



PROJECT-BASED BLENDED LEARNING TO IMPROVE READING INTEREST AND WRITING SKILLS RESEARCH PROPOSAL

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Abstract

The purpose of this research was to increase reading interest and research proposal writing skills. The type of research used is classroom action with two cycles. The participants in this study were all seventh-semester physical education students who attended the proposal seminar lecture, totaling 80 students. Data collection techniques used observation guides, questionnaires, and product assessments in the form of research proposals. Data analysis techniques using categories and percentages. Based on the results of data analysis, it was known that in cycle 1 students' interest in reading was in the medium category, and cycle 2 is in the high category. Meanwhile, students' research proposal writing skills in cycle 1 was in the medium category, and in cycle 2 was in the high category. Classical completeness in cycle 1 was 18.75% for reading interest, and 17.5% for research proposal writing skills. Meanwhile, classical completeness in cycle 2 in this study was 81.25% for reading interest, and 82.5% for research proposal writing skills. So it can be concluded that the application of project-based blended learning increased reading interest and research proposal writing skills.

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INTRODUCTION

Academic skills have a very important role for physical education students because they are related to scientific thinking skills, which include understanding problems, identifying variables, formulating hypotheses, and carrying out research (Kemdikbud, 2013). To be able to optimize academic skills for students, an interest in reading and writing must be developed (Breinholt & Jæger, 2020). Therefore, every educational institution, without exception, the physical education study program at Bengkulu university is obliged to provide a forum for students to be able to increase interest in reading and develop skills in writing research proposals. One of the platforms provided by the physical education study program to increase interest in reading and writing research proposals is a proposal seminar course. This course has an allocation of 2 hours of lessons or the equivalent of 100 minutes. However, with this time allocation, lecturers and students often experience obstacles in delivering learning materials and writing research proposals as well as conducting research proposal seminars.

Based on the results of observations and interviews with lecturers who are in charge of proposal seminar courses, it is known that: (1) Students' interest in reading and writing is still very low. Physical education students are generally less interested in reading and think that writing is very difficult. This is evident from the results of the initial test, only 15% of students have an interest in reading and writing in the high category. (2) The writing skills of Physical Education students are in a low category. This is evident from the assessments carried out during the learning process, only 20% of students who are skilled at writing research proposals are free from

indications of plagiarism. (3) There are still 55% of students who have not completed the proposal seminar learning. This is shown by the final assignment assessment conducted by the lecturer that only 45% of students obtained test results above the minimum completeness criteria.

To increase interest in reading and writing research proposal skills for Physical Education students, it is necessary to take concrete steps by Physical Education lecturers. One way that must be taken by lecturers is to present technology-based learning, namely project-based blended learning (PjB2L). The PjB2L learning model is a combination of models project-based learning (PjBL) and blended learning (BL) that are integrated with the form of various information and communication technology (ICT) learning media and emphasize the product as the end of learning activities (Tong & Wei, 2020). The combination of the two is in line with the 21st-century concept that can develop skills critical, creative, collaborative, and communication. In practice, students and lecturers will use classrooms online and offline to make the final learning product in the form of a research proposal.

METHODS

Classroom action research is research conducted by professionals to test, improve, and improve the quality of learning in the classroom (Clark, Porath, Thiele, & Jobe, 2020). This research uses a classroom action research method, namely the research is carried out with the stages of planning, implementing actions, observing, and reflecting on actions to increase reading interest and write research proposal skills.

Participants

The participants in this classroom action research were all seventh-semester

physical education students who attended the research proposal seminar with a total of 80 students.

Procedures

The procedures in this study consisted of four stages, namely: planning, implementing actions, observing, and reflecting on actions.

1. Planning

- a. Reviewing the proposal seminar learning materials and their indicators.
- b. Prepare a Semester Learning Plan (RPS) which has been approved by the Study Program Coordinator and the Physical Education Study Program Quality Control Group.
- c. Prepare research facilities and infrastructure which include: learning resources, observation sheets, questionnaires, and assessment sheets.
- d. Prepare learning modules as a guide for students.

2. Action

The implementation of the Pj2BL learning model is divided into several stages, namely:

- a. Determining the project to be made and seeking information.
- b. Designing project plans and elaborating information.
- c. Preparation of project completion schedule.
- d. Facilitation and monitoring.
- e. Testing project results and reconstructing knowledge.
- f. Evaluation, at this stage students, present the results of the project and together with the lecturer conduct an evaluation.

3. Observation

When students conduct discussions and carry out PjB2L learning in class, researchers observe every student activity in the learning process. Observations were carried out

at each meeting using observation sheets to determine the increase in reading interest and research proposal writing skills.

4. Reflection

Researchers reflect by discussing with colleagues to get user input. The discussion covers the successes, failures, and obstacles encountered during the action. The results of the discussion and the data obtained are then selected which are needed and can be used as a reference in compiling research reports. After getting an overview of the problems and obstacles found in cycle 1, the next step the researcher restructured the activity plan to obtain good results in the second cycle.

Instruments and Data Collection Techniques

Data collection techniques and the instrument used in this classroom action research are observation, questionnaires, and product assessment in the form of research proposals. Observations were carried out with the observation guide in table 1. The questionnaire used consisted of 20 questions consisting of four indicators. the validity of the questionnaire used is 0.89 and the reliability is 0.91. To assess students' writing skills, an assessment format is used as shown in table 3.

Table 1. Guidelines for observing

Indicators	Descriptors
Feelings of pleasure	Feelings of pleasure in reading activities
Reading Awareness	Awareness of the importance of reading
Reading Frequency	The intensity of reading by students
Reading Quantity	Variation of student reading sources

Table 2. Student reading interest

Variable	Indicators
Reading Interest	Feelings of pleasure
	Attention
	Interest
	Student engagement

Table 3. Research proposal writing skills

Criteria	Descriptors
Title	The title is clear and not more than 20 words
Introduction and Problem Identification	The problem is clearly described in at least 5 problem identification
Problem Statement	The problem statement is clear.
Literature Review	The literature review is described clearly and there are 3 theories in each variable
Framework and Hypotheses	The framework must be under the literature review, the hypothesis must be under the problem statement
Research Method	The research method must be under the problem, the time of the research is clear, the sample population must be measurable
Data collection techniques	Data collection techniques are under the data to be taken
Research Instruments	Must be valid and reliable, including prerequisite tests and hypothesis testing
Systematics of writing and language	According to the rules that have been set
References	The reference there are 10 national journals and 3 international journals

Design or Data Analysis

1. Determine the classification of reading interest and proposal writing skills.

Table 4. Classification of reading interest and proposal writing skills

Interval	Description
$(Mi + 1,8SD) \text{ s.d. } (Mi + 3SD)$	Very High
$(Mi + 0,6) \text{ s.d. } (Mi + 1,8SD)$	High
$(Mi - 0,6SD) \text{ s.d. } (Mi + 0,6SD)$	Medium
$(Mi - 1,8SD) \text{ s.d. } (Mi - 0,6SD)$	Low
$(Mi - 3SD) \text{ s.d. } (Mi - 1,8SD)$	Very Low

2. Determine minimum completeness
Determination of the minimum limit for completeness in this research is 75
3. Calculate classical completeness with the following formula:
$$\frac{\text{students who completed}}{\text{total of students}} \times 100\%$$

RESULT

This research was conducted using two cycles. Cycle 1 was held for four meetings starting on August 30, 2021- September 27, 2021. The material in cycle 1 consisted of determining research problems, formulating research problems, determining the type of research to be carried out, and looking for references that will be used to write the proposal. The results of reading interest and proposal writing skills in cycle 1 can be seen in tables 1 and 2.

Table 5. Interest in reading cycle 1

Interval	Frequency	Description
> 84-100	5	Very High
> 68-84	14	High
> 52-68	54	Medium
> 36-52	5	Low
20-36	2	Very Low

Based on table 5, it can be seen that the reading interest of students in cycle one is in the medium category, namely 54 students, meanwhile the are in the high category as many as 14 students, 2 students in the very low category, and 5 students in the very high category.

Table 6. Writing skills cycle 1

Interval	Frequency	Description
> 84-100		Very High
> 68-84	23	High
> 52-68	35	Medium
> 36-52	22	Low
20-36	0	Very Low

Students' writing skills in cycle 1 have not shown success in this study. It is known that as many as 22 students have low writing skills, 35 students in the medium category, 23 students in the high category.

Cycle 2 was held for four meetings starting on October 4, 2021-October 27, 2021. The material in cycle 2 consisted of writing an introduction, writing a literature review, and writing research methods. The results of reading interest and proposal writing skills in cycle 1 can be seen in tables 3 and 4.

Table 7. Interest in reading cycle 2

Interval	Frequency	Description
> 84-100	10	Very High
> 68-84	65	High
> 52-68	5	Medium
> 36-52	0	Low
20-36	0	Very Low

After going through reflection in cycle 1, it was found that there was an increase in reading interest experienced by students. Table 7 shows that there are only 5 students in the medium category, 65 students in the high category, and 10 students in the very high category.

Table 8. Writing skills cycle 2

Interval	Frequency	Description
> 84-100		Very High
> 68-84	66	High
> 52-68	10	Medium
> 36-52	4	Low
20-36	0	Very Low

The results in cycle 2 showed a significant increase. Table 8 shows that there are only 4 students in the low category, 10 students in the medium category, and there are 66 students in the high category. The results of student interest in reading and writing skills can be presented in Figure 1.

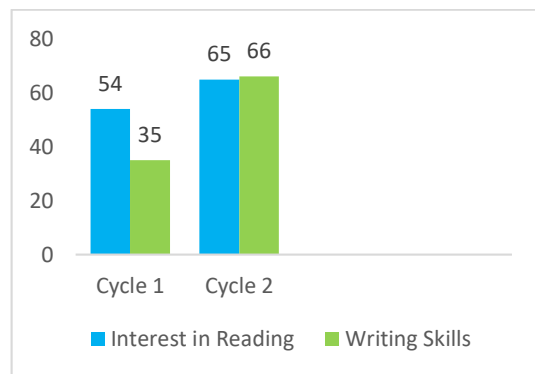


Fig 1. Results of each cycle

DISCUSSION

In cycle 1 it is known that the students' reading interest is in the medium category. This is because students are not accustomed to reading scientific articles. The low interest in reading in students can also be seen from the participation of students in class when participating in learning.

Based on the observations, researchers found that students were difficult and reluctant to ask questions about the material given by the lecturer. Students tend to be silent and accept all the information provided by the lecturer. They rarely give criticism, opinions, or

ideas. When the lecturer asks the reason why students don't want to ask, most students feel confused and unable to ask. On the other hand, the quality of the questions can be traced from the results of their reading. Students who are unable to ask questions or provide questions are not qualified, probably because they did not read the material given by the lecturer before.

The existence of information technology has also changed student habits from reading to reading conventionally towards online reading (Chauhan & Lal, 2012).. However, the technology has not been used positively by physical education students in the seventh semester. This also triggers the low interest in reading students so that students neglect to read scientific articles as writing references research proposals. Students prefer to read the chat on social media and chat rather than looking for references and discussing. Reading for today's students is not a major need anymore.

Interest has a relationship with reading, because if the reading material or the writing to be read is not under the student's interest, then the student does not will read it with all my heart and feelings. After all, there is no attraction from the reading material (Maharsi, Ghali, & Maulani, 2019). To overcome the low students' interest in reading, the lecturer provides encouragement, stimulation, motivation, and strengthening. Providing reading reinforcement to students has a positive impact, that is to make students motivated to repeat reading activities continuously (Rowe & Lester, 2015).

A person's interest in reading will affect his skills in reading writing (Tarmi, Emzir, & Anwar, 2021). This is because to be able to write something someone needs a lot of ideas and ideas he gets from reading various sources.

Therefore, it is not surprising that the skill of Seventh-semester physical education students in writing research proposals shows a medium category. The results of the proposals written by students have not shown the relationship between research titles, problem formulations, theoretical studies, and research methods selected. Some of the problems faced by students in writing proposals include the difficulty of describing the problems in the introduction, difficulty in obtaining foreign language references, difficulty in developing a framework of thinking, and determining research methods.

Some students also admitted that the explanation given by the lecturer online through a zoom meeting is not understood by students. That matters due to several factors including the internet signal which is less stable on the internet when used during lectures and the high cost of internet quotas must be paid (Batuculon et al., 2021). To overcome these problems, lecturers and students use several applications that support the lecture process such as WhatsApp groups and the Trello app. Through this application, the lecturer can provide a review or assessment of the results of proposals written by students, and lecturers and students can discuss finding solutions to the difficulties faced by students.

Based on the results in the first cycle, it can be seen that the classical completeness is 18.75% for reading interest, and 17.5% for proposal writing skills study. So it can be concluded that the second cycle of learning needs to be done because students have not reached the standard of completeness set. The next one will also use the developed Project-Based Blended Learning with more emphasis on allowing reflecting on the experience of student personality.

In cycle 2 shows an increase in reading interest and skills writing significant proposals from the medium category to the high category. This increase was caused by several factors, including factors from: in students. Students are increasingly aware of the importance of reading scientific research articles to get ideas and support references in writing proposals. The frequency of student reading is also increasing. Students are getting more active in looking for scientific articles relevant to the title of the proposal, reading the article, and discussing with a group of friends or asking the lecturer.

Through blended learning, students can have discussions with friends, colleagues, and lecturers flexibly to be able to provide solutions to problems faced by students (Nopiyanto, Sutisyana, Raibowo, & Yarmani, 2021). Based on the results of previous studies also stated that the application of blended learning has positive benefits for students to increase interest in reading (Schoonmaker, 2014). With blended learning models, student have many opportunities to find various reading references through the internet and various other electronic devices. In addition, the results of the research proposal review given by the lecturer were greeted positively by the students. Through those results, students have many opportunities to learn and improve quality writing research proposals so that their writing skills also improve.

Through project-based blended learning can improve lecturer services to students (Yustina, Syafii, & Vebrianto, 2020). So, through project-based blended learning lecturers have plenty of time to review proposals and provide reinforcement to students to improve the proposal of their research. The results of the proposal review conducted by the

lecturer are submitted to the application Trello, through this application students can access the results of the proposal review. Through various applications used in research, it can increase interest in student reading and research proposal writing skills. It is the same with research conducted by (Zhang & Chen, 2021) that the use of project-based blended learning can increase interest in reading and writing skills for students. Through project-based blended learning, it is also able to improve student creativity in the learning process (Nopiyanto, Raibowo, Yarmani, & Prabowo, 2021).

Based on a series of data analyses and learning situations, it can be explained that student behavior changes lead to positive behavior. Students are increasingly interested in reading and earnestly in writing proposals. The class atmosphere that was originally passive was replaced with an active atmosphere. That matter has an impact on increasing student skills in writing proposals and studying. Classical completeness in cycle 2 in this study was 81.25% for reading interest, and 82.5% for research proposal writing skills.

CONCLUSION

The application of project-based blended learning can increase reading interest and research proposal writing skills. However, this study has limitations on participants, namely only seventh-semester students who attend proposal seminar lectures. So it is hoped that future researchers can use homogeneous participants.

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