



Students' Multicultural Perspective in Project Based Learning Method

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Abstract

Students perception is something that crucial to be understood by educators in order to shape a suitable approaches to use in class so the expected outcomes can be achieved. In responding to the recommendation of method that can be used in higher education level is Project Based Learning (PBL). This method concerns to activities that more students' center and the process how the students providing solutions of the real problem faced by the industry or people in general by implementing their knowledge and critical thinking. So, this study is aimed to see how the students' perceptions of the implementation of PBL in their classrooms. This study applied the descriptive qualitative method by describing phenomena. Based on the questionnaire and interview done, it is found out that overall students have good perceptions toward the implementation of PBL, though there are some lacks related to the role of the educators and also the collaborative working among team members.

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INTRODUCTION

Interpreting and translating are activities for transferring messages from one language to another. Both are intended so that the message conveyed by the speaker or writer in the source language (SL) can be understood by the audience or reader in the target language (TL).

Although both have the same purpose, they are both conducted in different ways and in a different setting. According to the International Encyclopedia of Linguistics (2003) translation activities will be written (written discourse) while interpreting will be done orally (oral discourse). Other differences are the level of fidelity, time limit, and the development of translation and interpreting studies.

In the translation process, a translator can be more loyal to the message in the source language. This is due to the longer time the translator has. It is not limited within seconds. Therefore, it is very possible for a translator to look for references, open a dictionary, and dig deeper information about the message he will deliver back in the target language. With hope, all information and references can improve readers' understanding in the target language.

The process and the nature of translation is a stark contrast with interpreting. In general, interpreting occurs directly or in one time frame. The message is delivered only once by the resource person in the source language. In addition, an interpreter is required to be able to follow the flow of the message/conversation/dialogue that takes place. Therefore, an interpreter does not have a long time to divert messages from the source language to the target language.

In its efforts to translate messages from source languages to target languages, an interpreter is required to have good listening skills, has a lot of knowledge, has a good understanding of meaning, good language skills (source language and target language), and good ability to speak and utterance. Apart from these capabilities, an interpreter must also understand that the nature of interpreting works is always under pressure. An interpreter has to start speaking in the target language is usually no more than four seconds, especially in simultaneous interpreting where the interpreter must start talking when he or she has understood the message, and not wait until the sentence is finished by the speaker in the source language.

Consecutive interpreting, a cornerstone of language interpretation, involves the sequential rendering of spoken content from one language to another, demanding a synthesis of linguistic proficiency, cognitive agility, and effective communication skills. Aspiring interpreters undergo rigorous training programs to cultivate these multifaceted competencies. However, the journey from a student interpreter to an early professional interpreter is marked by distinct challenges, necessitating an in-depth exploration of the consecutive interpreting strategies employed during this critical phase.

In communication, consecutive interpreting serves as a vital bridge that facilitates effective exchanges between speakers of different languages. This method not only allows interpreters to convey messages accurately but also requires them to engage actively with the content being presented, thereby enhancing comprehension and retention for both the speaker and the audience. The importance of this modality is underscored by its ability to maintain context and emotional nuance, which are crucial for meaningful interactions. Research demonstrates that effective interpreting, as seen in professional environments, significantly reduces the risks associated with miscommunication, especially in critical areas such as healthcare, where understanding can directly impact patient care outcomes (Piotrowski, 2003). Furthermore, in educational contexts, the development of consecutive interpreting skills among student interpreters has been shown to bolster their professional capabilities, preparing them for real-world scenarios where clarity and precision are imperative (Gatiat et al., 2023). Thus, consecutive interpreting emerges as an essential component of proficient communication across diverse fields.

The investigation into the characteristics of consecutive interpreting strategies adopted by student interpreters and early professional interpreters is vital for both theoretical and practical reasons. From a theoretical standpoint, it contributes to our understanding of the cognitive processes and skill acquisition involved in consecutive interpretation (Gile, 1995; Pöchhacker, 2016). Theoretical frameworks, such as the Effort Model proposed by Gile, offer insights into the mental workload and strategic choices made by interpreters during the interpreting process (Gile, 2009). This research seeks to extend and refine these theoretical underpinnings by examining the specific strategies employed by students and early professionals.

In examining the characteristics of consecutive interpreting strategies employed by student interpreters, it becomes evident that effective note-taking practices play a pivotal role in their performance. Students often struggle with juggling the demands of memory retention and the need to accurately convey the original message, which can lead to varying levels of success in their interpretations. The methodologies adopted during training can influence how interpreters utilize these strategies; for example, employing structured frameworks for note-taking can enhance clarity and coherence in the rendered message. Moreover, researchers have indicated that a deeper understanding of the cultural and contextual nuances surrounding language can significantly improve an interpreter's ability to bridge communication gaps. Such insights are critical as they highlight the link between interpreting techniques and the broader challenges faced within language access, particularly in fields where precision is paramount, such as legal and healthcare settings (Piotrowski, 2003).

Practically, this research addresses the challenges faced by student interpreters during their training, shedding light on the strategies they employ in mastering the intricacies of

consecutive interpreting. Early professional interpreters, on the other hand, navigate a crucial phase of adaptation to real-world scenarios, making this transition an area of significant practical interest (Moser-Mercer, 2000). Investigating the strategies used by early professionals provides nuanced insights into the adjustments made during this transition, offering a glimpse into the evolution of interpreting skills in professional contexts.

Furthermore, an exploration of potential variations in consecutive interpreting strategies between student interpreters and early professional interpreters is essential for refining and optimizing interpreter training programs. This aligns with the growing body of research emphasizing the need for context-specific training approaches (Angelelli, 2004; Setton & Dawrant, 2016). By understanding the nuances of strategy use at different stages of an interpreter's development, educators can tailor training curricula to address the evolving needs of interpreters throughout their careers.

This research draws on existing literature in the field of interpreting studies, cognitive psychology, and education to build a comprehensive framework for analyzing consecutive interpreting strategies. Theoretical models like the Effort Model (Gile, 1995) and studies on interpreter training and professionalization (Setton & Dawrant, 2016; Valero-Garcés, 2008) provide a foundation for understanding the complexities inherent in the consecutive interpreting process and the dynamic nature of interpreter development.

In conclusion, this research endeavors to contribute to the ongoing discourse on interpreter training and professional development. By uncovering the characteristics of consecutive interpreting strategies employed by student interpreters and early professional interpreters, this study aims to inform educational practices, guide professional standards, and advance our theoretical understanding of the intricacies of language interpretation as well as to describe the consecutive interpreting strategies employed by student interpreters in D4 English for Tourism Industry compared to the early professional interpreters.

METHODS

During the teaching and learning activities, sometimes people concerns too much on the materials given and method applied that in some terms neglected the students' perspective during the activities. The fact that the expected outcomes are seen by using students' achievement, so it is necessary to start leading our attention to students' perceptions about any kind of activities in class. Some studies found out that students' perception plays a crucial role in shaping teaching methods and educational outcomes. Understanding how students perceive their learning environment can inform the educators about how effective their teaching strategies and help creating approaches to enhance students's engagement and achievements (Aisyah & Kurniawati, 2023; Bijlsma, 2023). Another study by Hutabarat (2023) mentions that students perception are crucial for they influence self-confidence and readiness to become competent teachers. The positive perceptions, built by emotional intelligence and problem-solving experience, enhance adaptability and effectiveness in teaching methods which leads to a more enjoyable learning environment. Thus, knowing how students perception toward the teacher's preferences on the teaching method is very important to get the best achievement expected.

One of the teaching methods that highly recommended to be applied in higher education level by the Education, Culture, Research and Technology is Project Based Learning. Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful project. It is a student-centered approach that focuses on inquiry, collaboration and critical thinking. Therefore, this method is designed based on real problem, and required students to be able to connect their knowledge and critical thinking to provide solutions the problem given. In this method, educators no longer play the main role but more as facilitators to lead their students finding the appropriate solution plan. By integrating PBL in the courses, educators can create meaningful learning experiences that motivate students and apply collaboration. Some of the advantages of PBL implementation are, first, enhancing

students engagement in which it encourages active participation, making learning relevant and meaningful (Lestari, et al., 2024), in physical education, project designed in real-world contexts significantly boost students motivation and understanding (Septaliza et al., 2024). Secondly, PBL develops the students critical thinking skills for it promotes critical, analytical, and creative thinking by structured project assignment (Fazillah & Nisa, 2024) and the STEM approach within PBL helps students apply scientific methods and engineering design, enhancing their problem-solving capabilities (Lestari et al., 2024). And the last in related to technology integration in PBL, the use of AI in PBL has been shown to increase students motivation and independence, preparing them for modern challenges and AI tools also can automate routine tasks for teachers, allowing more focus on students engagement and project development (Kyselova, 2024).

Though there are some advantages of implementing PBL as teaching method, it can be challenging for both sides since not all students and educators in Indonesia do not get used to with this kind of approach. The multicultural conditions in Indonesia somehow entails some kind of differences in habits and also there is unequal education exists in Indonesia. As we know in higher education institution, the learners usually come from different places around Indonesia which make the cultural differences among both students and students and students and the educators. Thus somehow, it makes this study about students perceptions need to be done in order to see how the students actually feel about PBL method implementation in the class.

Based on Cambridge dictionary, perception defines as a belief or opinion, often held by many people and based on how thing appear. Students perception is essential it is students opinion perspective on relevance, autonomous and material comprehending that significantly affect students' internal motivation in learning (Ryan & Deci, 2000). Students perception promotes self confidence and trust in using their value on their knowledge so it will help them perform better in classroom activities.

While Project Based Learning defines as an innovative educational approach that emphasizes hands-on projects and real-world problem-solving. It encourages student to engage actively in the learning process, fostering creativity, critical thinking and collaboration. PBL is particularly effective in enhancing students' motivation and ability to apply theoretical knowledge in practical contexts, making it essential component of modern education frameworks (Nayak et al., 2024). PBL promotes important skills such as problem-solving, communication, and reflective thinking, critical for success in professional environment (Abilova et al., 2024; Fitri et al., 2024). In this method, the students are shaping to be more independent and the teachers or educators work as the facilitators to help students find the best design to solve the problems given.

Knowing students perception toward the method applied in their classroom is important as it will help the students get the motivation and more self confidence during their performance in classroom. It is also needed to be done by the educators and the decision maker in educational institutions to know the students perceptions, so they find the most appropriate method and teaching approach to be implemented in class in order to get the expected learning outcomes from the students. Having good perception making them feel valued and more enthusiastic in doing their activities.

Politeknik Negeri Malang as the higher education institution that based more in practical activity instead of academic theoretical knowledge activity in class, is highly suggested to implement the Project Based Learning method in the classroom. It is good for there are so many real problems that can get from the industries that can be used as the project in the courses, but how the implementation of PBL itself is only seen by the score. But so far, there the implementation of PBL never seen from the students point of view, whether they are well-informed about PBL, what they should do, how the lecturers should involve in the process and also how they should do the collaborative working with their friends. The purpose of this study is

to know how the students perception on the implementation of Project Based Learning in their courses in Politeknik Negeri Malang, especially in Business Administration department.

METHODS

This study was conducted in Politeknik Negeri Malang and the data taken from the students of Business Administration departments who took the course that applied PBL. Instrumentation (sample of questions, scoring method, and psychometric properties (validity and reliability). The instruments for finding the data is open-ended questions questionnaire and interview if necessary in order to confirming some responds.

The method used in this study is descriptive qualitative. Descriptive research is a method for identifying the characteristics of a population or phenomenon, it is used to establish what is needed to understand a situation. Analysis plan (describe statistical tests and the comparisons made; ordinary statistical methods should be used without comment; advanced or unusual methods may require a literature citation). This study was done in Politeknik Negeri Malang, Business Administration department to the courses that applied the PBL method and the topic is limited on the students perception about the implementation of PBL.

RESULTS AND DISCUSSION

The questionnaire given to the students are covered three main parts: (1) how the implementation of PBL in class which covers questions about the lecturer roles in the process of the project done, (2) how the collaborations done among members – the questions asking about how the member involve their idea and work separation task during the project, and the last (3) questions about how their perception about course that implemented PBL.

The data got from the questionnaire are displayed in the following table:

No	Questions	Respond
	PBL implementation	
1	Do the lecturer explain about the method he/she is going to implement in the class?	Most lecturers well inform to the students that they will applied the PBL method in the class
2	Do the lecturer explain about how to do the project?	Almost all lecturers give explanation about the reason why applying project based learning in that particular course, and most lecturer explain the procedures of doing the project. However, there are some lecturers who only explain about the task without giving futher information or mentoring how to do the process or the procedures.
3	Do the lecturers monitor the progress of the project?	Most lecturers monitor the run of the project and asking whether the students faced any problems or not, but there are some lecturers who only pay attention on the result in the final presentation.
4	Do the lecturer schedule for consultation session?	Some lecturers have already scheduled the time for consultation from the first

		meeting, so the progress of the deadlines are well monitored, while some of them gave consultation near the end of the reporting time only.
5	The collaboration Do all the member actively involve in analyzing the problem given in the project?	All students said that all the member involved in the analysis process, but the quantity of the engagement was different from one member to each other.
6	Do all the member actively involved in making the plan and doing the project?	All the students involved well in doing the project
7	Are you satisfied with the result of the project?	Related to satisfaction, half of the students responded so-so, some of them responded that they were satisfied while several students said that they were not satisfied
8	What do you expected from each member of the group?	All students mentioned that they hoped all the members actively involved and gave ideas related to the project.
9	Students opinion about courses applied PBL Does the PBL course sharpen your ability in analysing problem?	All students agree that the courses applied PBL sharpen their analitical skills.
10	Does all member of the team give their ideas during the discussion?	Most students said that most members give ideas which resulted in there were various ways in solving the problem and make the discussion alive during the project. However, some of them said that during the discussion in the beginning they were only followers and got themselves involve in the middle process because lack of confident.
11	Do you think that the project give influence to your team working skill?	Most students believed that PBL increase their teamworking skills, creavity and courgae in sharing ideas, though for some students they faced struggled in explaining ideas because they lack of confidence and communication skills.
12	Do the discussion process run well during the project doing?	All the students said that the discussion ran well during the project finishing process
13	Are you able to implement the knowledge you got from previous courses in the PBL?	Most students agreed that they can applied the prior knowledge during the process.

		However, in some topic in disucssion, they said that they needd some times and guiding from the lecturer to finally be able to find the connection between the prior knowledge and the problem
14	Do you think that the course implementing PBL beneficial for you?	All the students said that they got the many benefit from the courses. Some of them find courages, self confident, communication skill increasing, and indepenence.

Based on the data above there are some points that need to be highlighted about the implementation of PBL.

The role of the lecturer

It is found out that the lecturer plays a great role in PBL. They facilitate students engagement, guide collaborative efforts, and foster critical thinking. Educators guide the students through PBL process, helping them identify the priblems and develop solutions. They are not only being instructor but acts as facilitator who create an environment conducive to exploration and problem solving. They have to encourage collaboration among students, promoting teamwork and communication skills (Zhang et al., 2023); they also need to adapt their instructional strategies to support diverse learning needs and styles, ensuring all students are engaged (Vakelishvili, 2023). By having the essential roles in successing the students project, lecturers need to be able to hold themselves to teach in traditional way and being the teacher-center, but they need to make sure that they are accessible for students to get guiding and giving consultation, encouraging the teamworking and communication among stuents, and to give a proper information and instruction so the students can do the project well.

The collaboration among members of the team

Collaborative in PBL is essential for creating students engagement and developing critical skills. PBL encourages students to work in group, encouraging their collaborative through shared tasks and peer interactions. This approach not only promotes learning but also prepares students for the real-world challenges. Collaboration in PBL occurred through structured group activities where students engage in shared tasks, enhancing their skills; it provides meaningful experiences, allowing students to develop collaboration skills essential for future workplace environments (Sirait & Amnie, 2023). Thus, the application of PBL definetely helps the students mastery the collaboration and communication skills, though it is commonly know that not all students have these skills and willingly develop it. Some students need time to increase their confidence and courage to sharing their ideas in group, but by putting them in group, they are somehow being forced have the teamworking ability and responsibility in order to finish the project as expected.

Students opinion toward PBL

All the students have a good opinion and perception related to PBL method done in their courses. They said that they found themselves more confident in sharing ideas and in communicating with their friends. They are also more motivated and valued themselves better because they are proud of themselves being able to use their prior knowledge they got to be implemented in PBL task. They are well motivated, though some people take longer time to get used to with the teamworking, but in the end they are positively stated that they got a lot of benefit during the process of doing the project.

From the finding and discussion we can see that students have a positive perception toward PBL method implemented in their class, they feel more confidence during the process and valued themselves better for they succeeded in completing the task in solving the problem in their project. This study concern more on students point of view regarding to the application of PBL in classroom, further research needs to conducted about the educators perception about PBL for they need to know their important roles in PBL.

CONCLUSIONS

In order to get the expected outcome from the students, knowing about how their perception about method their lecturers have chosen is important.

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AUTHOR CONTRIBUTION STATEMENT

All the members of the study contributed very well in the reseach, the chief RKM play great role in designning the topic and lead all the members to conduct the research, RR and TK works hard in collecting the data by making the questionnaires and spreading them to the students and HH do a very good in processing the data and make sure the analysis runs well.

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