

## PROJECT BASED LEARNING IMPLEMENTATION TRAINING FOR TEACHERS OF SMPN 44 SURABAYA

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### **Abstract**

*Project-based learning is one of the learning methods that has 21st century competencies and a scientific approach. Thus, project-based method training activities need to be carried out as an effort to improve the ability of educators. This community service was aimed to train SMPN 44 Surabaya teachers so that they are able to apply project-based learning in the process of implementing Kurikulum Merdeka. This community service applied several methods called observation, discussion, and simulation. This activity was held on July 21, 2022 at SMPN 44 Surabaya. The participants of this community service were educators at SMPN 44 Surabaya. Based on the results and discussion, this training activity has been successfully implemented. This can be shown from the enthusiasm of the educators in the training process. Based on the results of discussions and simulations, the educators have succeeded in making sample projects and teaching modules. Therefore, this training activity is followed up with the provision of periodic evaluation activities.*

**Keywords:** Training, Project Based Learning, SMPN 44 Surabaya

### **Abstrak**

*Pembelajaran berbasis proyek atau Project Based Learning merupakan salah satu metode pembelajaran yang memiliki kompetensi abad 21 dan pendekatan saintifik. Dengan demikian, kegiatan pelatihan metode berbasis proyek perlu dilakukan sebagai upaya meningkatkan kemampuan pendidik. Kegiatan pengabdian masyarakat ini dilaksanakan dengan tujuan memberikan pelatihan kepada pendidik SMP Negeri 44 Surabaya perihal penerapan pembelajaran berbasis proyek guna menyambut penerapan kurikulum merdeka. Metode pelaksanaan kegiatan ini adalah metode observasi, diskusi, dan simulasi. Kegiatan ini dilaksanakan pada tanggal 21 Juli 2022 di SMPN 44 Surabaya. Peserta kegiatan ini adalah para pendidik SMPN 44 Surabaya. Berdasarkan hasil dan pembahasan, kegiatan pelatihan ini telah berhasil dilaksanakan. Hal ini dapat ditunjukkan dari antusiasme para pendidik pada proses pelatihan. Berdasarkan hasil diskusi dan simulasi para pendidik telah berhasil membuat contoh proyek dan modul ajar. Oleh karena itu, kegiatan pelatihan ini ditindaklanjuti dengan pengadaan kegiatan evaluasi secara berkala.*

**Kata Kunci:** Pelatihan, Project Based Learning, SMPN 44 Surabaya

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## INTRODUCTION

Improving the education sector is one of the factors that affect the development of a country. In this process, changes to the curriculum should consider science and technology or developments in science and technology, as well as student requirements. (Darto & Arbi, 2022). In 2022, we have returned to a curriculum known as the independent curriculum. Implementation of project-based discussions, or Project-Based Learning, is a characteristic of the independent curriculum.

Project-based learning is a learning model that offers opportunities to involve students in class when carrying out a project internally or in groups to improve students' abilities (Istikori, 2016). That is, this learning method is student-centered and oriented towards improving students' abilities in: 1) solving problems, 2) collaborating, 3) thinking critically and innovatively, 4) improving skills in learning, and so on. The steps or syntax of the project-based method are as follows: 1) determining the fundamental question (starting with the essential question), 2) designing a plan for the project, 3) preparing a schedule (creating a schedule), 4) monitoring students and project progress (monitoring the students and the progress of the project), 5) testing the results (assessing the outcome) and 6) evaluating experiences (Kemendikbud dalam Agusdianita et al., 2020).

Considering the numerous benefits of instituting project-based learning, it is evident from this explanation that this activity should be completed. In addition, a number of exigencies serve as the foundation for the execution of this activity; these exigencies are described in the following section. The first reason is that project-based learning is an approach that emphasizes 21st-century skills. (Sutrio et al., 2021). These skills include the capacity to collaborate, communicate, think critically, be creative, and be religious. Consequently, this technique is ideally suited for use in the present day. In addition, this method is based on a scientific approach or scientific approach, allowing it to cultivate the character and cognitive abilities of students.

The second reason is that the project-based learning method generates authentic or real-world problems that are then addressed through guided creation of projects. (Nurrahmah et al., 2020). Sebagai tambahan, pada proses implementasi metode pembelajaran berbasis proyek, pendidik berperan sebagai motivator dan fasilitator (Setyasto et al., 2019). Hal ini, tentunya akan meningkatkan keterampilan para peserta didik dalam menghadapi dan memecahkan masalah yang akan mereka temui di kehidupan nyata. Pembuatan proyek tersebut juga ditujukan agar peserta didik dapat berkembang terutama dari segi hasil belajar.

Teachers at SMP Negeri 44 Surabaya still do not comprehend how to implement project-based learning, according to the results of observations and a requirements analysis. Therefore, this technique of education is rarely used. The community service activity titled "Training in the Application of Project-Based Learning for Educators at SMP Negeri 44 Surabaya" is extremely essential to carry out for the reasons stated.

### **Expected Output**

The following are the expected results of carrying out this community service activity:

- 1) Improving educators' abilities as motivators and facilitators of project-based learning.
- 2) Administration is provided in the form of project designs and educational modules.
- 3) A guide module is available for implementing project-based learning.

## **METHOD**

This community service activity took place between July 21 and July 23, 2022. This activity took place in SMP Negeri 44 Surabaya. This training activity includes educators or teachers from SMPN 44 Surabaya. Face-to-face or offline, this activity is carried out in accordance with established health regulations.

This activity is carried out using implementation methods known as observation, debate, and simulation. The observation approach was used in the first process to learn about the scenario and learning conditions at SMPN 44 Surabaya. This activity collects a variety of data that will be used to build this training activity. This activity follows the observation activity by implementing discussion activities. Discussion exercises are designed to gather information about learning challenges as well as the context and conditions at school. Following that, solutions to any difficulties that develop are determined through in-depth conversations. The outcomes of this procedure are taken into account when implementing community service activities.

The following activity is known as simulation implementation. The purpose of this activity is to demonstrate the Project Based Learning learning approach. It seeks to provide examples as well as descriptions of learning activities that employ these learning strategies.

## **RESULT**

The community service team carried out survey and observation activities on July 10, 2022, according to the timetable that had been planned. This activity is designed to assess needs and gather information for the planning of community service initiatives. Based on this information, there are various issues with educators' lack of understanding of project-based learning, thus the community service team and educators are attempting to address these issues by organizing a workshop on July 21-23, 2022.

The activity began on the first day, July 21, 2022, with addresses from high-ranking officials from SMPN 44 Surabaya. The exercise then continued with the first presenter presenting the information. At this point, the speaker went over the definition of the Independent Curriculum and how it is used. Following this presentation, various issues were raised about the difficulties that educators and students will encounter in implementing the independent curriculum. These difficulties include the high cost, the lengthy project implementation period, and the quantity of money required to execute the project. The speaker then presents a remedy to this problem by setting an effective deadline and instructing students to create basic instruments to save money. The exercise then moved on to the presentation of information regarding the characteristics of the independent curriculum. This content connects the prior material to the implementation of project-based learning or project-based learning. Following the conversation, the speaker reached a conclusion concerning the items offered.



Figure 1. Discussion activity

The activity resumed on the second day, July 22, 2022, with the presentation of the material "implementation of project-based learning." The session started with an overview of the Project Based Learning learning technique. The presenter presents a definition and early history of project-based learning approaches during this procedure. The purpose of this content is to provide an overview of Project Based Learning. The following content is about the objective of implementing Project Based Learning. These goals are to encourage students, develop communication skills, add skills, boost knowledge, improve problem-solving abilities, collaborate better, and manage learning instruments better.

The talk then moved on to material on the hallmarks of successful Project Based Learning. This information is intended to provide an overview of the specific features that contribute to a teacher's success while adopting project-based learning approaches. These qualities are framed by the viewpoint that project-based learning is focused on products and processes.

The speaker next went over the content regarding the best time to implement Project Based Learning. In the material, time refers to the appropriate setting in which to implement Project Based Learning. This is the case when educators want to implement student-centered learning and increase students' critical thinking skills. In addition to the appropriate time, the presenters discussed the standards that educators and students must meet while implementing Project Based Learning. This will provide educators an idea of what they will need to prepare in order to properly use the Project Based Learning technique.

The lecturer then discussed the significance of Project Based Learning. This material explains why it is critical to implement Project Based Learning. Several research on the implementation and efficacy of Project Based Learning are cited throughout the content. Educators can learn about the importance of project-based learning from this content, and they can then implement what they've learned.

The following content is about competency in the process of implementing project-based learning. The speakers emphasized that the Project Based Learning learning technique is oriented towards 21st century abilities (creative, communicative, collaborative, critical, and pious) and a scientific approach (observing, debating, attempting, associating, and communicating) during the presenting process. The exercise is then continued by going over the steps of the Project Based Learning technique. Knowing these processes can help educators better comprehend a set of activities that will be used to accomplish effective learning.

The lecturer then explained the benefits of project-based learning. The presenter mentions and clarifies significant points about the positive impact of implementing this learning in this material so that educators can gain relevant knowledge about the learning. Furthermore, the presenters discussed the shortcomings of project-based learning so that educators might anticipate and prepare for learning so that the negative consequences of this method could be avoided. Following that, the speaker explained the answers to these flaws. Following the conversation, concerns about the distinctions between Project Based Learning and Problem Based Learning surfaced.

The activity began on the third day, July 23, 2022, with the presentation of material on the introduction of teaching modules. Presenters and educators discuss the components of the teaching module that apply to the Independent Curriculum during this process. Compilers, themes, topics, descriptions of activities, projects, integrated subjects, time allocation, levels, phases, learning models, Pancasila student profiles, main understanding, problems to be studied, teaching materials, learning resources, and so on are all included in these sections.

Following that, the lecturer reinforced the content on Pancasila student profiles and themes. Presenters and educators engage in in-depth conversations during this process. The work is then proceeded by reviewing an example of a teaching module on a project with a recipe book product. The speaker also discussed the assessment process in the implementation of the independent curriculum. Following that, the activity proceeded with continual training on creating instructional modules.

### **Evaluation Activities**

After the training activities have been completed, an activity will be performed periodically as a means of monitoring and evaluating the efficacy of the completed community service activities. The purpose of the evaluation is to compile information regarding the implementation of the Project-Based Learning method. Periodically (continuously), monthly evaluation activities are conducted.



Figure 2 Evaluation Activities

## CONCLUSION

Based on the outcomes of the implementation of the activities, this community service activity was carried out according to the plan. The "Training in the Application of Project-Based Learning for Teachers at SMPN 44 Surabaya" activity contributed to the development of learning at SMPN 44 Surabaya because it provided training on creating projects and teaching modules in the process of implementing project-based learning. This information can be gleaned from the observation and evaluation process, which reveals that active and innovative learning is perceived to be more prevalent.

## RECOMMENDATION

On the basis of the results of this training activity, the following recommendations were made:

- 1) To increase the professionalism of educators in the classroom, this type of training must be conducted frequently with a wider variety of references and lecturers.
- 2) All members of the school are expected to engage in frequent discussion and evaluation of initiatives that will be implemented to advance innovative learning.

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