

CHAPTER I

INTRODUCTION

This chapter presents about the introduction that consists of background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and the definition of the key terms.

1.1. Background of Study

Education has an important role in life because it is one method for improving the quality of human resources. Through education, it will educate human life and develop its potential. As a result, in order to improve the quality of human resources in education, it is critical to possess knowledge, creativity, an autonomous personality, and to be a more responsible individual. In this regard, the role of the teacher in education is important, one of the roles and abilities that must be possessed by the teacher is the professional skills that have been obtained from a higher education. According to Rahmawati (2021), teachers are considered to have professional skills if they have certain professional qualifications as well as fundamental knowledge and expertise in their profession. Professional skills refer to a teacher's knowledge, creativity, skills, talents, and abilities in the teaching and learning process.

Furthermore, she also mentions that, as a professional teacher, teachers will be responsible for every piece of knowledge and capability they have. One of which is the capability to respond to the demands of their students, which means the teacher must facilitate and support each student's abilities. What is also important

is that students are involved in the process of teaching and learning activities in a relevant and appropriate manner, so that students understand what the teachers are conveying. In addition, the teacher must be able to know the needs and learning methods of students by applying various teaching and learning practices and following existing developments.

To achieve the professional skills of a teacher, several materials or courses are needed that support this process, such as instructional media courses. According to preliminary research, the courses in the English Education Department at Muhammadiyah University of Ponorogo that help students achieve professional skills have been identified. For instance, the educational profession, student development, curriculum material development, learning methodologies, language assessment and evaluation, and instructional media. A teacher is taught how to create teaching materials and teaching and learning media for teaching in the Instructional Media course, which includes the purpose of teaching materials and media in learning English. There are several professional skills that support this instructional media course. One of the professional skills that support this Instructional Media course is that the teacher can develop learning methods and materials, be creative and innovative in the application of teaching materials, and most importantly, be able to use information technology in the learning experience. Then, a lecturer will select a learning media development project, often known as project-based learning (PjBL).

PjBL is a learning approach that emphasizes the learning process with a final outcome in the form of a project, making students the subject or center of

learning. Projects are complex tasks based on challenging questions or problems that involve students in design, problem-solving, opportunity decision-making, or investigative activities; allow students to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Stanley, 2021). As stated above, strives to equip students to grasp their new responsibilities as people who have increasing responsibility for addressing issues. As a result, the activeness of students has a substantial impact on the success of learning.

In today's era, PjBL could improve 21st-century skills by involving students in real-world problems. According to Mulyono (2020), critical thinking, creativity, collaboration, and communication are the competencies required of students in the 21st century. As a professional teacher, the teacher should be able to develop students' critical thinking skills, specifically the ability to understand a complex problem and resolve it. Furthermore, the teacher should develop the students' ability to be creative, conceive, implement, and communicate new ideas in the development of various new innovations. As a role model, teachers must also demonstrate collaboration skills, specifically the ability to collaborate in various responsibilities and roles so that students can achieve common goals. Moreover, teachers should be able to teach students how to communicate effectively and efficiently as the key to success in the learning process because there is no way to solve problems without effective communication. Therefore, it is necessary to develop a learning model approach that answers the challenges of the 21st century; one such approach is project-based learning (PjBL).

According to the requirements of the 21st century, the learning process is becoming increasingly important for students to have soft skills. As a result, mastery of academic knowledge is emphasized in 21st century learning, which strives to empower students with a variety of abilities based on PjBL. To develop teachers' professional skills, students can explore academic subjects by creating projects, identifying solutions, and producing products that demonstrate what they have learned. Based on the explanation above, the researcher is interested in analyzing the phenomenon of the role of project-based learning on student-teacher professional skills. Then, the researcher conducts the research entitled "Project-Based Learning in Developing Student-Teacher Professional Skills; A Case on the Instructional Media Course at English Education Department Muhammadiyah University of Ponorogo".

1.2 Statement of the Problem

Based on the background of the study above, the statement of the problem of the research is:

- 1) How is the students learning experience in the Instructional Media course at the English Education Department?
- 2) How can PjBL in Instructional Media courses develop student-teacher professional skills?

1.3 Purpose of the Study

Based on the statement of the problem, the purpose of the research is:

- 1) To explain the learning experience of English Education Department students on the Instructional Media course.

- 2) To find out the PjBL method on the instructional media course in developing student-teacher's professional skills.

1.4 Significance of the Study

- 1) For the Students

The utilization of PjBL approaches in the learning process can serve as a guide to becoming prospective teachers with professional skills.

- 2) For the Institution

To produce research findings that will be implemented so that institutions can establish PjBL in the learning process or complete the instructional media course. So that it can assess the effectiveness of the current learning process.

- 3) For the Researcher

The findings of the study are important in helping researchers comprehend how to become future teachers with professional skills.

1.5 Scope and Limitation

- 1) Scope

This study only focuses on project-based learning in developing student-teacher professional skills. The researcher selected students from the English Education Department at Muhammadiyah University of Ponorogo who had taken the instructional media course.

- 2) Limitation

Researchers focus on PjBL methods, particularly in the English Education Department, to prepare prospective teachers with professional skills. This is very beneficial to students. However, there are some limitations, such as an

insufficiency of learning effectiveness and an inability of creativity and innovation to enhance the performance of the students or lecturers. In this study, researchers intended to identify how project-based learning in developing student-teacher professional skills and to learn about students' experiences in instructional media courses that they have completed.

1.6 Definition of Key Terms

To make easier in understanding this research, the researcher defines the definition of key term as follows:

Project-based Learning : PjBL is a learning approach that emphasizes the learning process with a final outcome in the form of a project, making students the subject or center of learning (Stanley, 2021).

Teacher Professional Skills : Professional skills refer to the existence of skills, talents, knowledge, and abilities possessed by an educator, teacher, or student mentor in the teaching and learning process (Rahmawati et al., 2021).

