

THE EFFECTIVENESS OF TEAM BASED PROJECT LEARNING MODEL IN ENGLISH DRAMA COURSE

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Abstract

Team based project short film-based is the implementation of the course english drama which is one of the courses in the English literature study program that studies English literary works. The aims of this study were; (1) to increase student creativity through learning models team based project based on short films, (2) knowing the effectiveness of learning models team based project on courses english drama. The method used in this research is descriptive-qualitative. Methods of data collection using observation, interviews and documents. The results of the research show the learning model team based project effectively used in courses english drama and making short films that are uploaded on YouTube in accordance with the creativity of students who have been guided in the theoretical material sessions that have been given by the course lecturer. The stages of the project using team based project short film based is; (1) students discuss related to the theme of the short film according to the course, (2) write scripts, (3) students carry out project activities according to the timeline that has been prepared, (4) students edit films and upload them to social media youtube. The outputs targeted in this study are international journals, sinta 3 accredited journals and monograph books.

Keywords: Team Based Project; Short Film; English Drama

INTRODUCTION

Being a creative student is needed at the time. Creative means being able to think critically in dealing with the current developments. Being creative in the lecture process is also an added value for students in increasing their understanding of the subjects they are taking. Not only are students required to be creative in every respect, lecturers who teach courses must also be creative lecturers so that the courses they teach produce outputs that are effective, both appropriate for students to develop competencies. softskill or hardskills. Expecting creative students with good competency as well, the lecturer must also have the right strategy or learning model in lectures as well. According to Wahyuni & Kurniawan (2018) creativity is the ability to think creatively by students to issue ideas that arise and express themselves in the learning process. Meanwhile, according to Wulandari, Mawardi & Wardani, (2019) creativity is making learning active and not monotonous, expressing all the ideas students have and being able to solve problems in the learning process. From the two quotes above, it can be explained that creative is a critical thinking process in the form of ideas that can solve problems in the learning process so that the learning process becomes more alive, active and interactive. In the learning process english drama in semester V the English literature study program was very passive, there was only one direction where the lecturer played a role. From the absence of the role of students in this lecture, it becomes one of the problems faced by lecturers to increase student creativity, but in this case it is not only a problem aimed at students, but also an obligation for lecturers to continue to strive to make classes more interesting so that student creativity awakened through strategies or learning models created by lecturers. Students currently have a passive attitude, and are ignorant (don't care). The learning model must be designed by the

supporting lecturer according to the output to be achieved. The output to be achieved must be in accordance with the problems faced by students. Which is the problem faced by students is solved through the process of making the output to be achieved with a learning model that has been designed by the lecturer in charge of the course. The learning model is team based project. The purpose of the learning model team based project is to improve students' ability to solve problems, and gain new knowledge and understanding based on their experience (Wijaya, Siregar, Sutrisno, Yuzni, Sari & Idris, 2021). This learning model is expected to be able to increase creativity and be active in the learning process in the course English drama. Based on the above problems that occur, a study is carried out entitled the application of the learning model team based project short film based on the course English drama for students of the English literature study program.

The Freedom to Learn Campus Freedom Program in the Era of Revolution 4.0 is a program that prepares tertiary education graduates who are resilient in dealing with social, cultural, world of work and technological changes. Merdeka Learning Program Merdeka Campus prepares eight programs that can be followed, namely Student Exchange, Teaching Campus, Certified Internship, Independent Study, KKNT, Humanitarian Projects, Entrepreneurship, and research. To take part in the Merdeka Learning programs, the Merdeka Campus generally gives the right to study 3 semesters outside of the study program. Not only students are facing social, cultural, world of work and technological changes. For the lecturers it is a challenge in itself, in which the lecturer becomes one of the very important roles so that the Independent Learning Campus Merdeka program runs. For students who do not take part in the Merdeka Learning Campus Merdeka program but can still experience the same learning process. (Rosidah & Pramulia, 2021) As is known, the MBKM program is a program that hones skills directly through practice. So that the role of the lecturer in designing the learning model is very important so that it can be applied to students but must have the essence of competence which must be mastered and measured through practice. Practices designed to hone students' skills and abilities require an appropriate and effective strategy (Nasution, 2017). Strategy is a pattern of learning activities that are used and selected contextually, adapting to the characteristics and objectives of learning, which consist of methods, techniques and procedures that ensure students can achieve learning targets. To achieve the target of honing students' skills and abilities in the learning process, it must link between strategies and processes that integrate between the aspects to be achieved in the form of theory and practice.

The aim of current education is to develop students' intelligence in learning so that students can find solutions to the problems that surround them. In this era, education continues to be dominated by a view of knowledge as a set of facts considering that the learning process in the classroom still focuses on the teacher as the main source of information where the lecture method is the model of choice in learning. In the current learning process, there is a fear that students will not be able to create solutions to problems. Problems that arise in higher order thinking (Indrawijaya & Siregar, 2022). The project-based learning model is an innovative learning model with an emphasis on contextual learning through complex activities. Study drafts and foundations are the essence of learning through engaging students in problem solving and other assignments. In addition, the project learning model is an opportunity for students to work independently to broaden their knowledge and the results that come out of it create real products. According to Rais (2018), project-based learning can create opportunities for learning systems that are student-centered, more cooperative, students actively participate in projects independently and in group work and connect practical and real problems. The project-based learning model is both a process and a product. According to Santyasan (2016). processes carried out, such as (1) determining the subject of the project; (2) learning environment; (3) make an Activity plan; (4) carry out operational processes; (5) Implementation of Activities. Project-based learning (project-based learning) is an ongoing learning approach that combines

comprehensive theory-based learning ideas, namely knowledge about the results of cognitive construction through the performance of student activities that combine scientific skills and attitudes so that they can construct knowledge and have meaning with real experience (Akhiruddin and Ibrohim, 2020). According to Ouellette and Blount (2018), this process increases student creativity in creative thinking which is very suitable for project team-based learning where students are motivated to think critically and innovate as solutions to existing problems. Team Based Project is an active teaching and learning strategy by forming small groups that can provide opportunities for students to apply conceptual knowledge to operational steps. The action steps based on the project-based team are (1) the preparation stage; (2) team-based learning process; (3) Evaluation. According to (Kusmaharti, D.2022) the advantages of learning modelsteam based project lies in the motivation to study independently in groups so that students can understand or learn the topic of discussion effectively in which the learning process is student-centered (students centre learning), and this learning model emphasizes students to be able to solve problems or cases to be analyzed in depth both in collaboration. Film is a medium in the form of sound and images intended to convey the message of a community of people gathered in a certain place. The film's natural message uses the mechanism of symbols that are in mind. People in the form of messages, sounds, words, conversations and also behavior (Kusmini & Zulyanti, 2019). Film is basically a new discovery in the learning process that combines sight and hearing senses. From this we conclude that it is a short film with a very short running time of approximately 60 videos or films shown. The film media discussed here is film as an audiovisual tool for instructions, information or advice. There are many positive things that the film can tell about the life processes of people, events in nature and the life that happens there, is interdisciplinary, including business and industry which teaches the ability to tell stories about the life of large communities and so on. The advantages of short films as a means of learning, for example; development of students' thinking and assumptions, to strengthen the memory of subjects, develop student imagination, develop interest and motivation to learn.

In addition, (Murni et al., 2015) also explained that there is something that must be done to evaluate a film work and it is decided as follows: Films that are well formed when used both individually and as a whole in groups can be used as a learning tool certain skills and supplies some factual information; After watching the exam, you will be motivated to study harder while participating; Students are given instructions about what to look for in the film, and that they will be asked questions about the content of the film; Students receive instructions when they receive learning instructions Films are used in teaching and learning activities; Taking notes while watching movies is not allowed because it can; Remove the student focus from the film; Continuous screening of useful films can motivate student participants to learn more actively. English Drama is a course related to developing student insight and character. It is stated that drama has many positive influences for children to learn, such as sincere communication, fun classes, can motivate students and help them to speak more freely, and activities in developing strategies that are useful for overcoming gaps in knowledge when communicating (Dahlan, 2022). Watching short films is a project assignment carried out by students in English drama courses. Creating an effective and quality learning atmosphere requires the right strategy to achieve the expected targets. The process of achieving targets requires a lot of references that can be used as a reference in planning effective learning activities. Planning starts with the designertimeline what activities must be done or carried out at each meeting. Besidestimeline designed as rules in project learning. The learning model is also very important in lectures. The effectiveness of the learning process can be seen from the activities carried out communicatively, on target and the goals are achieved maximally (Yusuf, 2017). Effectively referred to in lecture activities are activities that bring changes to the learning process that bring benefits that can influence students to be more active. According to Wotruba and Wright in

Hamzah Uno (2011) indicators of effective learning are as follows; Good organization of material and interesting; Effective communication; Mastery and enthusiasm for the material presented; Positive attitude towards students; Objective in providing value; Flexibility in learning approach; Good student results. According to Reigeluth (1983) effective indicators namely; Careful mastery; Accuracy of performance; Transfer rate of learning; Retention rate. Based on the explanations above, effectiveness is the ability of students to provide feedback on what has been given so as to produce an understanding of the material presented and apply/performance of what has been understood. So the researchers are interested to conduct a research entitled "Learning Modelsteam based project based on short films for students of English literature in the courseenglish drama".

METHOD

This research is a qualitative research with a case study approach. The researcher does not study the problem, prove or disprove pre-study hypotheses, but instead processes the data and does not analyze the problem numerically. Case studies are research conducted using a unified system which can be in the form of programs, activities, events or groups of people associated with a particular place, time or relationship (Sukmadinata, 2008:64). According to Bogdan and Taylor (see Moleong, 2010: 4) Qualitative methodology is a procedure that produces descriptive data in the form of written or spoken words about people and observable behavior. The purpose of this study is to identify the application of Team Based Projects in English drama courses and in the realization of short film presentations. The importance of this research is the case study approach to collect data, extract meaning and understand performance by group. Data collection for this study is expected to focus on maintaining data consistency and conclusions. The descriptive method is to describe or describe existing phenomena, both natural phenomena and human technology (Sukmadinata, 2008:72). The purpose of descriptive-qualitative research is to state factually and precisely systematically in relation to a situation or phenomenon, as it is in the circumstances of a group of people, an object, a set of conditions, a system of thought or a class. people. events to describe facts, information. or drawing original and valid suggestions on this field phenomenon. The strategy used in this study is the embedded model. The researchers of this study decided in advance to focus on certain variables. However, in this case, the researcher does not leave the focus variable (choice) due to its holistic nature, keeping the parts examined connected to the contextual parts as a whole to find the whole. Meaning. The focus of the research is the presentation of group product-based short films. A research plan is needed for the smooth running of research in the field. To facilitate the writing of research reports, it is necessary to develop systematic and sequential procedures, so that the results obtained are as expected.

RESULTS AND DISCUSSION

Results

The results of this study are seen from the stages of the learning model team based project to find out whether the learning modelteam based project short film based effectively used in English drama courses. Stages of learning modelsteam based project are (1) students discussing related to the theme of short films that are in accordance with the course, (2) making scripts, (3) students carrying out project activities according to the timeline that has been prepared, (4) students editing films and uploading them to social media YouTube. In supporting the success of lectures and producing outcomes in courses English Drama subject lecturers give projects to

students to see the skills possessed by students and see how effective the learning model is team based project applied to courses english drama.

Discussion

To see effectiveness team based project applied to courses english drama researchers conducted interviews on student satisfaction in carrying out the project assignments given.

No	Questions	Mean
1	Theoretical material as a guide for quality project work	4,23
2	Communication becomes more active	4,30
3	Students are free to develop in order to increase creativity in making short films (dexterity of approach)	4,16
4	The project was completed on time according to the timeline	4,15
Total		4,21

Based on the data above, it can be explained that theoretical material is a guide for project work easy to understand and practice. This is evidenced by the mean score of 4.23. Furthermore, student communication becomes more active. This is proven by mean score 4.30 where most of the students. Then, students are free to develop in order to increase creativity in making short films (flexibility in approach). This is proven by mean score 4.16 where most students are satisfied with the team-based project learning model. In the end, the project is completed on time according to the timeline. This is proven by mean score 4,15. Thus, based on the results mean score 4,15. so that it can be concluded that the team-based project learning model is effectively used in courses english drama.

The students involved in this research were students who were in semester V. The class project was one of the outputs that students had to produce in the English drama course. One of them is making short films. Team based project be the chosen learning model in the course english drama to increase student creativity. Through the theoretical material provided and discussion regarding what short film will be used as a reference is the biography of William Shakespeare. Students discuss and develop the plot of the short film that will be made. Then to see the level of student creativity can be measured by looking at indicators of creativity with project assignments that have been made. The following are indicators of creativity that can be used as a measuring tool by correlating tasks that have been completed by students. The following results show that student creativity is developed through creativity indicators.

Based on the questionnaire that has been distributed, the number of scores obtained to see student creativity is 80.18%. With each weight obtained from Fluency, is 80.4, which indicates the ability to convey ideas, then Flexibility, gets a score of 81.6 with the ability to use ideas or ideas by linking approaches to solving problems, Originality, is 79.0 with the ability to spark original ideas or ideas. The fourth is Elaboration, 80.4 with the ability to express ideas or ideas in detail, and the last is Sensitivity, with a value of 79.5, namely the sensitivity of capturing and generating ideas in response to a situation. Based on the results of creativity indicators.

CONCLUSION

Based on the results of the research, it is concluded that by applying the learning model Team Based Project short film based. This can be seen from the conclusion points:

1. Learning models are needed as a means of achieving success in courses. Team based project

Short film based is an alternative learning model that can be applied to English drama courses to increase student creativity

2. Learning model Team Based Project can be an alternative for teachers to arouse student motivation and is effective in increasing learning outcomes, especially in the realm of discussion, group-based in English drama lectures. In general, it can be concluded that the model Team Based Project short films based on courses are considered effective and can develop students' skills in English drama lectures.

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