-world tasks that produce a product, allowing them to gain knowledge and

life-enhancing skills (Barron & Darling-Hammond, 2008). Besides, PjBL also leads college students to handle related problems in an elaborate environment by giving them commitment training to do their projects Cocco (2006).

Project-based learning contributes many benefits. Project-based learning could replace the students' boredom in a learning activity, becoming an activity that could provoke students' creativity by doing a project with some learning aspects. It is in line with Hernández-Barco et al. (2021), who found that project-based learning increases positive and decreases negative feelings, allowing students to participate in sustainable development. In addition, Ozdemir et al. (2015) stated in their study that "using project-based learning approach inspires occurring a creative classroom atmosphere; students generally perceive project work as enjoyable and entertaining" (p. 11).

Project-based learning activates students' learning process. Project-based learning placed students as the central figure who do the most activity in the class. As a result, a learning process is not a passive activity but an attractive, active activity (Pinho-Lopes & Macedo, 2016). Previous studies have emphasized that PjBL is a learning approach that places the student as the main character and should mostly do the activities while a teacher's role is to facilitate (Bell, 2010). Because PjBL implements the use of real surrounding problems, students' curiosity is the basic requirement for the teacher to accommodate and apply them to learning activities.

PjBL raises students' critical thinking. According to Condliffe et al. (2017), students' critical thinking, problem-solving skill, and in-depth inquiry are

involved in this approach. They also added that critical thinking skills came with solid content knowledge, including complex cognitive competencies in the 21st century. These skills could be acquired by involving student-directed investigation or analysis activities in the classroom. Students will be triggered using real problems and will be stimulated to solve problems.

PjBL trains students' learning autonomy. PjBL is an effective way to lead autonomous learning because students figure out their inquiry, research, generate solutions, and understand the context by themselves as learning (Bell, 2010). Besides, Emaliana (2017) found in her study that PjBL, as one of the methods in student-centered learning, leads students to have autonomous learning. This skill comes along with the opportunity to learn in a conducive atmosphere and dynamic activities in the classroom.

According to its benefits, English Language Education Department (ELED) provides some courses that implement project-based learning. One of the courses is Entrepreneurship course. Entrepreneurship course involving students' creativity to make innovative products in the form of groups. It also requires them to demonstrate their product in public. It is in line with project-based learning which requires students to research to find solutions to surrounding problems they face (Bell, 2010). She also added that project-based learning involves real problems as a context in the learning process. Besides, the project is as an illustration of their discoveries or solutions.

Entrepreneurship course has a yearly event to enhance students' creativity and innovations called "Festpreneur", which stands for Festival of

Entrepreneurship. This event was expected to provoke students to become an entrepreneur. The event is the final project of the Entrepreneurship course to show students' creativity in making new products or solutions to problems in the form of groups. The newest event was held on July 2, 2022. At the end of the events, the participant must fill out a review form of the event for each group. The number of reviews addressed to each group indicates that the participants are passionate about joining the event. Therefore, the researcher is interested in conducting a study involving the learning method used in the Entrepreneurship course.

Identification of the Problem

Despite the implementation of PjBL giving many benefits, it also has several challenges to face. According to Kemdikbud (2013), several challenges of PjBL are the need for plenty of time, tools, and cost, lack of teacher readiness, and a difference in student capability. The first challenge is the time limitation. A project needs a large amount of time because the procedure must be passed long. It takes observation, idea planning, testing, presentation, and evaluation step. Moreover, Munezero & Bekuta (2016) found that one needed appropriate equipment such as rooms, laptops, and internet access to do a project.

PjBL needs teacher readiness and innovations. Devkota et al. (2017) found that it is hard to find teachers with sufficient skills and knowledge who can teach efficiently in the classroom. To teach efficiently, teachers should change the classroom situation become a work place where students could expressed their

personally-meaningful items. Therefore, a teacher should be ready to modify the project effectively and efficiently.

Students have different capability to do a project. The most challenging of PjBL is finding a suitable project with students' abilities (Aksela & Haatainen, 2019). Furthermore, Du & Chaaban (2020) found that students need to be more enthusiastic about the project because it is difficult for them. Students' average capability in the class could differ from the project proposed in the curriculum. Thus, teachers should match their pupils' capability with their used project.

The benefits and challenges gained by implementing PjBL could result in different attitudes from students' views. Therefore, the researcher is interested in conducting the study to understand students' attitudes toward the implementation of PjBL at the university level. The subjects are university-level students from a private college in Yogyakarta who take study in English Language Education Department (ELED).

Delimitation of the Problems

Previous studies focused on how the effects of the implementation of project-based learning in the classroom. On this study, the researcher centralizes the study on the student's attitude towards the use of PjBL on their course. Besides, this study also limit to the difference attitude between male and female students. The subject is university level students from an Islamic private University in Yogyakarta who take study in English Language Education Department. The study focused on the second year students of batch 2020 who are

familiar with project-based learning and experience joining the Entrepreneurship course which implements project-based learning in the classroom.

Research Question

The study addresses two questions to be answered on the following chapters:

1. How is the English Language Education Department students' attitude towards project-based learning?
2. Is there any significant differences between male and female student's attitude towards the implementation of project-based learning?

Research Objective

Based on the research questions, this study is needed to determine students' attitudes toward the implementation of project-based learning in a course at the university level. Therefore, students could have reflections on their studies. Besides, the study would like to discover the distinct attitude between male and female students doing their learning by utilizing project-based learning so that teachers could have more views about appropriate activities for their pupils in the classroom.

Significance of the Research

The objective of the research leads this study to have some significance to some parties. Parties that could be influenced are future researchers, teachers or lecturers, and students.

Future Researchers

This study is expected to benefit future researchers who want to continue a study in the context of project-based learning in more excellent depth information.

This study could be used as their theoretical review to build beneficial studies and contribute to national educational progress.

Teachers/Lecturers

From teachers' view, this study could give them more viewpoint of student's attitudes when joining a course. It allows them to consider implementing project-based learning for all classes or only some courses that could implement it. Besides, it will enable them to be more selective and careful in choosing appropriate activities and projects for their class since students have different perceptions and attitudes.

Students

It gives students chances to have their reflection. They could learn from what they have done and what they need to learn more after joining a course. It helps them to maintain their motivation to keep learning and studying. Thus, it allows them to maximize their skills and abilities and implements it in daily life.

Institutions

From the institution's view, it could illustrate what kind of activities or projects could attract and benefit the students well. Therefore, the institutions could prepare proper facilitation for their students.

The Organization of the Chapter

Chapter one discuss the background of the research, which involves project-based learning in general, and the researcher's reason for choosing the topic to conduct this study. Besides, it also discussed the identification of problems which exposed the probability of problems and hesitations raised while

discussing the topic and the delimitation of the problems because the researcher had a limitation in time allocation and respondents to be the subject. It limits the discussion in the scope of the university level. Furthermore, the researcher also indicates the research question should be answered in the following chapter to represent the whole discussion. Additionally, the study's objective and significance would be revealed, so the reader could know how the study contributes positively to some parties, especially in the educational field.

Chapter two discusses the recently related previous study in the educational field, especially for project-based learning. Start with the definition and characteristics of project-based learning from some experts. Furthermore, because some characteristics make project-based learning similar to the problem-based learning approach, the researcher also wants to establish the differences between project-based learning and problem-based learning. It also discusses some courses that utilize project-based learning approaches at the university level, especially in English Language Education Department. Moreover, it also examines the strength and differences of the current study compared to related previous studies. The hypothesis would be used in this study, also discussed in this chapter.

Chapter three discusses the research methodology, which explains the research approach being used. This study utilizes a quantitative approach and specializes in surveying design. The subject, place and time setting, determination of population and sample, variables, and research instrument were discussed in this chapter. Besides, the data was collected by questionnaire to answer both

research questions in the first chapter. Moreover, the data analysis technique is also discussed here to explain how the research works in detail.

Chapter four discusses the findings and discussion of the research. The researcher would explain what has been found by doing the research, and the study could answer the research question mentioned in the previous chapter. There were tables, pictures, and graphics with descriptions to help the reader understand and interpret the result of the study.

Chapter five discusses the conclusions and the implications of the study. It briefly concludes the study's findings and shows the survey's challenges. Moreover, this chapter also examines some suggestions to the reader which make the study inspiring, enable follow-up, and are well executed for future researchers related to the significance of the research.