

VIRTUAL LEARNING DESIGN OF PROSE APPRECIATION COURSE WITH TEAM BASED PROJECT MODEL

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Abstract

The world of education continues to develop, including in the lecture system which is now increasingly adopting online learning methods. One of the affected courses is Prose Appreciation, where based on evaluations in several in Lhokseumawe City, the level of student understanding of the material only reaches 45-85%. To increase the effectiveness of learning, a team-based project model is applied which allows students to be more active, creative, and produce products in the learning process. This study aims to analyze needs, formulate development principles, and design team-based project-based virtual lectures in Prose Appreciation courses. The method used in this research is research and development, which includes the stages of research and data collection, research planning, design draft development, design validation, and design revision. The learning model developed is based on eight main principles, namely motivation, pleasant learning atmosphere, modeling, guidance, guidance, direct experience, habituation, and exemplary. The model design consists of several main components, including introduction, objectives and assumptions, syntagmatics, social systems, reaction systems, support systems, and instructional and accompanying impacts. The implementation of the model is carried out by developing team-based project-based learning tools for online Prose Appreciation courses in Lhokseumawe City.

Keywords: *Virtual Learning, Prose Appreciation, Team Based Project Model*

INTRODUCTION

Education continues to evolve in line with technological advances and the changing needs of society. In today's digital era, learning methods are no longer limited to face-to-face meetings, but have also begun to shift to technology-based learning systems that allow more flexible access for students. Lhokseumawe City as one of the educational centers in Aceh has also experienced changes in the lecture system, especially in the application of technology in the learning process. Technological developments bring rapid changes in the world of education, especially in learning media. Learning media are materials, tools, or techniques used in teaching and learning activities with the intention that the learning communication interaction process between teachers and students can take place properly (Yanni, MH, 2022).

A number of colleges universities at City Lhokseumawe, institutions other institutions, began to develop a learning system that is more adaptive to student needs. Lectures that were previously conducted conventionally have now widely adopted online methods to increase the accessibility and effectiveness of learning. This aims to ensure that students still get a quality learning experience without being hampered by location and time constraints. In the world of education, especially in learning literature, the learning methods used greatly affect students' understanding and skills in appreciating literary works. The Prose Appreciation course is one of the courses that requires a deep understanding of literary texts, both in terms of structure and meaning. Therefore, the learning model applied must be able to stimulate students to think critically, analytically, and creatively in interpreting literary works. Although online learning system has been widely applied, its effectiveness in Prose Appreciation course is still a challenge. Based on evaluations conducted in several universities in Lhokseumawe, it was found that the level of student understanding of prose appreciation material only ranged from 45-85%. This percentage shows that there is still a gap between the teaching methods used and the level of student understanding of the material provided. One of the main factors that cause low student understanding

in this course is the method of delivering material that is less interactive. One-way and theory-oriented learning tends to make students passive and less involved in the learning process. In literature learning, students' active involvement is needed so that they can understand and interpret literary works better. In addition to uninteresting delivery methods, limited interaction between lecturers and students is also an obstacle in learning prose appreciation. Limited interaction makes it difficult for students to develop their understanding of a literary work, especially in exploring deeper meanings in a prose text. Discussion and collaboration in understanding literary texts are important to improve students' understanding. Another obstacle faced in learning prose appreciation is the imbalance between the delivery of theory and the assignments given. Students often feel that the tasks given are too much compared to the material explained. As a result, they focus more on completing tasks without really understanding the essence of prose appreciation itself.

According to Mustofa and Yuwana (2016), literature learning should be presented in an interesting and interactive way so that students can easily understand and appreciate literary works. Learning that only focuses on theory without any experiential approach will make students less interested and difficult to develop their appreciation skills. Therefore, a learning model that is more effective and can increase students' involvement in understanding and appreciating prose works is needed.

One of the learning models that can be applied is *team-based project*, which emphasizes teamwork in understanding and appreciating a literary work. This model allows students to work in groups to explore various aspects of a prose work, discuss its meaning, and produce academic products based on the results of their analysis. With this method, students do not only receive the material passively but are also directly involved in the learning process. In the *team-based project* model, students are given the task to analyze prose works in groups, both in terms of intrinsic and extrinsic elements. The analysis process is then discussed in groups to gain a more comprehensive understanding of the text being studied. After that, they will present the results of their analysis to other groups or in front of the lecturer for feedback. In addition to improving students' understanding of literary works, *The team-based project* model also has other benefits, namely improving critical thinking skills and communication. Through discussions and presentations, students are trained to express their opinions more clearly and logically. They also learn work together in teams, divide tasks, and solve problems collectively. Another advantage of this learning model is that it gives students direct experience in appreciating prose. They not only read literary texts theoretically, but also develop understanding through in-depth analysis and constructive discussion. This can improve their skills in interpreting meaning and understanding the social and cultural context in a literary work. By applying the *team-based project* model, students are expected to be more involved in the learning process and not only understand the theory, but also be able to apply it in literary analysis. Through teamwork, they can exchange insights and develop a broader perspective in appreciating prose. Interactive learning media is anything that can be used to channel messages from the sender of the message to the recipient so that it stimulates the thoughts, feelings, attention and interests and willingness of students in such a way that the learning process occurs in order to achieve learning objectives effectively (Yanni, MH, 2022).

Based on this background, this research aims to design a *team-based project-based* virtual learning design to improve learning effectiveness in Prose Appreciation courses in Lhokseumawe City. This design is expected to help students in understanding and interpreting prose works more deeply through more interactive and collaborative learning methods. With this research, it is expected that the right solution can be found in improving the quality of Prose Appreciation learning. In addition, the results of this study are also expected to be a reference for lecturers in developing learning strategies that are more effective and in accordance with student needs. The designed learning model can also be applied in other courses that require an analysis-based approach and group discussions. In the end, the application of *team-based project* model in learning Prose Appreciation in Lhokseumawe City is expected to improve students' skills in understanding, analyzing, and interpreting literary works. With a more dynamic learning approach that involves active interaction, students can gain a more meaningful learning experience that is relevant to their academic needs.

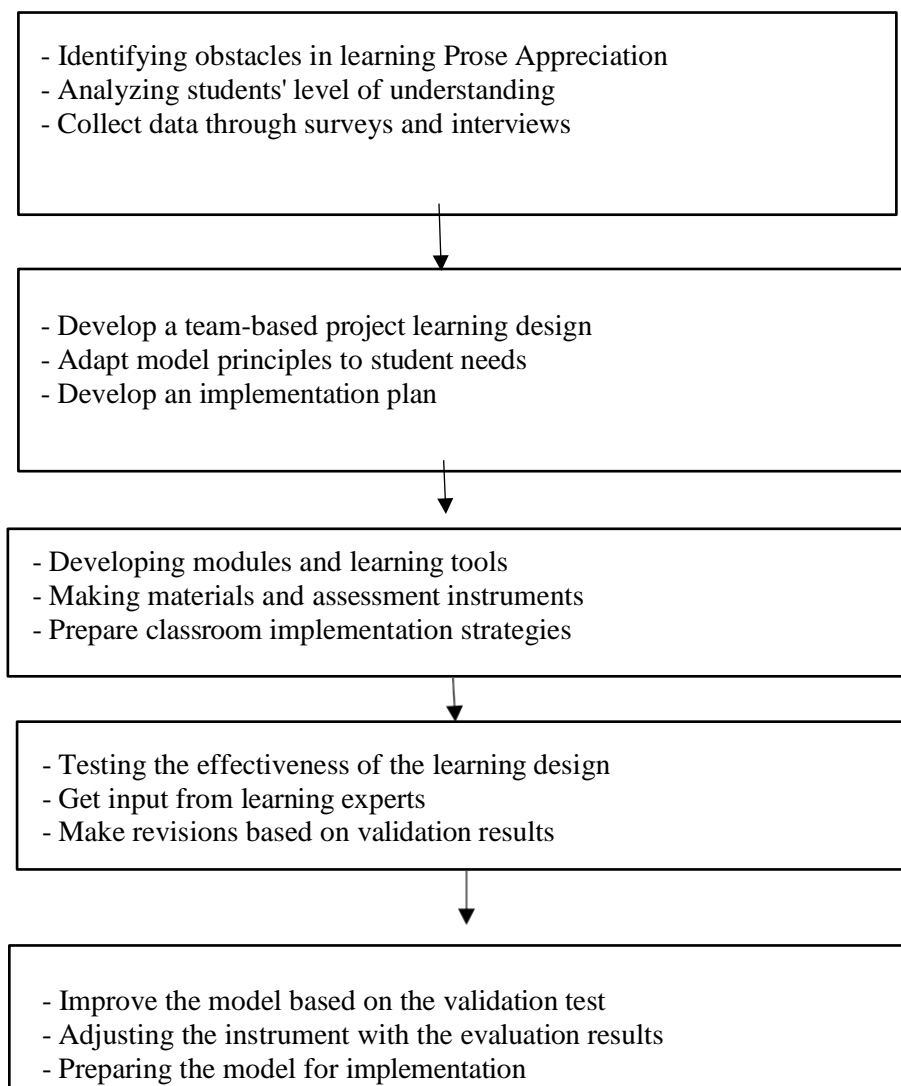
Research Objectives

This research aims to design a *team-based project-based* virtual learning design to improve learning effectiveness in Prose Appreciation course in Lhokseumawe City. This design is expected to help students be more active in understanding and appreciating prose through a more interactive and collaboration-based learning method.

Research Methods

This study uses the *Research and Development* (R&D) method which aims to develop a *team-based project-based* learning design in the Prose Appreciation course in Lhokseumawe City. The stages of this research follow the model developed by Borg & Gall (Sugiyono, 2015) with five main steps, which are visualized in the following diagram:

Diagram 1. Stages of the Research Method



Explanation of Research Stages

1. Problem Identification and Data Collection

In the initial stage, the obstacles faced by students in learning Prose Appreciation were identified. Data was collected through surveys to students and interviews with lecturers to find out the difficulties in understanding prose and the effectiveness of learning methods that have been used before.

2. Learning Model Design

Based on the results of the needs analysis, a *team-based project* learning model was designed. The main principles of this model are adjusted to the needs of students to make it more effective in improving their understanding of literary texts.

3. Design Draft Development

At this stage, learning modules, task sets, and evaluation instruments were developed to support the implementation of the *team-based project* model. The learning materials are organized to fit the collaborative and project-based approach.

4. Design Validation by Experts

After the design draft was completed, it was validated by experts in the field of learning and literature to test the feasibility and effectiveness of the design developed. Input from the experts was used to refine the model before it was applied to students.

5. Design Revision and Refinement

The validation results are used as the basis for revising and improving the learning model. After the revision is complete, the model is ready to be implemented in online and offline Prose Appreciation learning in Lhokseumawe City.

By following these stages, the developed learning model is expected to increase students' engagement in literature learning and improve their level of understanding of prose.

Results and Discussion

Table 1. Evaluation Results of *Team Based Project Model* Implementation in Prose Appreciation Learning

Evaluation Aspect	Before Implementation <i>Team Based Project</i>	After Implementation <i>Team Based Project</i>
Student Comprehension Level	50-75%	80-90%
Student Participation in Discussion	40%	75%
Student Satisfaction with the Method Learning	-	85%
Activeness in Finding References Additional	45%	82%
Confidence in Presentation	30%	70%
Number of Groups that Show Improved Prose Analysis	-	16 out of 20 groups
Students who feel helped by Lecturer Feedback	-	78%
Students who Feel More Comfortable Working in a Team	-	80%
Lecturers who Assess Improvement Student Activities	-	9 out of 10 lecturers

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Students Who Have Difficulties in Task Sharing	-	60%
Students who complain about time Longer Learning	-	55%
Students who experience obstacles Access to Digital Reference Students who want a model	-	35%
This remains in effect	-	88%

From the evaluation results shown in the table above, it can be concluded that the application of the *team-based project* model provides a significant improvement in various aspects of Prose Appreciation learning. Students became more active in discussions, looked for additional references, and felt more confident in presentations. Their level of understanding of the material increased from 50-75% before the implementation of this model to 80-90% after its implementation. In addition, the survey showed that 85% of students were more satisfied with this method than the traditional lecture method. The majority of students also stated that discussion and cooperation in groups helped them understand literary texts better. As many as 80% of the students felt more comfortable working in teams, which shows that this method not only improved their academic understanding but also their social skills. However, there are some challenges in its implementation, such as difficulties task division experienced by 60% of students and longer learning duration complained by 55% of students. In , 35% of students stated that they experienced problems in accessing digital references, which needs to be considered by the university in providing more adequate resources.

Lecturers also gave a positive assessment of the application of this method. Of the 10 lecturers who participated in the study, 9 lecturers stated that students became more active and had more critical thinking than before. This proves that the *team-based project* model not only benefits students but also has a positive impact on lecturers in delivering material more effectively. Finally, the data shows that 88% of students want this method to be applied in learning Prose Appreciation in the future. This shows that the majority of students feel that the *team-based project* model is more interesting and more effective compared to conventional methods that only focus on lectures. Based on these results, it can be concluded that the *team-based project* model is a very effective approach in improving students' understanding of prose. With some improvements in the aspects of group coordination and providing access to digital learning resources, this method can be a more optimal and sustainable learning model.

DISCUSSION

The learning model has a very important role in determining the effectiveness of a lecture. In the Prose Appreciation course, the approach used must be able to accommodate the needs of students in understanding, analyzing, and interpreting literary works. One method that can be applied is *team-based project*, which prioritizes teamwork in understanding prose through discussion, analysis, and delivery of understanding results in the form of academic products. The application of *team based project* in learning Prose Appreciation in Lhokseumawe City shows positive results. Students who were previously passive in the learning process became more active.

in discussing and collaborating with their peers. Through teamwork, they can more easily understand various aspects of literary texts, both in terms of structure and meaning. This model also succeeded in increasing students' learning motivation. They felt more challenged because they were given the task of working on projects in groups. The responsibility given to each team member encourages them to be more serious in understanding the material. With the division of roles in the group, students feel they have a real contribution to the learning process. One important aspect of *team-based project* is group discussion. This discussion provides an opportunity students to exchange ideas, share viewpoints, and deepen their understanding of prose texts. Each team member can express their own opinion, making the learning process more dynamic and interactive.

In addition to discussions, students are also given the opportunity to present the results of their analysis. This presentation allows them to practice their communication skills and develop confidence in conveying their thoughts to the audience. Thus, learning does not only focus on theoretical understanding, but also on practicing public speaking skills. Feedback from lecturers and fellow students is an important part of this learning model. After the presentation, students get feedback that helps them improve and enrich their analysis. This process builds a more critical and reflective mindset, which is indispensable in appreciating literary works in depth.

In this model, students do not only rely on teaching materials from lecturers, but are also encouraged to look for additional references independently. They can access various sources, such as academic journals, literary books, and relevant articles to support their analysis. Thus, learning becomes more research-based and explorative. Another advantage of *team-based project* is that it provides direct experience in analyzing literary texts. Students not only read and understand the text from a theoretical point of view, but also engage in a deeper reading experience. They are trained to explore the meanings hidden in the text, connect with the social context, and explore the values contained therein. Besides improving academic understanding, this model also develops students' social skills. They learn how to work in groups, resolve conflicts, and organize effective cooperation strategies. These skills are essential in the professional world, where teamwork one of the most needed competencies.

In its implementation, the *team-based project* model also requires the active role of lecturers as facilitators. Lecturers not only act as material providers, but also as mentors who help students explore their ideas. Lecturers provide direction, ask critical questions, and help students develop analytical thinking. Although this model has many advantages, there are some challenges in its implementation. One of the main challenges is coordination between group members. Not all students have the ability to work in teams well, so there needs to be a mechanism that ensures each member has an equal contribution to the project. In addition, the time required for *team-based project* implementation is longer than the conventional learning method. Students need time to discuss, analyze, and compile their learning outcomes. Therefore, lecturers need to organize the schedule well so that all stages in this learning model can run effectively.

Facility support is also a factor that needs to be considered in implementing this model. Universities in Lhokseumawe City need to provide supporting facilities, such as access to digital literature, discussion spaces, and adequate online learning platforms to enable students to optimize their projects. Evaluation of the implementation of this model should also be done regularly to ensure its effectiveness. Lecturers can conduct surveys or interviews with students to find out the obstacles they face and find solutions to improve the quality of learning. With the evaluation, this method can continue to be refined to better suit the needs of students. Overall, the implementation of *team-based project* in learning Prose Appreciation has a significant positive impact on student engagement and understanding. This method not only improves understanding of literary texts, but also develops critical thinking skills, communication, and teamwork. With a more interactive and collaborative learning approach, students can gain a more meaningful learning experience that is relevant to their academic and professional needs.

Conclusion

Virtual learning design *based on team-based project* in Prose Appreciation course has been developed and tested in several universities. The results show that this model is effective in improving students' understanding of prose appreciation material, encouraging active involvement in the learning process, and honing critical thinking and communication skills. With this learning model, it is expected that students can better understand and appreciate prose works in depth and have a more interactive and meaningful learning experience. Further implementation can be done by integrating more innovative technology and exploring various learning strategies that suit the needs of students

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