

# Project-Based Learning Models in the Development of International Cooperation Framework Course

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## ABSTRACT

This research aims to develop a project-based learning model of the Development of International Cooperation Framework course. The type of research is classroom action research that develops models and project-based assessments in the development. The study involved the fifth-semester students majoring in International Relations in the odd semester of the academic year 2021-2022. The selected development stage is the George Lucas Educational Foundation, modified into a series of project-based learning stages for one semester. The results showed that applying the project-based learning method helps achieve the learning objectives of the course. The performance assessment method found an increase in the student learning outcomes in the Development of International Cooperation Framework course.

**Keywords:** Project-based, Assessment, Learning Method, Online Lecture

## 1. INTRODUCTION

Nearly two years of the Covid-19 Virus pandemic around the world, since the Indonesian government declared it in March 2020, caused learning not to be carried out face-to-face directly on campus. The government has decided that the learning process is conducted online by utilizing advances in technology and communication. Lecturers and students carry out learning from home through the help of various online platforms. The Development of International Cooperation Framework course taught to fifth-semester students in the odd semester academic year 2021-2022 mostly uses the zoom meeting platform for the synchronous method, while the asynchronous learning method uses the Learning Management System (LMS) moodle with the address [www.soc.unand.ac.id](http://www.soc.unand.ac.id).

Currently, the Department of International Relations is trying to improve the application of the intermestic (international-domestic) approach as stated in the department's curriculum. Through this approach, IR scholars, including students, become more aware of domestic issues, policies, and ideas/norms while still relating them to what is happening in the international world [1]. One of the courses offered to implement this approach is the Development of International Cooperation Framework course. This course is designed

as a project-based course aimed at developing students' critical and creative thinking.

In the previous year, classes were carried out in the form of lectures, discussion, and presentation methods. At the end of the lecture, the results of the student learning evaluation showed satisfactory results. Although almost 90% of students pass this course, only about 37% get the maximum score, which is an A. This issue needs to be addressed to improve the quality of learning. Learning methods and evaluations must also adapt to the conditions of the Covid-19 pandemic, which is currently still engulfing the entire world, including Indonesia.

Regarding the learning process during the pandemic, the Minister of Education and Culture of the Republic of Indonesia issued a circular letter that mandates that learning from home through online/distance learning is carried out to provide meaningful learning experiences for students. The right learning model during the COVID-19 pandemic is learning that involves collaboration, innovation, and experimentation. One of the learning strategies mentioned by the Minister of Education and Culture, among others, is to divide the class into small groups and try the Project-Based Learning method because the application of this method can train students to collaborate, work together and develop empathy.

Project-based learning itself is believed to be able to optimize student activities in learning. According to Diedrich in Hanafiah & Suhana (2010) [2], the success of learning activities is due to the diversity of learning activities, including writing, oral, drawing, intellectual, emotional, listening, motor, reading with the use of information and communication technology media. The choice of this learning method is in line with the goal of the Department of International Relations curriculum to implement an intermestic approach. The learning objectives of the Development of International Cooperation Framework course and the Project-Based Learning model are related, emphasizing skills related to real-life or everyday life.

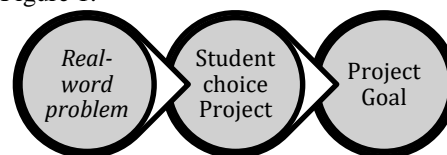
Furthermore, the results and impact of the application of project-based learning methods in the Development of International Cooperation Framework course were investigated through a classroom action research model. The research was carried out in the Department of International Relations in the odd semester of 2021-2022. The object of the research is students who take this course, namely students in the fifth semester. The research involved two lecturers who functioned as a team in planning, implementing, observing, and evaluating the research. The level of action success criteria in this study seen from the ability of students to compose and present class project results shows the level of achievement of learning success is a score of > 75 with a minimum number of 60% of the student population. If the indicators of success in students' understanding and skills have been achieved, the research is stopped.

## 2. PROCESS OF IMPLEMENTATION OF THE PROJECT-BASED LEARNING MODEL

Educators, teachers, and lecturers rarely use project-based learning models among the various student-centered learning models known as Student Center Learning. In practice, this learning model requires quite a long time to prepare and process. The project-based learning model has advantages that are very important and useful for students. Mulyasa (2014: 145) in [3] explains Project-Based Learning is a learning model that focuses students on complex problems needed to conduct investigations and understand lessons through analyses. This model also aims to guide students in a collaborative project that integrates various subjects/curriculum materials, provides opportunities for students to explore content/materials using various meaningful means, and conduct experiments collaboratively.

The characteristics of the Project-Based Learning model include that students are faced with concrete problems, find solutions, and work on projects in teams to overcome these problems. In the project-based

learning model, students understand the content and develop skills that prepare them to play a role in society. Skills grown in project-based learning include communication and presentation skills, organizational and time management skills, research and inquiry skills, self-assessment and reflection skills, group participation and leadership, and critical thinking. The general explanation of the project-based learning model can be seen in Figure 1.



**Figure 1. Overview of the project-based learning model**

This project-based learning model can be used when educators want to condition active learner-centered learning where students have a more exciting learning experience and produce work based on actual (contextual) problems that occur in everyday life. This learning model can also be used when educators emphasize scientific skills: observing, using tools and materials, interpreting, planning projects, applying concepts, asking questions, and communicating well. In addition, educators can also use project-based learning models to develop students' creative thinking skills in designing and doing projects that can solve problems systematically. So that this project-based learning model can cultivate high-order thinking skills (HOTS) in implementing scientific learning, namely Observing, Associating, Trying, Discussing, Communicating and 21st-century learning, namely 4C consisting of Critical Thinking, Collaboration, Creative, and Communication.

The learning steps in Project-Based Learning as developed by The George Lucas Educational Foundation (2005) in [4] consist of:

1. Open the lesson with a challenging question (start with the big question).  
Learning begins with a driving question that can give assignments to students to carry out an activity. The topics taken should be following the realities of the natural world and begin with an in-depth investigation.
2. Planning the project (design a plan for the project).  
Planning is done collaboratively between educators and students. Thus, students are expected to feel ownership of the project. Planning contains the rules of the game, the selection of activities that can support answering essential questions by integrating various supporting subjects and informing the tools and materials that can be used to complete the project.
3. Develop a schedule of activities (create a schedule).

Educators and students collaboratively arrange activity schedules in completing projects. The project completion time must be precise, and students are given directions to manage the available time. Let students explore something new, but educators must also remind students if their activities deviate from the project objectives. Students carry out projects that take a long time to process, so educators ask students to complete their projects in groups outside of regular lecture hours. When learning is done during lecture hours, students have to present the results of their projects in class.

3. Supervise the project (monitor the students and the progress of the project).

Educators are responsible for monitoring the activities of students while completing the project. Monitoring is done by facilitating students in each process. In other words, educators act as mentors for student activities. Educators teach students how to work in a group. Each student can choose their respective roles without overriding the interests of the group.

4. Assessment of the resulting product (assess the outcome).

The assessment is carried out to assist educators in measuring the achievement of standards, play a role in evaluating each student's progress, provide feedback on the level of understanding that students have achieved, and assist educators in preparing the next learning strategy. Product assessment is carried out when each group presents their products in front of other groups in turn.

5. Evaluation (evaluate the experience).

At the end of the learning process, educators and students reflect on the activities and project results. The reflection process is carried out individually or in groups. At this stage, students are asked to express their feelings and experiences while completing the project.

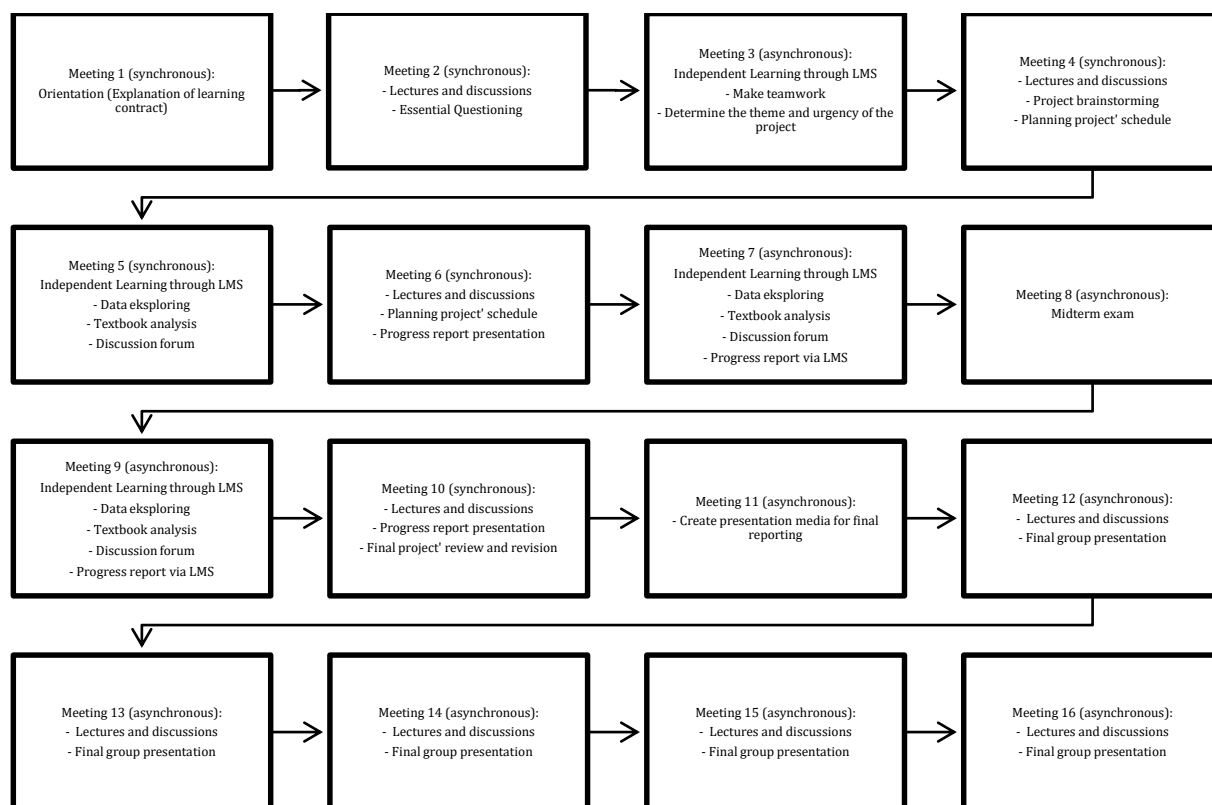
The application of the project-based learning model is expected to provide a learning experience, and student competencies can be obtained by connecting the learning path (learning path) of the project-based learning model and linked to 21st Century Competencies, namely 4C, namely creative, collaborative, communication, critical. Students' learning experiences during the implementation of this learning model include being invited to care about problems in the surrounding environment in their daily lives, practicing being sensitive to the environment, and learning to look for essential questions. In addition, students can practice thinking logically, critically, and in detail, thinking about the details of the work to be done, associative thinking, namely connecting one aspect of work to other work, thinking about time sequences,

learning to divide tasks according to interests and abilities, a student initiative to direct themselves in learning, trying to find sources of information and knowledge. Students can also work according to their understanding, discuss and collaborate, learn from mistakes, and fix them themselves [5]

Implementing project-based learning during the Covid-19 pandemic does not allow it to be done face-to-face, so choosing the suitable media that supports distance learning is essential to consider. The implementation of learning from home, distance learning, emphasizes learning by using media that allows interaction between teachers and students without causing new burdens because the learning conditions are not typical. So there needs to be a media that supports distance learning using a project-based learning model. The media chosen must be media that is known to the public, easy to use, bridges communication between educators and students, and is free/unpaid besides, of course, considering the conditions and locations of teachers, students, and parents (complex signaling, economy, and level of understanding of technology). Media with these criteria were chosen because project-based learning is scheduled and planned for learning within a specific time where students make reports on the progress of their projects and teachers monitor students accompanied by appropriate supporting documents [6].

There are several technology-based learning media/platforms that can be selected with the criteria of being publicly known, easy to use, can be a communication tool, and free of charge (only using quotas) to support project-based learning carried out during learning from home, namely: google suite (google drive, google form, google site and google classroom), Edmodo, Lark suite, Maya Class from Rumah Belajar, email and video conferencing media (Webex, zoom, google meet, whats app, telegram) [6] The selection of suitable learning media will help students report on project progress and consult on their projects.

Project-based learning in the Development of International Cooperation Framework course is entirely online with synchronous and asynchronous models. Synchronous learning activities are carried out using conference zoom media, while asynchronous activities use Moodle learning management system media, WhatsApp, and email. Intense communication related to implementing project-based learning starting from the planning, scheduling, monitoring, assessment, and evaluation stages between educators and students is carried out through the media described previously. The stages in the implementation of project-based learning are described in Figure 2.



**Figure 2. Stages of implementing project-based learning methods in the subject of the Development of International Cooperation Framework**

Source: processed by researchers inspired by The George Lucas Educational Foundation (2005)

### 3. PROJECT - BASED LEARNING ASSESSMENT PROCESS

The implementation of learning activities cannot be separated from assessment activities. Success in learning can be known by assessment. Learning assessment is measured and evaluated based on the objectives of the implementation of education. Educational goals are classified into three categories: thinking skills, behavior, and physical skills, representing three domains: cognitive, affective, and psychomotor [7]. In line with this, the assessment form can cover the three domains of competence as far as possible. Therefore, the assessment carried out by lecturers is not only precise but also comprehensive. One type of comprehensive assessment that covers all three domains is project assessment [8]. Project appraisal is an assessment of a task that must be completed within a specific period/time. Project assessments can be carried out to determine understanding, application skills, investigative abilities and inform students on specific subjects [9].

The George Lucas Educational Foundation (2007) in [10] suggests that project-based learning is suitable for authentic assessment because authentic assessment and evaluation allows lecturers to systematically document student progress and development. Through authentic assessment, every activity students conduct in project-based learning, starting from the planning phase,

implementation to producing a product, can be assessed in real terms. According to Mueller (2016) in [11], authentic assessment complements traditional assessment because both assessment models have their characteristics. Improving the learning outcomes of each student in a learning activity that is measured at the beginning and end of learning can be done with traditional assessments such as paper and pencil tests.

The purpose of project assessment is to provide information about the understanding and knowledge of students in a particular lesson and, second, to provide information about the ability of students to apply knowledge and inform the information received. Students like the learning method in project assignments Majid (2011) in [12]. There are two types of project assessment: project assessment, which emphasizes processes, for example, planning and organizing investigations, and teamwork and product-oriented project assessments, such as identifying and gathering relevant information, analyzing and interpreting data, and communicating results.

Project assessment in the Development of International Cooperation Framework course is carried out in groups and in several stages, namely the preparation stage for project creation, implementation stage, results, and final stage of project completion. At the beginning of the lecture, the lecturer has conveyed the

desired learning outcomes in this course, namely a draft international cooperation framework. However, to compile a draft of cooperation that departs from community problems, students are asked to do group research which will later be written in research reports. The research results will be disseminated through video presentations. In line with the department's mission to implement an intermestic approach in the Department of International Relations learning process, the social issues raised must be linked to international-domestic issues. The class projects each receive a weighting of 30% each for research reports and video presentations and 40% for collaboration drafts.

In preparing research reports, students carry out the following steps. In the initial stage, students formulate the main problems that will be studied. At this stage, students can go into the field or enter specific social settings to observe and collect data. This part is done by searching internet-based data. In the next stage, students collect data according to the main problem in the project. After the data is collected, data processing is carried out based on the main problems for further analysis. The results of the analysis will be presented in a written report. Students will start this research report to prepare a draft of international cooperation that places Indonesia as its initiator. The research results will also be disseminated through a video presentation presented through a class seminar at the end of the lecture.

Furthermore, all student work is compiled into a student portfolio stored in the learning management system. The pandemic conditions that are still engulfing all stages of class project preparation are carried out online. According to Yuliana (2020) in [6], all media selection uses consideration of the conditions and technological capabilities of educators and students.

Until this article was compiled in October 2021, the project-based learning process could only carry out the group research stage, while writing a collaboration draft and making video presentations could not yet be carried out. Therefore, a comprehensive assessment of the project has not yet been carried out. So far, the learning assessment in the Development of International Cooperation Framework course has been carried out in two parts through the mid-semester exam through paper and pencil tests and the results of group research. Only cognitive aspects can be assessed from the two types of assessment, while the other two learning elements, affective and psychomotor, cannot be carried out. In general, the two assessment methods showed satisfactory results.

In the current semester, the distribution of student scores in the Development of International Cooperation Framework course showed an increase where 90% of students were declared successful in participating in the

learning process. In this semester, 50% of students got A grades, while in the previous academic year, students who achieved the highest grade of A were 37%. While the criteria for a score of > 70 were obtained by 30% of students, and a score of > 60 was 10%. Compared to the acquisition of learning outcomes in the previous academic year, the increase in the distribution of temporary scores in this course indicates that the method developed in the odd semester of the 2021-2022 academic year is effectively applied to the learning process.

#### 4. CONCLUSION

The application of project-based learning methods in the Development of International Cooperation Framework course is reasonably practical compared to the previously applied methods. The previous learning method was presentation and discussion. Student learning outcomes assessment is expected to cover various cognitive, affective, and psychomotor elements by applying authentic assessment methods. Until the writing of this article, all stages of implementation and assessment of this class project have not been carried out comprehensively. So far, the assessment has only been carried out on mid-semester examinations and student research results. Through this assessment, it can be said that the application of the project-based learning model is appropriate for this course. Based on the target level of achievement of learning success, namely the value of 75 with a minimum number of 80% of the student population, it can be explained that the application of this method provides significant results for student learning outcomes. There was an increase in the middle of the semester compared to the previous assessment; 90% of students succeeded in the learning process.

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