POST-PANDEMIC LEARNING DESIGN FOR ENGLISH STUDY PROGRAM

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Abstract : *During the COVID-19 pandemic, almost all students in higher education learned in online and hybrid modes. The results of evaluating the learning process during COVID-19 at IKIP PGRI Bojonegoro indicated that they were not ready for fully online learning and preferred the hybrid mode. However, when they were asked to choose between online or offline learning, they answered that they preferred offline learning due to several weaknesses in online learning and hybrid mode. This research analyzed the designs of post-pandemic learning at the English Study Program for three common supports, five core courses, and one institutional course given to the first semester students in the academic year of 2022/2023 by implementing project-based learning and case-based learning in a detailed explanation. The analyses focused on the course design, syntax, material, assessment, and lecturer role described in the syllabuses and lesson plans. Project-based learning and case-based learning as classroom management are designed to be implemented in the courses of Pancasila, Indonesian language, Religious Education, Educational Foundation, Speaking for Daily Context, Listening for Daily Context, General Vocabulary, Basic English Grammar, and Literal Reading. Both methods will engage students in learning and maximize their achievement in academic and life skills. Good classroom management with distinctive roles for lecturers and students will create active, effective, meaningful, and engaging learning.*

Key Words: *classroom management, post-pandemic learning, English department*

Introduction

In 2020, Indonesian students of higher education underwent full online learning due to covid-19 pandemic. After the condition got much better in 2021, the Minister of Education and Culture permitted to have hybrid learning or partial offline learning by considering health protocol. Until the even semester in mid-2022, some universities conducted limited offline learning by reducing the duration of credit hours from 50 minutes to 30 minutes per credit hour. The results of evaluating online learning, hybrid learning, and partial offline learning indicated that most students in higher education preferred to have full offline learning by meeting face to face in the classroom (Fitriani et al., 2021). They were not ready for fully online learning or hybrid learning due to several reasons such as limited cellular data, limited internet connection, health problems of eyes, electricity blackout, unsupported devices, etc. (Ariyanti, 2020). Furthermore, the lecturers employed monotonous methods by sharing document files, video files, and assignments. No interactive online learning occurred due to the limited digital literacy of lecturers. Consequently, the students were unmotivated and their acquisition of the learning materials through online learning during the covid-19 pandemic became low and dissatisfied (Pratama et al., 2022).

Successful learners at university depend much on the classroom management of lecturers in creating an active and effective learning environment. To create such active learning, a lecturer or an educator plays a crucial factor in the improvement and students' success (Postholm, 2013; Hattie, 2009). Kohn (2006) under the theory of student-directed learning believes that the ideal classroom emphasizes curiosity and cooperation above all and that the student's curiosity should determine what is taught. Lecturers can allow students to explore the topics that interest them most. He suggests that students should be able to think and write and explore without worrying about how good they are. In general, Kohn believes that emphasizing achievement rather than the learning process is not good. He emphasizes that not all students learn at the same pace, and standards do not take this into account. In general, Kohn believes in classrooms where the student is at the center of everything. Ideally, such a classroom would feature group work, student projects, exchanging ideas, lecturers-students mingling, more questions from students, and multiple activities.

Those characteristics of classroom management exist in project-based learning and case-based learning. Both learning models can be used to develop 21st-century skills. Project-based learning refers to an instructional method centered on the learner that allows in-depth investigation of a topic worth learning more about (Harris & Katz, 2001). Problem-based learning is a teaching model using problems as the main focus for developing problem-solving skills, materials, and self-organization (Kauchak & Eggen, 2012). The problems used in this model of learning are real-world problems (Arends, 2007; Fogarty, 1997). Problems encourage students to share knowledge, negotiate alternative ideas, seek information, and construct arguments to support established solutions (Sawyer, 2014). Students who participate in problem-based learning are able to store knowledge longer, identify causal relationships, and transfer the concept to new problems (Savin-Baden & Major, 2004).

This research analyzes the design of project-based learning and case-based learning at the English Education Department of three types of courses i.e., common support, institutional course, and core courses. The syllabuses and lesson plans developed by the lecturers were investigated in terms of course design, syntax, material, assessment, and lecturer's role.

Method

This qualitative research collected the data from primary sources by analyzing the syllabus and lesson plan of nine courses given to the first semester students in the English study program. The courses consisted of common support (*Pancasila, Bahasa Indonesia*/Indonesian language, *Pendidikan Agama*/Religious Education), institutional course (*Landasan Pendidikan*/educational foundation), and core courses (Speaking for Daily Context, Listening for Daily Context, General Vocabulary, Basic English Grammar, Literal Reading). All courses were designed using project-based learning and case-based learning. Furthermore, secondary sources from journals, books, websites, and reports were also

reviewed to get more comprehensive results.

Results And Discussion

The lesson plans and syllabuses of nine courses for the first semester students at the English education department were analyzed in the aspects of classroom design, syntax, material, lecturer's roles, and assessment. Following the Indonesian educational policy of MBKM (*Merdeka Belajar Kampus Merdeka* or Independent Learning Independent Campus) regarding the implementation of project-based learning and case-based learning in higher education, the English education department also accommodates both learning models for all types of courses including common support, institutional courses, and core courses. The common support courses consist of Pancasila and Religious Education, while the institutional course is Educational Foundation. The core courses comprise Speaking for Daily Context, Listening for Daily Context, General Vocabulary, Basic English Grammar, and Literal Reading. Project- based learning (PjBL) and case-based learning (CBL) have been designed as follows:

Tabel 1. The Design of PjBL and CBL

No	Course	Project-based learning	Case-based learning
1	Pancasila	Write book drafts based on inspirational true stories of Pancasila student's profile	
2	*Agama*/religion	Develop a map of Islamic spread on Java Island	
3	*Bahasa Indonesia*	Write and send news about local events to online media	Analyze and discuss the quality of Indonesian essays written by university students
4	Landasan Pendidikan/Educational Foundation	Write and publish essays on the implementation of five educational foundations in journals	
5	Speaking for Daily Context	Create videos on the daily topic speaking and upload them on YouTube	
6	General Vocabulary	Write English diary on vocabulary exercises from online tools chosen by the students	
7	Basic English Grammar		Analyze & correct grammatical errors in classmate's writing
8	Literal Reading		Analyze & discuss the content of reading texts given by other groups
9	Listening Context For Daily		Analyze & discuss the listening audio given by other groups

The syntax of project-based learning that will be employed follows the ideas of Bender (2012) as follows: 1) introduction and team planning of the project; 2) initial research phase in terms of gathering information; 3) creation, development, initial evaluation of presentation, and prototype artifacts; 4) second research phase; 5) final presentation development, and 6) publication of product or artifacts. Meanwhile, the syntax of problem-based learning begins with 1) problem orientation; 2) organizing students to conduct research; 3) assisting independent and group investigations; 4) developing and presenting artifacts; and 5) analyzing and evaluating the problem-solving process (Arend, 2007). During the learning activities, teachers play a role in providing problems, asking questions, and facilitating investigations and dialogue.

Choosing learning materials plays a vital role in PjBL and CBL. Students not only learn the content material but also develop basic skills and virtues for real-life settings (Castañeda, 2013). Lecturers design projects that integrate all content materials with the real world, for example, in the Pancasila course, the students are instructed to find and select young people with Pancasila learner profiles. After that, they have to analyze the competence and capacity of the person they chose in the six aspects namely religiosity, global *kebhinekaan*/diversity, cooperation, creativity, critical thinking, and independence. Next, the students write a story about the person they choose and make self-commitment to their future. The stories written by each group will be compiled in an e-book.

Meanwhile, project-based learning for Religious Education course as another common support is carried out by instructing the students to make maps of Islamic spread on Javanese Island. The students will be divided into five groups to make five maps of Islamic spread in provinces in Java i.e., East Java, Central Java, DI Yogyakarta, Banten, and DKI Jakarta. After creating maps, they must explain them in good descriptive texts. Finally, all groups will compile all files and publish the compilation into an e-book.

Another example of project-based learning is addressed in the English core course namely General Vocabulary. The students are instructed to write English Diary in groups depicting what they have learned from the online tool/application chosen. Since they will have 12 days to use the apps, the diary will contain 12 topics i.e., synonym, antonym, idiom, homonym, hyponym, etc. Writing English Diary on vocabulary project will show the vocabulary size and acquisition of the students. They will be responsible for what they have written because it indicates the total number of words in a language they have acquired and they will be tested based on their acquisition. In the end, the students must publish their diaries in an e-book.

The project-based learning and case-based learning implemented in one course are designed in the subject of Bahasa Indonesia. This course has three credits and focuses on fixing the quality of sentences, paragraphs, and text composition in a good structure and readability. Since the students in English Education Department will be taught translation, the quality of their writing in Indonesian will be very influential on the results of Indonesian-English translation and vice versa. That is why, in several meetings of the Indonesian Language course, the students will have case-based learning by finding the errors in the Indonesian sentence structures of a text. After that, they are instructed to write a report text of an event and submit it online media. If their quality of writing is good, then it will be

published by the editor.

The four examples of project-based learning above involve the requirement for publication. The PjBL is a learning strategy that strengthens the student to master new knowledge and publish their knowledge through various forms of publications (Klein et al., 2009). PjBL is driven by authentic questions or problems as a central subject or curriculum, including building a community of learners and culminating in the submission/presentation of students' work to outsiders (McGrath, 2002). PjBL gives exposure to five things: 1) systematic learning and teaching methods; 2) involvement in learning (engaged learning); 3) skill-based; 4) authentic assessment; 5) and work-oriented products. Therefore, the courses are designed to put the students in situations that compel them to read critically, speak authoritatively, listen attentively, think deeply, and write effectively through project-based learning that requires publication.

Since the roles of lecturers become the major factor in active and effective learning, the following are the roles of lecturers in project-based learning and problem-based learning that can be generalized from their syllabuses and lesson plans:

1. Designer: plans and designs authentic learning experiences that address content standards (Mergendoller and Thomas, 2003).
2. Facilitator: facilitates learning with technology and advises to support student achievement (Strobel & Barneveld, 2009; Thomas, 2000).
   a. Build a culture of student-centered and inquiry-driven. Part of culture-building is an emphasis on excellence and the use of peer critique (along with revision based on feedback) to get great results.
   b. Manage activities to improve the student's project management skills by improving teamwork, time management, and integrating tools for inquiry and creativity.
   c. Engage and coach by emphasizing the teaching moves that help students take risks, persist through challenges, and celebrate successes.

Collaborator: emphasizes collaboration between lecturers and students by carrying out consultation, giving motivation, and providing feedback.

In terms of assessment, all lesson plans and syllabuses prioritize the process and the product for project-based learning. However, through project-based learning and problem-based learning, the lecturers will involve the assessment of 4C in the 21st-century skills i.e., critical thinking, creativity, collaboration, and communication. Students will get assessments not only from lecturers but also from their friends or peer assessment. This sort of assessment shows that the students can work together with the group well. This is indicated by the value given to the questionnaire distributed to the student. According to Savin-Baden & Major (2004), differences in project-based learning and problem-based learning can be assessed based on knowledge organization, the form of knowledge, the role of students, the role of the teacher, and the type of activity undertaken during the learning activities. Lecturers also develop a rubrics-based evaluation that guarantees the quantitative determination of creativity. They also noticed that the rubrics-based assessment is quite accepted by the students and the type of assessment used is effective in terms of clarity of outcomes and emphasis of the task. It could be stated that rubric-based assessments widened the prospect of evaluating qualitative outcomes such as ethics, team collaboration,

and interaction and provided students with a clear picture of what the expectations would be regarding a specific project and how they should be encountered (Bresciani, Zelna, and Anderson, 2004).

Conclusion

In post-pandemic, the learning in English study program is designed to apply Project-based learning and problem-based learning because both will affect students in 4C (creativity, critical thinking, collaboration, and communication). Four courses of common support (Pancasila and Bahasa Indonesia), one institutional course (Educational Foundation), and five core courses (Speaking for Daily Context, Listening for Daily Context, General Vocabulary, Basic English Grammar, and Literal Reading) have been designed well using both learning models in terms of classroom design, syntax, material, lecturer roles, and assessment as reflected in the syllabuses and lesson plans.

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