TEACHER'S AND STUDENTS' PERCEPTION TO THE IMPLEMENTION OF PROJECT-BASED LEARNING OF ENGLISH IN KURIKULUM MERDEKA AT CLASS XII IPA 3 SMAN 10 PADANG

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Abstract

The objective of this research was to analyze the perception of teacher and students in implementing project-based learning from English teacher and the students at class XII IPA 3 SMAN 10 Padang. This research method is, mixed methods research, data were collected from questioner, interviews, and documentation. The sample of this research are English teacher and the students at class XII IPA 3 SMAN 10 Padang. There are two research question of this study namely 1) How do the teacher and students perceive toward the implementation of Project- Based Learning at class XII IPA 3 SMAN 10 Padang? 2) What are the difficulties faced by English teacher and the students of the implementation of PjBL in SMAN 10 Padang? The data was analyzed by SPSS Application and reduction- display-verify data. The results of this study indicated that perception English teacher and the students about implementation of project-based learning is in a good percentage with the highest mean score for each sub- indicator in questioners are 3.17, 3.38, 3.62, 3.48, 3,24 and

3.17. so, it can be concluded that the two research questions are answered. Firstly, teacher and students perceived positively to the implementation of PjBL. It was proved by favorable items in questioners have been chosen by most of students are agree and strongly agree, then for unfavorable items most of them choose disagree and strongly disagree the most. Secondly, time constraints and students' abilities become the prior difficulties faced by both parties during PjBL process. It can be proved by the data from the data interview that the students submit their project at the end

A. INTRODUCTION

The background problem that is used as the basis for this research is the implementation of PjBL in English learning which this research will be implementation analysis research involving the English teacher and students to be the main data source in the study, then the interaction of the teacher to students and the documents used by the English teacher will be a source of supporting data to strengthen the research findings later. For this reason, in this study the understanding of the English teacher will be taken through interview questions which were recorded and then transcribed by the researchers themselves and checklist documents (Miles et al., 2014). Therefore, this research is intended so that Kurikulum Merdeka can be adapted well by English teachers, at least by the teacher where I did this research. Whether or not the role of this research will be determined by the results of my research later, because if I find that there are many things that need to be evaluated, and it turns out that there is a need for improvement in project- based learning points focused on learning English, then this research will be very meaningful. However, if on the other hand it turns out that the English teacher has found compatibility with PjBL in its application in the classroom, then at least this research provides certainty about the compatibility of PjBL with the situation in the field.

Purpose of The Study to find out in depth how the perception of implementation of PjBL in learning has been applied. Significance of The Study, For researchers, this research will be more important for their future career in teaching and learning process after graduating from this University in the future. By conducting this research, the researcher can gain some evidences to find out the gap of PjBL to be able to developed. For teachers, the results of this research will help English teacher to adapt to PjBL.For students, it will help students to have a good class interaction. For other researchers, hopefully it can be used as a reference for conducting research in order to get better results.

B. RESEARCH METHOD

This research belongs to the type of qualitative research. Where qualitative research is classified as research that requires researchers as the main instrument in data collection to have broad insights about the subject of research, especially on the focus of research. Investigating the typical and/or extraordinary lives of people, groups, societies, and organizations is the goal of qualitative research, which is done in a naturalistic context with participants in close and/or extended contact (Miles et al., 2014). According to (J. Wertz, 2011) what is studied in qualitative research is the question. Knowing what something is requires a conceptualization of the subject under study as a whole and in each of its component parts, as well as an understanding of how these components are related to one another and organized as a whole, as well as how the whole differs from and is similar to other things. There is yet another definition of qualitative research offered by (Gumilang, 2016) that qualitative research is research that does not have absolute formulas or rules to process and analyze data and prioritize problem exploration, identification of factors and theory development as a characteristic of his research. Then for research specifications, this research is a case study research study, because this research involves a contemporary event, namely project-based learning from their curriculum. This is in line with what was

said by (Reese, 2000) in general, case studies are the preferred strategy when "how" or "why" questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context.

C. FINDING AND DISCUSSION

The result of this study is found that teacher's perception and students' perception are placed as positive perception faced a learning model such as PjBL in Kurikulum Merdeka. As we can see from the data of the table below, data compaction is done through the accumulation of the total of each indicator total IP for students' perception and total D for teacher's perception. After condensing, it can be seen that the average students' perception is at 50.07 and the teacher's perception is 37.14. this shows that students' perception is in the positive category because the range of 50.07 is a value that is quite close to the maximum value of 60.00. Then, on the teacher's perception, it is also in a positive category because 37.14 is almost close to the maximum value of 60.00.

Table 1:
(Total Data Teacher's Perception and Students' Perception)

Statistics			
		Total_I P	Total_ D
N	Valid	42	42
	Missing	0	0
Mean		50.07	37.14
Std. Deviation		4.593	3.613
Range		17	15
Minimum		44	30
Maximum		61	45

The researcher found from the research findings that the perceptions of teachers and students in implementing project-based learning in research locations cannot be said to be in accordance with the theory that underlies this research or more precisely the perceptions in implementing PjBL have not met the ideal criteria of a project in an independent curriculum. According to the theory used by researchers, a project made by students must meet two basic criteria, namely 1) starting with essential questions, 2) followed by activities motivated by these questions (Blumenfeld et al., 1991).

D. CONCLUSION

It can be concluded that the answer to the third research question was the point of difficulty in implementing project-based learning in the research findings and discussion section. This is proven by knowing the obstacles faced by teachers and students in the implementation of PjBL, namely time constraints and student abilities. The time constraints that have been explained are related to the presentation of the project which did not occur as a whole; only some groups can make presentations, but not for the rest. This became an obstacle because the evaluation process from other groups did not occur in all groups, therefore this was determined as an obstacle to be corrected later.

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