

# Achievement of Students After Learning With Project Independent Papers

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# Achievement of Students After Learning With Project Independent Papers

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**Abstract**—Achievement of learning outcomes in programs magister Language English students before using a project papers model that is applied in making the task of independent papers project through the foundation of education based on these problems hence the purpose of this study is to know the achievement of the result of learning programs magister Language English students after the lesson with the project paper independent on the foundations of education. In order to achieve the research objectives, the research method used is descriptive research and then the data analysis used is categorization of learning outcomes in accordance with the assessment indicators making the task of independent papers project in the form of tables containing the percentage and category of student achievement related to the performance of the capability of making the task of independent paper project. The next step is to give interpretation or meaning. The results of this study show the students of English education related to the preparation of the task of independent papers project after the implementation of the 25% foundation education lecture is in enough category, 50% in the good category while 25% are in very good category, For the component of the accuracy of the discussion with the reference library problem while for other components 75% of students are in good category and 25% of students are in very good category. Based on the results of the research, lecturers not only explain the basic concepts of educational foundation but also relate between the concept and utilization of project-based learning model in formal education from elementary, Junior and Senior high school. And improve problem solving skills

**Keywords**—achievement of students; independent papers; study; educational basis

## I. INTRODUCTION

The Foundation of Education is needed in the education world especially in our country Indonesia, so that the ongoing education in our country has a very strong foothold because education in each country is not the same. The education of our country requires the foundation of education in the form of legal basis, philosophical foundation, historical basis, socio-cultural foundations, psychological foundation and economic foundation.

Education as a systematic conscious effort-systemic always departs from a number of foundations and the transfer of certain principles. The foundation and the principle is very important, because education is the main pillar of the development of people and society of a particular nation. Some of these educational foundations are the philosophical,

sociological and cultural foundations, which play an important role in determining educational goals. Furthermore, scientific and technological foundation will encourage education to pick up the future [2].

The previous paragraph illustrates that the role of the foundation of education becomes very important and strategic, because the foundation of education is the concepts as the foundation or foundation in the world of education. It is important for students to gain a good understanding of the subject matter, as if the basis for understanding other subjects as advanced courses, and improving problem solving in formal education from elementary, secondary and tertiary education.

The foundation course of education as it is known is the first semester course for the S2 study program of education. In the course, this course faces several obstacles that appear from some of the symptoms of problems detected by the students through the learning outcomes in the form of preparation of independent papers project tasks related to the concept and application of the concept of basic education courses in formal, non-formal education.

Based on the results interview with other lecturer subjects or whoever cultivate the foundation course of education obtained that the symptoms of problems that occur in students is the inability to make the task of independent papers project in accordance with the concepts that have been studied as lecture course of education. In addition to the problem of conceptual understanding, students also cannot provide examples of the implementation of the concept of educational foundation in the management of education, both formal and non-formal education in the management of education at the primary and secondary levels.

The same problem is not much different is found in the students who take the lecture course of education at the Mulawarman University magister program, where there is also tendency of students to elaborate this course or unmotivated students because it considers that this course is only a basic subject teacher, so think that this course is not a major component that strongly supports the expertise of students to work as educators either in junior high school, high school and even if continuing lectures at the level of doctoral education.

This problem is certainly very distressing because, if this is allowed then the university produces fresh graduate that does not understand the foundation of education, and has the

potential to become a plagiarist, because it does not have a good understanding, and because it does not have a good understanding so look for ways that can facilitate, with a narrow mind, which is important to graduate quickly and can earn a bachelor's degree. A person who has a degree of bachelor in this way can destroy other mental generations, and can imagine what will happen if someday becomes a leader.

Through this concern, then as a lecturer of the foundation of education in programs magister education study program feel challenged to participate actively solve the problems of students, in order to prevent and minimize problems that occur during this time. In order to know clearly the problems faced by students, it is important to know the problems faced by the students before the lectures, and after the lectures, so that the solution will be used to solve the problems in the students, really according to the root of the problems faced by the students, and is expected to be an effective solution to prevent and minimize problems encountered.

This research is also encouraged by the spirit of lecturers to maintain professionalism in the work, with the understanding that one of the indications of professional lecturers is the ability of lecturers to solve problems that happened to students. One of the problems indicated in the students is related to the learning outcomes in this case is the ability to create independent project paper tasks related to the concept and application in the management of education, both formal and non-formal education. Based on these considerations so that the lecturers took the initiative to conduct independent research through lecturing the foundation of education on the students of programs magister education.

In the background has been disclosed that one of the symptoms of the subject matter of the foundation of education is the result of student learning related to the preparation of the task of an independent paper project. Referring to the background of the problem, this research focuses on several issues as follows:

1. What are the problems faced by the students of programs magister Language English related to the preparation of self-supporting papers project assignment before the lecture of the foundation course with group presentation.?
2. What is the ability of the students of programs magister Language English related to the preparation of independent paper project tasks before the implementation of the landing base of education with group presentation?
3. What are the problems faced by the students of the programs magister Language English study program related to the preparation of the self-directed papers project assignment after the lecture course of education with group presentation?
4. What is the ability of the English Education programs magister Language English student related to the preparation of the self-papers project assignment after the lecture of the foundation of education with the group presentation?

Referring to the focus of the problems in this study, the purpose of this study as follows:

1. To find out what problems faced by the students of programs magister Language English related to the preparation of the task of independent papers project before lecturing the subject of education with group presentation.
2. To find out how the ability of the students of programs magister Language English related to the preparation of the task of independent papers project before the implementation of the foundation lecture with group presentation
3. To find out what problems faced by the students of programs magister Language English related to the preparation of the task of independent papers project after lecture of educational base with group presentation
4. To find out how the ability of programs magister Language English students related to the preparation of the project assignment of independent papers after the implementation of the landing base of education with group presentation

Referring to the problems and objectives of the study, the results of this study are expected to be useful for the relevant parties namely, (1). Fellow lecturer of course lecturer can be used as a reflection for lectures on the study program that is fostered, and (2). Students can improve learning outcomes related to the ability to prepare the task of independent paper projects, and make students have a strong foundation for advanced courses, and the foundation for provision in the work in the community

## II. METHODOLOGY

The type of research used is descriptive research type. The type of descriptive research is research that aims to find relationships on the facts and provide interpretation or interpretation of these facts (Sugiyono, 2009).

This research was conducted for 6 months, starting from March to August 2015, in the lecture room of S2 Faculty of Education and Education Faculty (FKIP) of Mulawarman University, Samarinda, East Kalimantan.

### A. Population and Sample

The population of this research is all students of programs magister language english education and faculty of education (FKIP) Mulawarman University.

The sample in this study is the students of English education. The sampling technique used is purposive sampling with regard to the students who take the lecture course of education.

### B. Data collection technique

Data in this research is obtained through (1) Interview with the lecturer, observation, done by observing the course of the course lecture, and (2) Tasks in the form of performance results of independent papers with topics related to the implementation through formal education or non-formal education channels independently by students at the end of the semester.

C. Data analysis technique

The data analyzed in this research is the result of learning which in this case is the result of the performance of the task making of independent papers project related to the subject matter of the education subject. The first data analysis is categorization of learning outcomes in accordance with the assessment indicators of the task assignment of independent papers project in the form of diagram table, the stem containing the percentage of student achievement related to the performance of the capability of making the task of independent papers project. The next step is to give interpretation or meaning.

III. RESULTS AND DISCUSSION

Table I, indicates that students did not comprehend all the components in the independent paper project which were related to the understanding and the implementation of the concept from the foundation of education. The components mentioned here are: title accuracy, the accuracy of introduction and its components with the title, the accuracy of discussion with the problems and reading reference, the accuracy of the conclusion with the problems and title, the use of accurate language, the accuracy of writing system, and the neatness of the paper.

TABLE I. PERCENTAGES OF PROBLEMS BEFORE THE IMPLEMENTATION OF THE LECTURE

NO	Scoring Criteria	Scoring			
		Poor	Inadequate	Good	Excellent
1	Title accuracy	66,66%	33,33%		
2	The accuracy of introduction and its components with the title	66,66%	2%		
3	The accuracy of discussion with the problems and reading reference	77,77%	2%		
4	The accuracy of the conclusion with the problems and title	77,77%	2%		
5	The use of accurate language	77,77%	2%		
6	The accuracy of writing system	66,66%	33,33%		
7	The neatness of the paper	66,66%	33,33%		

Note:  
 Poor = ≤ 25-39  
 Inadequate = ≤ 40-59  
 Sufficient = ≤ 60-69  
 Good = ≤ 70-79  
 Excellent = ≤ 80-100

The research result related to the student's ability before the implementation of the lecture on the foundation of education is described in Table II. The result indicates that student's abilities were in the category of poor and inadequate in all components related to the understanding and the implementation of the concept of the foundation of education in the paper. This result shows that 80% of the students were in

category of poor and 20% were in the category of inadequate. Therefore, it can be said that the students did not have the comprehension to be used as the basis to follow the lecture in the foundation of education.

TABLE II. THE PERCENTAGES OF STUDENT'S ABILITY BEFORE THE IMPLEMENTATION OF THE LECTURE

NO	Scoring Criteria	Scoring			
		Poor	Inadequate	Good	Excellent
1	Title accuracy	66,66%	33,33%		
2	The accuracy of introduction and its components with the title	66,66%	2%		
3	The accuracy of discussion with the problems and reading reference	77,77%	2%		
4	The accuracy of the conclusion with the problems and title	77,77%	2%		
5	The use of accurate language	77,77%	2%		
6	The accuracy of writing system	66,66%	33,33%		
7	The neatness of the paper	66,66%	33,33%		

Note:  
 Poor = ≤ 25-39  
 Inadequate = ≤ 40-59  
 Sufficient = ≤ 60-69  
 Good = ≤ 70-79  
 Excellent = ≤ 80-100

Referring to the result of the research, the problems that students had after the implementation of the lecture are shown in Table III. The result indicates that students could comprehend all components in the independent paper project which were related to the understanding and the implementation of the concept from the foundation of education. The components mentioned here are: title accuracy, the accuracy of introduction and its components with the title, the accuracy of discussion with the problems and reading reference, the accuracy of the conclusion with the problems and title, the use of accurate language, the accuracy of writing system, and the neatness of the paper.

TABLE III. PERCENTAGES OF PROBLEMS AFTER THE IMPLEMENTATION OF THE LECTURE

NO	Scoring Criteria	Scoring			
		Poor	Inadequate	Good	Excellent
1	Title accuracy		5%	15%	75%
2	The accuracy of introduction and its components with the title		5%	15%	75%
3	The accuracy of discussion with the problems and reading reference		5%	15%	75%
4	The accuracy of the conclusion with the problems and title		5%	15%	75%



TABLE III. PERCENTAGES OF PROBLEMS AFTER THE IMPLEMENTATION OF THE LECTURE (CONTINUE)

NO	Scoring Criteria	Scoring			
		Poor	Inadequate	Good	Excellent
5	The use of accurate language		5%	15%	75%
6	The accuracy of writing system		5%	15%	75%
7	The neatness of the paper		5%	15%	75%

<sup>a</sup> Poor = ≤25-39  
<sup>b</sup> Inadequate = ≤40-59  
<sup>c</sup> Sufficient = ≤60-69  
<sup>d</sup> Good = ≤70-79  
<sup>e</sup> Excellent = ≤80-100

The research result related to the student's ability after the implementation of the lecture on the foundation of education is described in Table 4. The result indicates that student's abilities were in the category of sufficient, good, and excellent in all components related to the understanding and the implementation of the concept of the foundation of education in the paper. The result shows 5% of the students were in the category of sufficient, 15% of the students were in the category of good, and 75% of the students were in the category of inadequate. Therefore, it can be said that the students did not have the comprehension to be used as the basis to follow the lecture in the foundation of education.

TABLE IV. THE PERCENTAGES OF STUDENT'S ABILITY AFTER THE IMPLEMENTATION OF THE LECTURE

NO	Scoring Criteria	Scoring			
		Poor	Inadequate	Good	Excellent
1	Title accuracy		5%	15%	75%
2	The accuracy of introduction and its components with the title		5%	15%	75%
3	The accuracy of discussion with the problems and reading reference		5%	15%	75%
4	The accuracy of the conclusion with the problems and title		5%	15%	75%
5	The use of accurate language		5%	15%	75%
6	The accuracy of writing system		5%	15%	75%
7	The neatness of the paper		5%	15%	75%

<sup>f</sup> Poor = ≤25-39  
<sup>g</sup> Inadequate = ≤40-59  
<sup>h</sup> Sufficient = ≤60-69  
<sup>i</sup> Good = ≤70-79  
<sup>j</sup> Excellent = ≤80-100

The research result shows that the role of lecturers in managing learning activities affected student's ability. All this time, the problems which occurred in the foundation of

education course were caused by the condition where the lecturers used ready-made books and power points which led to a situation where they merely explained concepts to the students, and the students never had the chance to try interpreting the concept of the foundation of education through examples of the implementation of the formal and non-formal learning management in Indonesia.

The research result also shows the importance of student's presentation activity on their paper writing which focused on the implementation of the concept of the foundation of education in learning management context in Indonesia through formal and non-formal education. Therefore, when lecturers assign the students to write independent paper project, then this task needs to be well discussed during the lesson in the class. The student's improvement in writing independent paper after the lecturer changed the learning scenario can be described through the procedure which will be explained below.

IV. CONCLUSION

Referring to the problems, research result and the discussion, several conclusions can be drawn. They are explained, includes (1) The problems that students from Master of English language study program had in writing independent paper project before the implementation of the lecture in the foundation of education course were in: the title accuracy, the accuracy of introduction and its components with the title, the accuracy of discussion with the problems and reading reference, the accuracy of the conclusion with the problems and title, the use of accurate language, the accuracy of writing system, and the neatness of the paper; (2) Student's ability in writing paper before the implementation of the foundation of education lecture considering all components in writing independent paper were 77,77% in the category of poor while 30% in the category of inadequate; (3) The problems that students from Master of English language study program had in writing independent paper project after the implementation of the lecture in the foundation of education course were in the accuracy of discussion with the problems and reading reference, and (4) Student's ability in writing independent paper after the implementation the foundation of education lecture were: 25% in the category of sufficient, 50% in the category of good, and 25% in the category of excellent in the component of the accuracy of discussion with problems and the reading reference. In other components 75% students were in the category of good, and 25% of the students were in the category of excellent.

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