# THE IMPLEMENTATION OF PROJECT BASED LEARNING MODELS IN TEACHING AND LEARNING PROCESS OF ENGLISH FOR NURSING AT NURSING STUDY PROGRAM OF AKPER KESDAM I/BUKIT BARISAN PADANG

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## Abstract

The aim of the research is to describe the implementation of the Project Based Learning model in learning English for Nursing courses for students of the Nursing Study Program Akper Kesdam I/BB Padang Semester 4. Students have difficulty understanding the basic competencies developed especially in designing nursing care reports. One of the learning models that can be used is the Project Based Learning (PjBL) learning model, because the focus of this learning model is creating products and directly involving students in the learning process. The research design is descriptive qualitative. The research was carried out in odd semesters of the 2022-2023 academic year. The research subjects were 41 nursing students who were taking the English for Nursing course. The data collection technique used is the participant observation sheet, so it requires collaborators who help record the researcher's activities when implementing the learning model. Questionnaires are used to obtain data on student perceptions of the application of learning models, as well as student assignments. The research results obtained from participant sheets, questionnaires, and student assignments were analyzed using descriptive qualitative to obtain real data during the process of implementing the Project Based Learning model. From the results of this study 85,36%  indicated that the Project Based Learning (PjBL) learning model used by lecturers in the teaching and learning process made students better understand every detail in compiling nursing care reports in English both using the right vocabulary, choosing terms and language structure used that must be done in the field later as a professional nurse. While the class average result of 77% exceeds the material mastery criterion score of 70. The conclusion of the study is the Project Based Learning (PjBL) model as a learning strategy for English for Nursing courses that is appropriate for providing detailed, detailed and challenging student learning experiences.
Keywords: Project Based Learning model, English for Nursing, nursing care report

## *Abstrak*

*Tujuan penelitian adalah mendeskripsikan implementasi model Project Based Learning dalam pembelajaran mata kuliah English for Nursing pada mahasiswa program studi keperawatan*

*Akper Kesdam I/BB Padang Semester 4. Mahasiswa mengalami kesulitan memahami kompetensi dasar yang dikembangkan terutama dalam mendesain laporan asuhan keperawatan. Salah satu model pembelajaran yang dapat digunakan adalah model Pembelajaran Project Based Learning (PjBL), sebab fokus model pembelajaran tersebut menciptakan produk dan secara langsung melibatkan mahasiswa dalam proses pembelajarannya. Rancangan penelitian adalah deskriptif kualitatif. Penelitian dilaksanakan pada semester gasal tahun akademik 2022—2023. Subjek penelitian adalah 41 mahasiswa program studi keperawatan yang sedang menempuh mata kuliah English for Nursing. Teknik pengumpulan data yang digunakan adalah lembar partisipan observasi, sehingga membutuhkan kolaborator yang membantu merekam kegiatan peneliti pada saat menerapkan model pembelajaran. Angket digunakan untuk mendapatkan data persepsi mahasiswa terhadap penerapan model pembelajaran, serta tugas mahasiswa. Hasil penelitian yang diperoleh dari lembar partisipan, angket, dan tugas mahasiswa dianalisis dengan menggunakan deskriptif kualitatif untuk mendapatkan data riil pada saat proses penerapan model pembelajaran Project Based Learning. Dari hasil penelitian ini 85,36% menunjukkan bahwa model pembelajaran Project Based learning (PjBL) yang digunakan oleh dosen dalam proses belajar mengajar membuat mahasiswa lebih paham setiap detail dalam menyusun laporan asuhan keperawatan dalam bahasa Inggris baik penggunaan kosa kata yang tepat, pemilihan istilah serta struktur bahasa yang digunakan yang harus dikerjakan di lapangan nantinya sebagai seorang perawat yang profesional. Sedangkan hasil rerata kelas sebesar 77% melebihi dari nilai kriteria ketuntasan materi sebesar 70. Simpulan penelitian adalah model Project Based Learning (PjBL) sebagai strategi pembelajaran mata kuliah English for Nursing yang tepat untuk memberikan pengalaman belajar mahasiswa secara detail, rinci, dan menantang.*

***Kata kunci***: *model Project Based Learning, English for Nursing, Laporan asuhan keperawatan*

## 1. INTRODUCTION

Learning English, especially in the nursing study program, is very important that proven by the addition of the English for nursing course which is given to mastery of the English for students. This subject focuses on practicing carrying out nursing care. This emphasis on mastering English is not without reason. Sihite, et al (2021) stated that mastery of English for nursing study program students is to be able to support their competence in the academic field and their careers as practitioners in the world of health. Seeing the importance of the process of learning English for nursing makes the teachers who in this case are lecturers

must be able to provide a learning process that can significantly improve the English language competence of students in the nursing study program. The process of learning English in fact is still experiencing various obstacles. One of the obstacles often encountered in the process of learning English is that lecturers tend to apply a one-way learning process from lecturer to students using the lecture method. This will certainly cause difficulties for students in mastering competence in nursing English actively and fluently.

Teaching-centered learning or lecturers with a lecture learning model make it difficult for students to develop their aptitude to master English competence precisely in carrying out nursing care report. Nursing care is concerning Nursing states that nursing care is a series of interactions with clients and the environment to achieve the goal of fulfilling needs and independence in caring for themselves (Law of the Republic of Indonesia Number 38 of 2014). In carrying out nursing care, nursing academy students' have to be able to conduct nursing care report in *Bahasa* or in English, therefore, it is important to the students to mastery English orally or written in doing nursing care report. The students' mastery of English could be gained through interactive and meaningful learning process.

Learning activities that should be prioritized are learning activities that emphasize the process of acquiring English which is carried out through learning activities that are meaningful and in accordance with the real context when students later face the world of the nursing industry. Teaching and learning activities are two inseparable things which are hopefully will bring about a change positive or acquired ability new. An educator is required to be able value learners and provide opportunity to develop the potential of learners. Therefore, in activity teaching and learning requires an open, familiar atmosphere and appreciate each other. therefore quality learning that is expected to be achieved and students can succeed in their studies

Today the learning paradigm has shift from teacher center learning (TCL) become a student center learning (SCL). SCL is a learning approach in which students to focus attention on learning. Students are given space in order more active, independent, and able to understand the material according to their abilities (Susanthi , 2020). Various learning methods which focus on student center learning has found a lot. Where is the selection of this method depending on the learning objectives that have been set, time available, number of students, subjects, facilities and student conditions and other related matters student success in the process learning.

Nursing study program is a program at Akper Kesdam I/BB Padang which was to educate and prepare the students in order to be excellent and competent nurse professional in regional, national, and international. Consequently, the students should learn English in order they were able to use the English language properly in nursing context beside to fill the mission. One of the compulsory courses of English in nursing academy of Kesdam I/BB Padang is English for nursing that already exists within institutional curriculum since 2015. Based on the results of interviews with several students, the student confessed not too

familiar with nursing care. This course encompasses English materials covered within familiar topics in nursing context which is addressed to students whose level of ability are in the beginning of comprehending the main points of conversations and producing simple expressions. It is designed to help students to be able to communicate in English at basic operational level and to improve their English mastery especially for nursing context.

Hyland(2016) said that English for nursing was part of English for academic concept in which students took one broader and heterogeneous academic subjects through genre, departments, and disciplines of nursing. In addition, Hyland (2006) explained that English for Nursing was language teaching/learning for medical/nursing purpose that promote a curricula based on humanistic, diagnosis, treatment, and aftercare. Moreover, English for nursing offered communication clearly, sensitively, and effective. One of effort to reach the previous goal was providing relevant English learning materials that encourage the students' language needs.

Lecture learning conducted through one direct learning makes the students difficult to master English; where they find it difficult to get the opportunity to train themselves in using and acquiring English as a tool for active communication (Roessingh, & Chambers, 2011).. For this reason, further analysis is needed regarding learning models or approaches that are more possible and have the potential to effectively assist students in the process of learning English in online classes during the pandemic. One model of learning English that has the potential to effectively help students in the nursing study program is to apply a project-based learning model or often called project-based learning (Kokotsaki, Menzies, & Wiggins, 2016). Project-based learning is a learner-focused learning method; the teacher acts primarily as a facilitator and motivator. This learning model emphasizes student-centered learning activities and is usually integrated with real-world concerns. In fact, project-based learning is empirically proven that project-based learning can attract students' interest and provoke critical thinking when students acquire and apply new knowledge in the context of problem solving. Almulla (2020) proves that learning with a project-based learning approach can significantly increase student involvement in the English learning process by enabling the sharing of knowledge and information to be obtained through discussions and learning processes that focus on solving outcomes.

Thus, this project-based learning approach is highly recommended for use in education by students and should be encouraged for its application in higher education (Tamim, & Grant, 2013).. Therefore, through the writing of this article will be analyzed in more depth regarding the application of project-based learning to be applied effectively and optimally in learning English for students in the nursing study program. In PjBL lecturers serve as a facilitator who provides direction, encourages, motivating students to explore knowledge through project completion or task that has been given, as well as perform evaluation or assessment of work projects learners. This is expected to encourage creativity and critical thinking analysis of the participants' students (C. L. Chiang and H. Lee, 2016).. In addition,

the PjBL method help acquaint students with the condition real in the field where they are required to work together to complete the assigned task and overcome the problems found infield. George Lucas Educational Foundation in Grant, S. (2017) explains the PjBL as follows:

1. Project-based learning curriculum fueled and standards based. Project Based Learning is a learning approach that requires content standards in the curriculum. Through Project Based Learning, the inquiry process begins with raises guiding questions (a guiding question) and guides students in a collaborative project that integrates various subjects (materials) in curriculum. When the question is answered, students can see directly various major elements as well as various principles in a moderate discipline he studied.

2. Project-based learning asks a question or poses a problem that each student can answer. Project Based Learning is a learning model that demands educators develop a guiding question. Given that each - each student has a different learning style, then Project Based Learning provide opportunities for students to explore content (material) by using various ways that are meaningful to him, and doing collaborative experiment. This allows each learner to finally able to answer the guiding question.

3. Project-based learning asks students to investigate issues and topics addressing real world problems while integrating subjects across the curriculum. Project Based Learning is a learning approach that requires students to create "bridge" that connects between various subject matter. Through this way, students can view knowledge holistically. More than that, Project Based Learning is an in-depth investigation of a real-world topic. This will be valuable for the attention and effort of students.

4. Project-based learning is a method that fosters abstract, intellectual tasks to explore complex issues. Project Based Learning is a learning approach that pay attention to understanding. Students do exploration, assessment, interpretation and synthesize information in meaningful ways.

The role of educators in learning the Project Based Learning method is as follows controlling the learning process. Educators act as time keepers; mediate conflict between students, encouraging cooperation and dynamics group (Roessingh, & Chambers, 2011). Educators encourage the occurrence of group interaction and the courage to express opinions, encourage participants students develop and live their abilities and realize weakness. As for the learning steps with the Project Based Learning method are as follows:

1. Learners are divided into small groups and each group carry out real projects (connecting the problem).

2. Each group is given an explanation of the duties and responsibilities (setting the structure) that must be carried out by the group in practice.

3. Students in each group try their best to identify business problems (visiting the problem) faced accordingly knowledge possessed; (a). identify the problem

thoroughly for finding the core business problems being faced and (b) identifying ways to solve the problem.

4. Students in each group seek information from various sources (books, manuals and other sources) or ask the accompanying expert for gain an understanding of the problem (re-visiting the problem).

5. Armed with the information obtained, students cooperate and discuss with each other in understanding the problem and finding a solution (produce the product) to the problem encountered and immediately applied. The coach acts as a companion.

Each group socializes experiences in solving problems to other groups to get input and evaluation (evaluation) from other groups.

## 2. METHOD

This study uses a qualitative descriptive research design. In this case the research conducted was not designed to make the subject given or controlled treatment, as can be found in experimental research. This research design was chosen because it is able to fully describe the process of being able to make nursing care reports in learning using the Project-Based Learning (PjBL) model in the ongoing English for nursing course. This research is expected to be able to describe the process of student ability to make reports on nursing care as the final assignment of lectures in learning using the Project-Based Learning (PjBL) model. The subjects in this study were 41 students of the 2021 Nursing Study Program. The object of this research is the ability of students to make nursing care reports using the Project-Based Learning (PjBL) model in the English for nursing course.

The data collection method used in this study is the method of observation, documentation, and questionnaires. In this study, researchers used non-participatory observation methods. This method was chosen because researchers want to see natural learning situations carried out by students without any intervention from researchers. To get a natural learning situation, of course the researcher must take a distance from the research subject so as to create the desired situation. When making observations, researchers note specific things or extraordinary things that happen in the classroom during learning. This observation method also coincides with recording on activities in class. The use of this recording technique was carried out to prevent researchers from negligence in recording the activities of students who were working on projects in the form of learning devices. In addition, this questionnaire technique also helps when data analysis is carried out. The recording process that will be carried out does not interfere with learning or does not manipulate learning conditions so that researchers get the desired data.

In this study, the questionnaire method was used to obtain data on student perceptions of using the Project-Based Learning model and student assignments as final project assignments. After the data is collected, it is then analyzed using descriptive qualitative data analysis. Data analysis is the most important step to get answers to the

problems you want to solve. Researchers analyzed all data based on the guidelines used and classified data according to research problems. Furthermore, the data is presented and concluded.

## 3. FINDINGS AND DISCUSSION

Data collection on the application of the Project-Based Learning (PjBL) learning model by lecturers through observation sheets. Indicators of observation of the implementation of the Project-Based Learning (PjBL) learning model carried out by lecturers are in accordance with the syntax of the Project-Based Learning learning model, while student response data is carried out by giving a questionnaire to students to provide answers regarding their perceptions of implementing a project-based learning model in the English for nursing course they received on campus. Questionnaire data on student perceptions about the application of the project-based learning model in the English for nursing course consisted of 30 questions, measured using a Likert scale with a score of 1 to 4 and distributed to 41 respondents.

The learning process for the English for nursing course using the PjBL model is carried out in accordance with teaching techniques. Teaching strategies that use the PjBL learning model are adapted to this process. This is in line with research by Handrianto, C., & Rahman, M. A., (2019) that the use of the PjBL model must be aligned with teaching techniques in a class. The following are the results of observations of researchers in the English for nursing class in the nursing study program.

1.   **The learning process for the English for nursing course uses the PjBL model**
  a.   Preliminary activities.
       In the preliminary activities, the lecturer begins by conducting apperception activities which aim to determine students' initial abilities regarding the material for making nursing care reports. After doing the apperception, the lecturer conveys the purpose of the lecture at each meeting.
  b.   Core activities.
       In accordance with the special characteristics of the PjBL learning model, lecturers ask basic questions to students to build their own knowledge based on independent learning experiences related to making nursing care reports. Students are expected to be able to design project plans that must be done after listening to explanations on how to make reports on nursing care, health promotion and then provide independence and freedom for students to develop the use of language but still within the corridor of nursing care. When students design a nursing care report plan that is in accordance with theoretical nursing care, they work in small groups so they can discuss the contents of the project design according to the learning achievement

indicators. Then plan an assessment to determine the achievement of basic competence.

The next step, lecturers and students determine the schedule for collecting project assignments by mutual agreement. In accordance with the mutual agreement, before students submit assignments, the lecturer will monitor the progress of the project being worked on by students. The lecturer tests the process and student learning outcomes in working on a project to make a nursing care report.

1) Management of students' abilities in choosing activities in the form of operational verbs, searching
2) Information, and managing time for the implementation of each activity.
3) Relevance of activities in the syllabus with achievement competencies.
4) The authenticity of the products produced by students is their work, taking into account the lecturer's contribution in the form of guidance and support for student projects.
5) Innovation and creativity.
6) The results of student projects contain elements of novelty and find something different from usual.
7) Final Activities

Lecturers and students conclude the learning process activities, then proceed with giving assignments for the next meeting. This is in accordance with Guo, Saab, Post, & Admiraal, W. (2020). who conducted research on the PjBL model which stated that the concept of the PjBL model, namely starting from identifying the characteristics of theoretical learning principles, learning models, and learning practices and problem solving, so that it can be conveyed that lecturer activities in English courses for nursing according to the concept of the PjBL model.

After the learning observation process was carried out, the researcher then gave a questionnaire to students to find out responses or perceptions them on the application of the PjBL model in the learning process of the English for nursing course. The questionnaire indicators are grouped into three aspects, namely the motivation of students attending lectures, students' understanding of the material during English for nursing courses using the PjBL model, and experience working on projects to make reports on nursing care. The following explains more about the results of the questionnaire to students.

2. **Student responses asking for perceptions of the implementation of learning using the Project-Based Learning model.**
   a. Aspects of Student Motivation

Implementation of the PjBL model realizing the student's imagination as a prospective nurse who is professional and always enthusiastic about doing assignments in loading nursing care reports. Several studies show the same result that the PjBL model makes students more creative and innovative in developing basic competencies into indicators and learning objectives. Determine medical diagnoses, nursing diagnoses, forms of nursing care used and documentation used to measure achievement of indicators. In addition to being creative and innovative in this study, students expressed a much better understanding of making nursing care reports that had to be done as a professional nurse.

This was disclosed by students when they were given the task of making nursing care reports and were able to resolved on time. Student motivation can be seen in Figure 1 below:
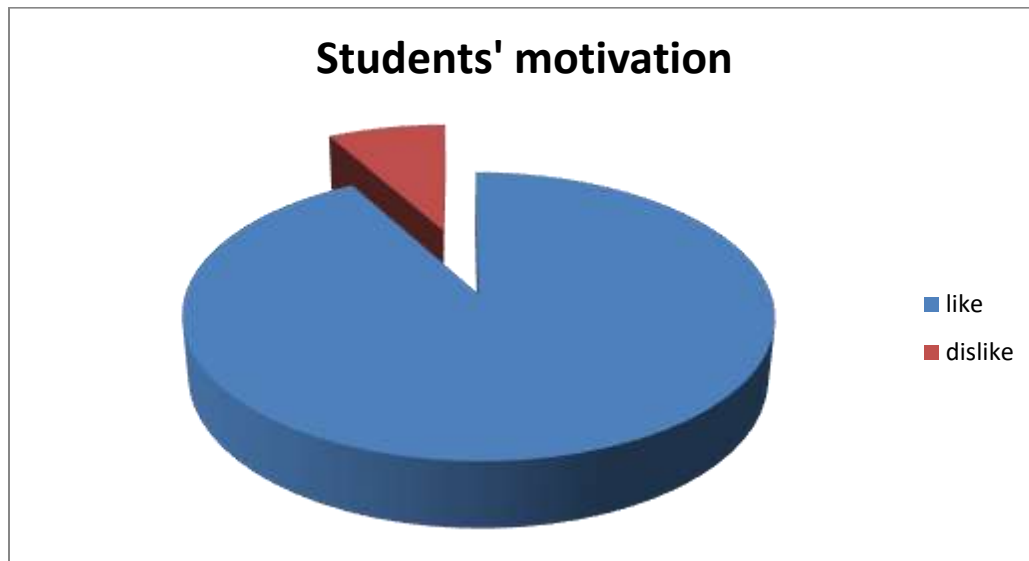


**Figure 1.** Students' motivation

In the picture above, it can be seen that the teaching and learning process for the English for nursing course uses the PjBL model. 92% of students really like it because they work in groups to make diagnoses, determine interventions until the implementation is actually designed. The lecturer tried to recheck the students' motivation by asking some students of their reasons about PjB. The number of students who favored to this practice is 92 %. Reasons behind their options are stated as follows:

*"…… I am more motivated to develop assigned nursing care reports because in this way I can ask for help and input from friends in the same group"*

*"…….I become motivated because I am involved in learning, I am also freed to develop thoughts according to my interests, answer questions and to make decisions in the learning process"*

When doing assignments, students receive directions and explanations in advance from the lecturer about what and how to make learning tools for nursing care reports so that they are more active in doing assignments, have the courage to ask questions and give opinions, and have more frequent consultations. Meanwhile, students who like the PjBL model, namely around 8%, are caused by they still do not fully understand basic competencies that must be developed become indicators of learning objectives so that motivation is lower than other students.

b.  Student understanding of the material

The PjBL model makes it easier for students to understand how to make detailed nursing care reports. With the PjBL model, students are creative in making nursing care reports and also trained in how to find solutions to any problems that hinder making nursing care reports. As in Figure 2 below.
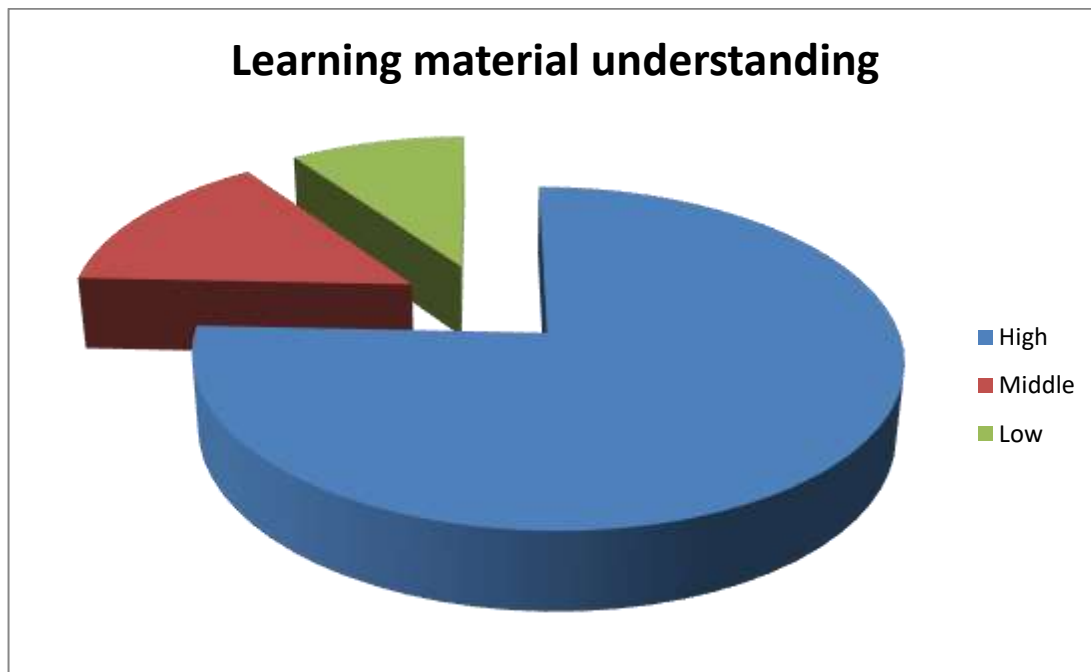


**Figure 2.** Learning material understanding

The PjBL model, 75.69 (31)% makes it easier for students to understand how to make nursing care reports in detail and according to theoretical nursing care rules. With the PjBL model, students are creative in making nursing care reports and also trained in how to find solutions to any problems that hinder nursing care from observation to documentation. The PjBL model makes students find new ideas for doing the task of making nursing care reports. The number of students who favored to this practice reasons behind their options are stated as follows:

*"..........This learning model gives me experience in learning and practice in organizing projects, and making allocations of time and other resources. like equipment to complete a task"*

*"............ This kind of learning model provides a learning experience that engages us in a complex manner and is designed to evolve according to the real world, especially those of us who will work as professional nurses who may make nursing care reports in English"*

The application of the PjBL model allows students to explore their own potential and be creative. Student study time has also become more meaningful with the implementation of the PjBL model. Then, as many as 4% of students still experience difficulties in understanding the demands of Basic Competency that will be developed into indicators and then become learning objectives even to the completeness of other nursing care reports. This finding is supported by research by Hikmawati, Huriah, & Khoiriyati (2018). which shows that the PjBL model used by lecturers in the teaching and learning process makes students more aware of making nursing care reports that must be done by a professional nurse.

c.   Experience of Students Working on Projects
    Experience working on projects is also very liked by students. The following figure 3 shows the experience of students working on projects.

**Figure 3**. Learning experience of PjBL

Through the PjBL model, 85,36% of students get experience making nursing care reports that are real as they are in the field and detailed in accordance with the applicable curriculum. Making nursing care reports using the PjBL model is easier to implement due to the rules in the procedural learning model. Students find it easy to carry out the task of making nursing care reports using the PjBL model. The application of the PjBL model makes the English for nursing course more interesting. The PjBL model makes the English for nursing course more useful according to the field. According to students, the PjBL model is very appropriate for the English for nursing course. Students are also satisfied with the results of the grades for the English for nursing course that use models PjBL learning (Jumaat, Tasir, Halim, & Ashari, 2017).

**3. Results of Student Assignments Using the Project Based Learning (PjBL) Model**

Learning English for nursing courses that use the Project Based Learning (PjBL) model makes it easier for students to do their project assignments. Through the PjBL model students are able to choose activities in the form of operational verbs, seek information, and manage time for the implementation of each activity in accordance with the results of calculating the time in an effective week. The value obtained by students for the material for making a nursing care report, 77% of students who achieve the minimum completeness

criteria determined by the lecturer and 7% of students who have not been able to reach the standard score.

*"……. this model of learning can help improve my ability to solve problems, improve skills in managing learning resources, improve collaboration, and develop and practice communication skills"*

*"………"Project-based learning also improves resource management skills and practices in organizing projects*

This value exceeds the minimum completeness criteria determined by the lecturer at 70. Product authenticity (eg intervention determination) produced by students is the result of student innovation and creativity in developing all forms of implementation in carrying out nursing care including by providing health promotion. Student work in developing nursing care activities into reports takes into account the contributions of lecturers in the form of guidance and support for student projects. The relevance of the activities in the steps of nursing action is in accordance with the learning outcomes, so that the results of student projects in the form of nursing care reports contain elements of novelty and find something different from usual.

While student scores for the task of making an action plan can achieve a minimum completeness criteria score of 77%. The lowest score of 15% cannot achieve the minimum completeness criteria  score determined by the lecturer, which is 70. The background for the lecturer's consideration in determining the minimum completeness criteria score of 70 is for beginners and regular students who are just learning to prepare nursing care reports in English after a nurse performs nursing care.

Overall, it can be concluded that the students' assignments in making nursing care reports in English using the PjBL model were satisfactory. The same thing was also stated by Abidin (2014) that a satisfactory assessment criterion is that students understand how to develop basic competencies into indicators because indicators become goals and determine learning strategies and media, as well as assessments in accordance with existing guidebooks. The process of working on a project in the form of making a nursing care report is delivered procedurally by following the procedures of the PjBL learning model.

## 4. CONCLUSION

The results of this study indicate that the Project Based Learning (PjBL) model used by lecturers in the teaching and learning process makes students better understand preparing nursing care reports in English which must be done by a professional nurse. With the Project Based Learning (PjBL) model, it exposes students to practical problems through stimulus in learning. Therefore, the role of the lecturer is very important in providing these stimuli so

that students can carry out learning independently, find their own understanding, and develop their creativity collaboratively.

In addition, students find it easy to carry out the task of making nursing care reports in English using the PjBL model. The application of the PjBL model makes the English for nursing course more interesting. The PjBL model makes the English for nursing course more useful according to the field. The experience of students in making nursing care reports in English using the PjBL model has also become more varied. It can be proven by the average score of students doing the task of making nursing care reports in English was 77% and 77% for the health promotion assignment score from the minimum completeness criteria  70 score determined by the lecturer. The learning results show that even though they are beginners and regular students, they can carry out their assignments because learning activities always have assistance from lecturers in accordance with the rules of the PjBL learning model.

This research provides an implication that the Project Based Learning (PjBL) model provides a detailed, detailed, challenging, and longer-term learning experience with the target of completing a project that produces a satisfactory product and student work.

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