

# Classroom Management: Improving Students Learning Outcome through Project-Based Learning

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**Abstract.** This research aims to determine project-based learning class management in improving students' English learning outcomes. Therefore, the method used in this research is classroom action research using two cycles. The study's findings indicate that using a project-based learning approach can enhance students' learning outcomes in English classes. The student's learning outcomes in the second cycle demonstrate this; they received an A grade of 33%, above the learning objective/completion by 30%; a B value of 50%, matching the aim of 50%; and a C grade of 17%, well below the target of 20%.

Keyword: Classroom Management, Learning Outcomes, Project-Based Learning

#### **INTRODUCTION**

The majority of countries around the globe teach English as a foreign language. People from all around the world use this language extensively to communicate during critical international gatherings. From junior high school to college, English is mandatory in Indonesia. As part of a government initiative to improve language proficiency, English language teaching is introduced earlier in primary schools. Students' ability to communicate in English is essential to their learning in higher education.

Efforts by educators to provide the best education possible are commendable. Effective educational management necessitates a coordinated approach that encompasses both the learning component and strategic management within educational institutions. The ultimate goal is to enhance student learning attainment (Syarifudin, 2023). One strategy that can significantly contribute to this is the use of appropriate learning models (Khoerunnisa & Aqwal, 2020; Muhria & Solahudin, 2021; Sari, 2016). These models, when utilized correctly, can transform teaching and learning activities, leading to improved student engagement and success.

The goal of the English course is to make students more adept at understanding, articulating, and conveying ideas in written and spoken forms (Kholiq et al., 2020; Norawati & Puspitasari, 2022; Nurfitriani et al., 2021). A suitable learning model can enhance teaching and learning activities effectiveness, dynamics, and engagement. Lecturer communication of the material is superior, and students learn the material faster. Students are more motivated to study the language and find English training more engaging (Barlian et al., 2022; Hymans, 2022; Pradanti & Muqtada, 2023). According to the definition given above, students may achieve more success in their English language studies by utilizing the project-based learning paradigm.

However, it is evident from the author's observations that students are not sufficiently engaged in learning English. Their reluctance to seek clarification, complete assignments, and lack of follow-through are clear indicators. The English course grades for the 2021–2022 academic year further highlight the need for improvement. This underscores the urgency and importance of enhancing English language education.



Figure 1. Grades for English courses for the 2021/2022 Academic Year

According to the above graphic, just 14% of the 36 pupils were awarded A grades, 44% were awarded B marks, 31% were awarded C grades, and 11% were awarded E grades. We still need help with this value distribution approach.

Instructional techniques and models must be designed to increase student motivation and engagement, given the importance of mastering the skills offered by this course. Teaching methods that are now dull and theory-based need to give way to field-based learning, which involves more students (Fadlillah & Wachidah, 2022; Poehner, 2022; Turnbull et al., 2023). The objective is to improve the caliber and skill of graduates.

The project-based learning model is one of the many models of learning that have been put forth lately. English language instruction is said to benefit from this paradigm. The paradigm of project-based learning includes other stakeholders relevant to the area's demands while focusing on a subject's fundamental concepts and ideas (Benavides et al., 2022; Dagan, 2023; Stanley, 2022). Students produce valuable work based on reality when they are allowed to work independently on generating their own learning (Haefeli, 2022; Nollmeyer & Torres, 2022; Samnidze, 2022). The primary goal of project-based learning is to provide long-term, transdisciplinary, holistic, and student-focused learning experiences. It further integrates real-world problems and practices. Students' skills should improve their potential due to this schooling. Teachers will also encourage and support students as they actively engage in the learning process of this course.

#### LITERATURE

Predetermined learning objectives are reached by the methodical organization of learning experiences outlined by learning models, which are conceptual frameworks. The application of learning models by educators and learning designers can improve how lessons are planned and carried out (Anderson, 2023; Hasanah et al., 2022).

According to various studies (Giner & Gil, 2022; Lim et al., 2023; Son & Penry, 2022), project-based learning is a state-of-the-art approach to education emphasizing contextual learning through demanding assignments. This strategy enables students to work together and increase their knowledge through problem-solving activities and studies (Harris & Allen, 2022). The goal of task-based learning is to make learning outcomes more significant for students by making them solve problems and complete tasks.

Classroom-based learning holds enormous promise for improving the educational experiences of adult learners, regardless of whether they are enrolled in college or receiving transitional training prior to joining the workforce (Song, 2023; Wang, 2022). Through project-based learning (PBL), teachers encourage and support students to take the initiative, allowing projects to be evaluated on their significance and relevance to real-world scenarios. PBL increases student engagement in the learning process. Rather than giving students direct instruction in project-based learning, teachers, lecturers, or instructors now encourage and understand their ideas.

In cooperative study groups of five to seven students, students collaborate with one or more teachers on learning assignments. Collaborating with peers imparts skills in organizing, coordinating, reaching consensus, and making judgments about assigning responsibility, gathering and presenting information, and completing tasks (Norfar & Fancher, 2022; Vakelishvili, 2023). The students have recognized some abilities that are essential to their future success.

Students are encouraged to apply the core concepts and ideas of the course independently through the questions and challenges included in project-based learning activities. It is difficult to touch this criterion because it is rather subtle. According to Oprisan (2022) and Wolk (2022), the definition of a project must be linked to duties and conceptual understanding that are expected to expand in breadth and intricacy for pupils.

The project's research involves student participation. Decision-making, problem-solving, design processes, discovery, and model creation are some examples of investigations (Bakermans & Plotke, 2023; Tunnicliffe et al., 2022). However, foundational exercises that build upon and alter students' past knowledge must be incorporated into projects. As a consequence, students ought to acquire new skills or information. Within the project-based learning framework, teacher and student activities occur during preparation, learning, and assessment.

According to Dimyati and Mudjiono (2013), learning outcomes are the results given quantitatively or as scores after each exam. To assess a student's level of competency in a course, their grades are the starting point. Students experience a range of activities that span the cognitive, affective, and psychomotor domains, which comprise learning outcomes. Learning is more than just picking up facts about a subject; it is also about developing new beliefs, interests, passions, talents, social skills, behaviors, and aspirations.

This statement aligns with the perspective of Rusman (2017), who argues that behavioral and perceptional modifications, such as improved student behavior, can be utilized to gauge learning objectives. *Learning outcomes* are the competencies that students obtain after completing their coursework. As opposed to this, as Sudjana (2014) states, the result (product) is a purchase that results from carrying out a process or activity that alters the functional elements of the input. According to Kong et al. (2020), there are three types of learning outcomes: a) knowledge and comprehension, b) skills and habits, and c) values and attitudes. The resources specified by the curriculum can be utilized for each type of learning objective.

Skills obtained through learning action interactions—following students' acquisition of learning experiences—are learning outcomes. Student experience, goal achievement, and utilization of the three learning outcome domains (cognitive, emotional, and psychomotor) are the first phases in the learning process. As stated by Sudjana (2014)

Both teaching impact and accompaniment impact are subcategories of learning outcomes. One consequence that can be quantified is the impact of instruction, much like a graduation grade or report card score. According to Dimyati and Mudjiono (2013), the concurrent effect is applying information and abilities in several areas, also known as learning transfer.

From the above perspective, *learning outcomes* can be defined as the final result of the learning process, and behavior, knowledge, and attitudes are all constituent parts of it. According to Sudjana (2014), there are two approaches that educators might employ in order to assess learning objectives: Evaluation based on norms: An individual student's learning outcomes are compared to those of their peers in the same group in this kind of assessment, while a criterion-referenced assessment compares the students' learning outcomes to a predetermined benchmark—the grade that the students are required to receive from the teacher.

Typical: This study uses assessment to gauge how well the students learned their lessons. The teacher determines the minimal requirements for completion based on the students' successful tasks. A student's completion is based on their achievement of predetermined criteria, as they have fulfilled the prerequisite knowledge and skills.

#### METHOD

"Classroom action research" is a study used to address problems related to student learning in the classroom. Thirty-six students were enrolled in the English class where this study was done. There are stages or cycles to action research in the classroom. In this model of projectbased learning, the following research cycles or stages are utilized:

• Organizing

This preparation step develops a project-based learning method, which includes preparing the curriculum, materials, and tasks that students will accomplish.

In the classroom right now, project-based learning is implemented through acting. This is the most crucial section, considering its goal is improving education. Each group of five or six pupils is formed from the original group.

• Taking notice

Scholars collaborate to investigate students' behaviors and attitudes during the learning process.

• Thinking Back

This stage of the learning process involves activities that assess and summarize the observations made. Assessments are also conducted to determine how healthy pupils progress toward their individual and group learning goals. Evaluations of the defined learning completeness criteria and comparisons of student learning outcomes are planned.

## • Enriching and improving

If the evaluated and observed learning results do not meet the required standards for learning completeness, this needs to be investigated and fixed. Furthermore, corrective activities will be scheduled for the subsequent cycle until the students' learning outcomes are fulfilled.

## DISCUSSION

### Cycle I

In the first cycle, descriptive written material is supplied. This information was covered during the first meeting. Students are given a project or assignment to write descriptive prose about locations in Majalengka to assess how well they understand the information being studied. During the second cycle, after school, students work in groups to do the homework. In the last fifty minutes, participants completed an exam to see how successfully they had implemented the knowledge they had gained from cycle I. Only two groups received projects or tasks.

According to their learning objectives, the 36 students were awarded a B grade of 50%, an A grade of 25%, a C grade of 25%, and no D or E marks. These data illustrate the 30 percent, 50 percent, 20 percent, and 0 percent indices for learning completeness. Cycle II should, therefore, be carried out.

## Cycle II

Learning's second cycle begins with action planning. Lesson content consists of text procedures. Cycle II came to an end after three meetings. The second meeting's assignment for the students was to create procedure texts in groups. Pupils' topic matter knowledge is evaluated through assignments. The goal is to analyze procedural texts present in English-served food packaging. At the third meeting, some of the duties or projects were assigned to two groups, which were not part of the cycle I. In order to evaluate the students' completion of cycle II learning, an exam was given in the last fifty minutes. The student learning outcomes are shown in the table below:

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Value	Symbol	Description	Acquisition of		Acquisition of Cycle		Target Achievement/
Range	Symbol		Cycle I Value		II Value		Learning Completeness
90-100	Α	Excellent	9	25%	12	33%	30%
80-89	В	Good	18	50%	18	50%	50%
70-79	C	Average	9	25%	6	17%	20%
60-69	D	Below average	0	0%	0	0%	0%
0-59	Е	Inadequate	0	0%	0	0%	0%
Total			36	100%	36	100%	100%

Figure 2. Obtaining Student Grades for Cycles I and II

A value fell short of the attainment target in Cycle I, whereas the B and C values exceeded it. Although cycle II grades had met the learning achievement/completion target, cycle A grades were 30%–33% over target, cycle B grades were 50% in line with the target, and cycle C grades were slightly above target. In the same way that A's value is above the previous objective, C's value is only slightly above it. During cycles I and II, students with grades D and E can achieve the objective of 0.

Implementing project-based learning (PBL) in English classes can improve student outcomes. Students can improve their learning outcomes following cycle I. Below are the grades for the 36 pupils who finished the second round of classes: These are the learning mastery indications that the D and E grades did not match: A: 25%, B: 50%, C: 25%. Grades A and B are absent, with 30% and 20% of the total.

Drawing from these findings, students carry on with their education in the second cycle. A grade of 33% exceeded the learning target/completion by 30%, whereas the B grade of 50% was by the 50% achievement aim. Slightly above the achievement target is the C value, or 17% of the target of 20%. This indicates that pupils who receive an A+ consistently surpass the mandatory learning completion objective. PBL can improve students' learning outcomes in general English. Students can become more adept at planning and completing assignments and projects independently by using the PBL methodology.

Thanks to PBL, students can complete an assignment in any way they desire. They can complete tasks if they work together to identify, address, and overcome challenges. PBL can be used in the classroom to help students improve both their "soft skills" and "hard skills."

#### CONCLUSION

The study's findings indicate that using a project-based learning approach can enhance students' learning outcomes in English classes. The student's learning outcomes in the second cycle demonstrate this; they received an A grade of 33%, above the learning objective/completion by 30%; a B value of 50%, matching the aim of 50%; and a C grade of 17%, well below the target of 20%.

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