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Student Achievement: Assessing The Impact Of Project-Based Blended Learning On Academic Scores In The English Department

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Abstract

Project-Based Blended Learning is an educational method that integrates conventional classroom instruction with online learning and practical projects. The technique used in this research was quantitative; the research aim was to investigate the impact of Project-Based Blended Learning to improve students' academic achievement in the English department of Qamarul Huda University. The result of this study was Improved Academic Performance and Increased student engagement and Motivation; the combination of project-based learning and online resources can increase student motivation by providing meaningful and relevant learning experiences. When students see the real-world applications of their learning and have the autonomy to explore topics of interest, they are more likely to excel academically. The data analysis showed that students got an average score of 77.00 before applying project-based blended learning. After applying project-based blended learning, students increased their score to 87.00.

Keywords: *Student Achievement, Impact, Project-Based Blended Learning*

INTRODUCTION

Online learning in 4.0 is an educational paradigm that emphasizes using high technology and innovative learning concepts to make a more adaptive, collaborative then, and personal learning experience. Online learning relies on leading technologies such as artificial intelligence, data analytics, and virtual and augmented reality. Technology presents learning content interactively, making the learning experience more enjoyable and effective. Apart from that, online learning provides more flexibility in time and place. Besides that, they can learn materials anytime and anywhere, according to their schedule and preferences. This allows learning to be tailored to individual needs. Murshid, R., Saragih, A. H., & Hartono, R. (2022) state that The effectiveness of Project-Based Blended Learning (PJBL) in promoting comprehensive student engagement and improving communication and teamwork skills (Helle et al., 2006; Kokotsaki D et al., 2016; Sauter et al., 2022). A project-based learning approach is necessary because students can be involved in practical projects that allow them to apply knowledge and skills in authentic contexts so that learning is innovative, creative, quality, accessible, and relevant to current developments. In this way, students' academic achievements will be achieved easily.

Student academic achievement is a source of pride and hope for all students and parents so that all students compete for the highest academic achievements. By getting exemplary academic achievements, these students have an investment in a bright future, open the door to various opportunities, and create hope for a brighter future. I Nyoman T., & I Gusti A. T. A. (2021) Project-Based Learning (PBL) is an educational approach that begins with problems, which are the starting point for gathering and combining new knowledge based on students' experiences in real-world activities. In addition, Duong H. T., at. Al (2022) states that Blended learning focuses on enhancing the connections between students, teachers, and peers while involving other stakeholders in the learning process. Thus, good academic achievement reflects a person's intellectual abilities, commitment,

dedication, and hard work in achieving their academic goals. Therefore, all students compete to attain academic achievements, but not all achieve exemplary ones. This is caused by various factors, one of which is learning methods. The Project-Based Blended Learning method combines a project-based learning approach with (offline) learning. Anak A G., A., Anak A. P. S., & B. R., W. (2022) state notable differences in student academic performance in curriculum development courses before and after the introduction of project-based e-learning.

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METHOD

This study adopts a quantitative approach, utilizing a quasi-experimental design. It involves a pre-test to assess students' baseline knowledge and a post-test to measure learning outcomes in statistics. The results are compared between the experimental and control groups, each receiving different learning methods. This research aimed to investigate the impact of Project-Based Blended Learning on improving students' academic achievement in the English department of Qamarul Huda University.

RESULT

The results of a research project focused on blended learning and student achievement would typically involve analyzing how students perform academically when exposed to blended learning environments compared to traditional classroom settings. Here are some potential findings that researchers might uncover:

1. **Improved Academic Performance:**

Research may show that students participating in blended learning environments achieve higher grades and scores on standardized tests or demonstrate better mastery of course content than those in traditional classrooms. It has been shown in the average of students score in the pre-test and post-test below:

1) Nilai rata-rata Pre-test X = $\frac{2300}{30}$ = 77.00

2) Nilai rata-rata Post-test Y = $\frac{2598}{30}$ = 87.00

There were some reasons why the students achieved higher scores using project-based blended learning. First, Project-based learning inherently encourages active participation and engagement among students. When combined with the flexibility and accessibility of blended learning, students can delve deeply into topics of interest, conduct research, collaborate with peers, and apply their knowledge to real-world problems. This hands-on, active learning approach promotes a more profound understanding and retention of course content, leading to higher achievement scores. Second, Project-based learning in a blended format allows students to engage in authentic, real-world tasks and projects. By working on meaningful projects relevant to their interests and future aspirations, students are more motivated to invest time and effort into their learning, resulting in higher levels of achievement. Third, blended learning environments offer a range of multimedia resources, such as online articles, videos, simulations, and interactive tutorials. These resources complement project-based learning activities by providing students with additional sources of information, examples, and explanations, which can enhance their understanding of complex concepts and improve their assessment performance. Blended learning platforms often facilitate peer collaboration and feedback through online discussion forums, group workspace, and collaborative document editing tools. Winda A. S., Basori B., & Puspanda H. (2021) state that blended learning is typically associated with using a learning management system (LMS). In project-based learning scenarios, students can brainstorm ideas, solve problems, and provide constructive feedback on each other's work. This collaborative

learning environment fosters community, promotes peer learning, and enhances students' critical thinking and communication skills, contributing to higher achievement scores. The average student's score was 77,00 before and after treatment and 87.00.

Overall, project-based blended learning offers a dynamic and interactive approach to education that fosters deep knowledge, critical thinking, collaboration, and skill development, all of which contribute to higher student achievement scores. By combining the benefits of project-based learning with the flexibility and resources of blended learning, educators can create engaging and effective learning experiences that promote student success.

2. Increased Students' Engagement and Motivation using Project-Based Blended Learning

Research might uncover higher levels of student engagement, motivation, and participation in blended learning environments driven by interactive online activities, multimedia resources, and opportunities for collaboration with peers and instructors. Due to its dynamic and interactive nature, project-based blended Learning is highly effective in increasing student engagement and motivation in the English department. Here is how Project-Based Blended Learning achieves this:

a. Relevance and Authenticity:

Project-Based Blended Learning is often designed to be relevant and meaningful to students' lives, interests, and future aspirations. Murshid, R., Saragih, A. H., & Hartono, R. (2022) Project-Based Learning (PjBL) is an approach that enhances various skills, including academic performance, cognitive abilities, critical thinking, problem-solving, creativity, independence, and the capacity to view situations from a broader perspective. When students work on projects that they find personally meaningful, such as creating multimedia presentations, writing and publishing their own stories, or analyzing contemporary literature in digital formats, they are more likely to be engaged and motivated to invest time and effort into their learning it shown form students' answer 100% choose a used project-based blended learning to up academic achievement. The questions were stated in this research:

Table 1. Students' academic achievement

What do you think are the relevance and authenticity of Project-Based Blended Learning in the teaching-learning process?	Students answer	%
a. Yes	30	100%
b. no	0	0
Total	30	100%

b. Choice and Autonomy:

Project-Based Blended Learning allows students to make choices about their learning, including selecting project topics, deciding on project formats, and setting goals for their work. This autonomy and flexibility empower students to take ownership of their learning and pursue areas of interest that resonate with them, leading to increased engagement and motivation.

c. Active Learning and Collaboration:

Project-based blended Learning encourages active learning through hands-on, inquiry-based projects that require students to apply their English language skills in real-world contexts. By collaborating with peers, conducting research, and solving authentic problems, students are actively engaged in the learning process, which enhances their motivation and enthusiasm for learning.

d. Use of Multimedia and Technology:

Project-Based Blended Learning integrates multimedia resources and technology tools into the learning experience, making it more interactive and engaging for students. Whether creating digital presentations, producing podcasts, or designing websites, students can explore

and experiment with various digital media, stimulating their creativity and curiosity. In this case, the researcher found that students' answers 100% chose to use project-based blended learning to improve academic achievement. The questions were stated in this research:

Table 2. Students' academic achievement

Is using project-based blended learning in the teaching-learning process bringing students up your scores, especially in using media and technology?	Students answer	%
a. Yes	30	100%
b. no	0	0
Total	30	100%

e. Personalized Learning Pathways:

Project-Based Blended Learning allows personalized learning pathways tailored to individual student needs, interests, and learning styles. Students can choose project topics, pursue independent inquiries, and work at their own pace, which increases their sense of ownership and investment in their learning journey.

f. Feedback and Reflection:

Project-based blended Learning emphasizes ongoing feedback and reflection. It allows students to receive feedback from peers and instructors, reflect on their progress, and revise their work accordingly. This feedback loop supports students' growth mindset and resilience, motivating them to strive for improvement and excellence in their projects.

g. Celebration of Achievements:

Project-Based Blended Learning celebrates students' achievements and successes throughout the project-based learning process, whether through presentations, exhibitions, or publication of their work. Recognizing students' efforts and accomplishments fosters a sense of pride and accomplishment, further motivating them to engage in future learning experiences.

h. Real-World Connections:

Project-Based Blended Learning projects often connect students to real-world issues, audiences, and stakeholders, making the learning experience more authentic and meaningful. When students see the relevance of their work beyond the classroom, they are motivated to produce high-quality work that positively impacts their community or society.

Table 3. Project-Based Blended Learning positive impact

Have you gotten experience working beyond the classroom after the teacher used project-based blended learning in the teaching-learning process?	Students answer	%
a. Yes	30	100%
b. no	0	0
Total	30	100%

Overall, Project-Based Blended Learning in the English department fosters an engaging and motivating learning atmosphere that encourages student involvement, enthusiasm, and active participation in the learning experience. By leveraging choice, collaboration, technology, and authentic learning experiences, PBBL enhances students' enthusiasm for learning and empowers them to become lifelong learners and creators of English language arts.

CONCLUSION

Project-based blended learning offers a dynamic and interactive approach to education that fosters deep learning, critical thinking, collaboration, and skill development, all of which contribute to higher student achievement scores. By integrating the advantages of project-based learning with the flexibility and resources offered by blended learning, educators can design engaging and impactful learning experiences that foster student success. The data analysis revealed that before implementing project-based blended learning, students had an average score of 77.00, whereas after its implementation, their average score increased to 87.00.

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