

MY FAVOURITE MUSLIM HERO: A LEARNING DESIGN DEVELOPMENT OF ONLINE PROJECT-BASED LEARNING (PJBL) USING ASSURE MODEL

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ABSTRACT

Project-based learning is one of the inquiry models that is often carried out in higher education; however, the application of online-based PjBL in English paragraph writing with Muslim friendly topic is still limited. This research aims to develop an online-based PjBL learning design that focuses on creating infographic of inspiring Muslim figures in a project-based design. The development of learning design implemented the ASSURE model, with six stages. The online-based media used include Google Classroom, Google Docs, Padlet, Zoom, Wakelet, Miro for interactive discussions, and Canva for infographic design. Trials were carried out and expert in the field validated the learning design. After validation satge, the learning design was implemented with students for testing. The developed learning syntax was validated as effective. Then, the online-based learning media and lesson timeline are also declared valid. Thus, these two trials were deemed suitable for implememntation with students. Furthermore, the learning strategy design and results were validated and interesting based on positive responses from experts and students. It is concluded that the development results meet the research objectives. The results of this research implies that online PjBL in English writing class can be effectively implemented to Muslim students at islamic institution context.

Keywords: *Learning Design; Online; PjBL; Islamic Context; Writing*

ABSTRAK

Pembelajaran berbasis proyek merupakan salah satu model inkuiri yang sering dilakukan di perguruan tinggi; Namun penerapan PjBL berbasis online pada penulisan paragraf bahasa Inggris dengan topik ramah muslim masih terbatas. Penelitian ini bertujuan untuk mengembangkan desain pembelajaran PjBL berbasis online yang fokus pada pembuatan infografis tokoh muslim inspiratif dalam desain

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berbasis proyek. Pengembangan desain pembelajaran menerapkan model ASSURE, dengan enam tahap pengembangan. Media berbasis online yang digunakan antara lain Google Classroom, Google Docs, Padlet, Zoom, Wakelet, Mindmeister untuk diskusi interaktif, dan Canva untuk desain infografis. Uji coba dilakukan dan ahli di lapangan memvalidasi desain pembelajaran. Setelah uji coba valid, desain pembelajaran diberikan kepada siswa untuk diujicobakan. Hasil pengembangan berupa sintaksis pembelajaran dinyatakan valid. Kemudian, media pembelajaran dan kronologi pembelajaran berbasis daring juga dinyatakan valid. Dengan demikian, kedua uji coba ini dinyatakan layak untuk diujikan kepada siswa. Selanjutnya rancangan strategi pembelajaran dan hasil dinyatakan efektif dan menarik berdasarkan respon positif dari para ahli dan siswa. Disimpulkan bahwa hasil pengembangan memenuhi tujuan penelitian. Hasil penelitian ini menunjukkan bahwa PjBL online dalam kelas menulis bahasa Inggris dapat diterapkan secara efektif kepada mahasiswa Muslim di konteks lembaga Islam

Kata Kunci: *Desain Pembelajaran; Daring; PjBL; Teknologi; Menulis*

INTRODUCTION

The implementation of Project-Based Learning (PjBL) in an English writing class is a central area of interest in language education. PjBL has been discovered to improve communication, critical thinking, and creativity for students in collaborative work (Praba' et al., 2018). Moreover, the use of PjBL in teaching writing has been found to be effective in enhancing students' skill and creativity in writing narrative texts (Syarifah & Emiliasari, 2019). Furthermore, existing studies have indicated that PjBL approach can benefit English as a Foreign Language (EFL) learners' grammar skills and paragraph writing (Alghamdy, 2023).

In the era where online learning is prevalent, exploring the effect of online learning on academic writing class is urgent. Some studies have examined the effectiveness of online learning on academic writing class during the COVID-19 pandemic, underscoring the urgency to adapt teaching methods to the new normal (Nappu et al., 2022). In addition, investigating the application of blended learning in paragraph writing class to support student engagement and learning success is pivotal for reaching standardized learning outcomes (Alrouji, 2020; Muhtia et al., 2018; Ruan et al., 2024).

In the education of Muslim students, teachers' perspectives and practices are pivotal. Creating inclusive educational environments, especially through the development of resources like Muslim children's literature, is crucial for recognizing and valuing the unique identities of Muslim students (Panjwani, 2020). Additionally, teachers' attitudes towards Muslim students and their integration into modern

Western contexts become the areas that require further research and exploration (Rissanen et al., 2015).

A number of studies have examined the significance of developing culturally responsive curricula, teaching strategies, and instructional materials that accommodate diverse cultural norms into educational context (Nuryana et al., 2024). Studies have revealed that learners from various backgrounds often encounter negative stereotypes and misconceptions, highlighting the urgency for teachers to create a better understanding of diverse cultures and practices in creating a supportive learning environment (Thangaraj, 2021). Furthermore, promoting awareness and education to combat prejudices against all groups, including Muslim students, is important to foster a more inclusive environment (Salama, 2023).

Scholars have discussed the effectiveness of PjBL on various aspects including English learning attainment. However, developing learning design on online PjBL by applying topics which accommodate Muslim students' needs in English writing class remains underexplored. Thus, this research aims to develop a learning design with Islamic topic in an English writing class. This study will contribute to creating learning design specifically tailored to Muslim students because limited number of PjBL design is implemented in this context. By developing such design, this study will provide a holistic approach to language learning that considers both linguistic development and cultural relevance.

METHOD

The research method in this study used a research and development approach which focuses on developing online-based project-based learning (PjBL) learning strategy designs. This research was carried out in several stages, which included needs analysis, initial product development, expert validation, and field trials, product revision, and implementation. In the initial stage, a needs analysis was carried out to understand the characteristics of students and their needs in the paragraph writing course. Based on this analysis, an initial learning design was developed, which was then validated by experts in the fields of education, learning design, and learning media. After validation, a field trial was carried out involving students as research subjects to test the effectiveness of the design developed.

Next, the data obtained from field trials is analyzed to evaluate and revise the learning design. The methods used for data analysis include quantitative and qualitative techniques, where quantitative data is analyzed using descriptive and inferential statistics, while qualitative data is obtained through interviews and observation. The results of the analysis are used to make final revisions to the online-based PjBL learning design before it is widely implemented in teaching. This procedure is expected to produce learning strategies that are effective, interesting, and relevant to students' needs in improving their writing skills.

Research and Development Model

The development model in this research used the ASSURE model to develop an online-based project-based learning (PjBL) learning design in the English Paragraph Writing course. The ASSURE model is designed to assist in the selection and use of appropriate media and technology to support learning, by emphasizing

analysis of learner needs and the selection of appropriate media. This model consists of six stages: analyzing students, setting goals, choosing methods and media, utilizing media and materials, involving learner participation, and evaluating and revising.

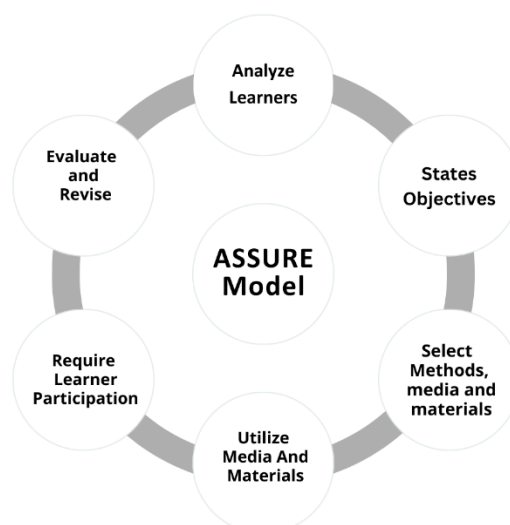


Figure 1. ASSURE model (Heinich et al., 2002)

The development of this model aims to create an effective learning strategy. Using online learning platforms such as Google Classroom and Zoom, as well as applications such as Padlet and Canva, this design seeks to improve students' writing skills through real projects. The development process begins with an analysis of student characteristics and needs, followed by selecting appropriate methods and media, as well as actively involving students in learning activities. Evaluations are carried out periodically to ensure the effectiveness of learning strategies and to make necessary improvements.

This development product was implemented in the form of a learning strategy design guide with project-based learning syntax, which is outlined in the Semester Learning Plan (RPS). Implementation was carried out over 4 meetings, where each meeting is designed to guide students through projects relevant to the topic of paragraph writing in English.

Research Subject

Paragraph Writing is a mandatory course. This research was conducted with sophomore students, involving 60 people from the class of 2021 spread across two classes.

Data collection procedures

The data collection procedure in this research involved three main stages: data collection techniques, research instruments, and data analysis techniques. Data was collected through validation instruments by learning design experts and online learning media experts. In addition, questionnaires and interviews with students are used to measure the effectiveness and attractiveness of the learning strategies developed.

The research instrument uses a Likert scale with five alternative answers to measure responses from experts and students. The collected data was analyzed qualitatively and quantitatively. Qualitative data was obtained from interviews and expert validation, while quantitative data was calculated using statistics, including validity, reliability, and T-tests. The results of this analysis are used to evaluate the effectiveness and attractiveness of learning strategies.

In quantitative data analysis, calculations are carried out using statistical methods to evaluate the validity of learning designs. Validity is measured by analyzing the ranking value of each instrument item, which is then presented in percentage form. The formula used to calculate validity is:

$$V = \frac{\sum \text{evaluation score}}{N} \times 100\%$$

V = Validity

\sum = Total validator scores

N = maximum score

According to Arikunto (2019), learning designs are based on five scales: very suitable with a score of 90-100, decent with a score of 75-89, quite decent with a score of 65-74, not worth it with a score of 55-64, and very inappropriate with a score of 0-54.

FINDINGS

The results of the research product for developing online-based PjBL learning strategies for paragraph writing learning are Learning Syntax. Syntax is a sequence of learning steps that need to be carried out based on the structure and method of learning strategies and contains elements necessary to achieve the expected goals. This syntax is designed to improve students' descriptive text-writing skills through the use of various online learning platforms.

Table 1. Online-based PjBL learning syntax

| No | Syntax | Elements of Activity Online Learning |
|----|---|--|
| 1 | Fundamental Questions and Project Determination | Discussion forums (Google Classroom, Zoom) <ol style="list-style-type: none"> 1. The lecturer conveys the rules for online-based paragraph writing learning. 2. Lecturers convey infographic products that students will develop. 3. The lecturer conveys software for creating infographics that support project creation. |

| | | | | |
|----------|---|---|--|--|
| | | | <ol style="list-style-type: none"> 4. Students ask about online lecture rules. 5. Students ask questions regarding the projects being developed. | |
| 2 | Designing Project Plan | a | Google Classroom, Padlet | <ol style="list-style-type: none"> 1. Lecturers provide learning resources in the form of articles and video tutorials. 2. The lecturer facilitates if there are obstacles in designing the project. 3. Students determine the title of the infographic product. 4. Students create project plans collaboratively via Google Classroom. 5. Students use Padlet to organize ideas and necessary materials. |
| 3 | Arranging Schedule | a | Google Calendar, Trello | <ol style="list-style-type: none"> 1. The lecturer provides a maximum distance of 2 weeks for the presentation of each project. 2. Students determine the schedule for making infographic products independently. 3. Students strategize to prioritize projects that can be presented more quickly. |
| 4 | Monitoring Student and Project Progress | | Google Classroom, Padlet, and Wakelet | <ol style="list-style-type: none"> 1. Lecturers monitor the progress of making infographic products via Google Classroom and provide feedback. 2. Students use Padlet and Wakelet to track project progress and provide feedback. 3. If there are problems for students in completing the project, they can consult with colleagues or lecturers. |

| | | | |
|----------|-----------------------|------------------------|--|
| 5 | Results Assessment | Google Forms, Canva | <ol style="list-style-type: none"> 1. Lecturers check the collection of assessment results using Google Forms. 2. Lecturers assess infographics made by students using Canva. 3. Students present infographic products to lecturers. |
| 6 | Experience Evaluation | Google Classroom, Zoom | <ol style="list-style-type: none"> 1. The lecturer evaluates the infographic product. 2. Lecturers provide revisions or validate infographic products. 3. If there are revisions, students are given time to revise. 4. Collecting feedback from students about project experiences via Google Classroom. 5. Final evaluation session via Zoom to discuss project successes and challenges. |

Implementation of Media, Learning materials and Lesson Timeline

The implementation syntax of online PjBL class is presented in six stages. The detail results of the stages are categorized into media, stages, and activities, it is shown in Table 2 and Figure 2.

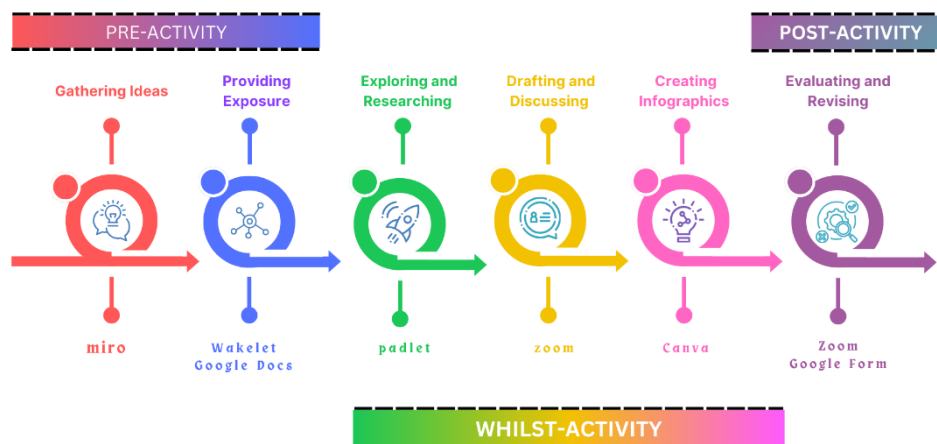
Table 2. The Use of media and learning materials on online-based Pjbl

| Media | Stages | Activities |
|---------------------------------|--------------------------------|---|
| Miro | Pre-Activity: Brainstorming | <ol style="list-style-type: none"> 1. Lecturers lead brainstorming sessions through Mindmeister. 2. Students create mind maps for descriptive text ideas. 3. Lecturers provide direct feedback on mind maps. 4. Students collaborate and share ideas with classmates. 5. Lecturers facilitate discussions to expand ideas. |
| Wakelet/ Google Docs | Whilst- Activity: | <ol style="list-style-type: none"> 1. Lecturers curate content related to descriptive text in Wakelet. |

| | | |
|-------------------------|--|--|
| | Providing Exposures | <ol style="list-style-type: none"> 2. Students access the content collection for reference. 3. Lecturers provide guidance on how to use the content. 4. Students add their finds to the Wakelet collection. 5. Lecturers organize discussions about the content accessed. |
| Padlet | Exploring and Researching | <ol style="list-style-type: none"> 1. The lecturer creates a Padlet board for the research project. 2. Students upload sources and research findings. 3. Lecturers provide feedback on uploads on Padlet. 4. Students collaborate in planning research. 5. Lecturers monitor research progress via Padlet. |
| Zoom | Drafting and Discussing | <ol style="list-style-type: none"> 1. Lecturers held discussion and drafting sessions via Zoom. 2. Students present a draft of descriptive text. 3. Lecturers provide live feedback in Zoom sessions. 4. Students discuss their ideas interactively. 5. Lecturers use breakout rooms for group discussions. |
| Canva | Creating Infographics | <ol style="list-style-type: none"> 1. The lecturer gives a tutorial on using Canva. 2. Students create infographics based on descriptive text. 3. Lecturers provide examples and design inspiration. 4. Students collaborate on infographic design. 5. The lecturer assesses the students' final infographic results. |
| Zoom/Google Form | Post-Activity: Evaluating and Revising | <ol style="list-style-type: none"> 1. Lecturers hold evaluation and reflection sessions via Zoom. 2. Students present their infographics. 3. Lecturers provide evaluative feedback on presentations. 4. Students discuss learning and the difficulties they face. 5. Lecturers use polls and quizzes for evaluation. |

Figure 2. Lesson timeline of online-based PjBL in English writing class

Lesson Timeline



The Validity of Learning Design

The validity test was done by involving learning design expert, learning media experts and learning content expert. The results of each expert validation are presented as follows.

Table 3. Validity and Feasibility Test Results

| Validity Feasibility Test | $\sum x_{max}$ | Evaluation Score | Percentage | category |
|---|----------------|------------------|------------|-------------|
| Learning Design Expert Validation Results | 125 | 119 | 95% | Very Decent |
| Learning Media Expert Validation Results | 100 | 90 | 90% | Very Decent |
| Learning Content Expert Eligibility Test Results | 100 | 87 | 87% | Decent |

The results of the validation data show that the design of this online project-based learning strategy (PjBL) has gone through a comprehensive evaluation from various experts, including learning media experts and learning content experts.

First, validation results from learning media experts show that out of a maximum total score of 125, this design received a score of 119, which is equivalent to a percentage of 95%. This places the design in the "Very Decent" category, indicating that the media aspect of the learning design is considered very good and effective in supporting the learning process.

Second, other validation results from learning media experts with a maximum score of 100 received a score of 90, with a percentage of 90%, which is also included in the "Very Decent" category. This reinforces previous findings that the media and technology elements used in learning design have been well designed and meet high standards.

Finally, a feasibility test by a learning content expert gave a score of 87 out of a maximum of 100, with a percentage of 87%. This result is categorized as "Decent,"

indicating that the learning content developed has met the eligibility requirements for use in teaching, although there is still room for improvement to reach a higher category such as "Very Decent."

Overall, the validation data shows that the design of this project-based learning strategy is very strong in terms of media and feasible in terms of content, indicating readiness for implementation in an online-based learning environment.

Effectiveness of Online-Based PjBL Learning

As stated in the results of the learning design validation, learning media experts and learning content experts stated that the development of online-based PjBL learning strategy designs has been effective or has had an impact. As supporting data, the effectiveness of the learning strategy design that has been developed is tested, it was *one sample T-test*. Before testing *one sample t-test*, a prerequisite test is carried out, namely the normality test. Normality results can be seen in Table 4.

Table 4. Test of normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-----------|---------------------------------|----|-------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Value UAS | .086 | 60 | .200* | .968 | 60 | .120 |

Decision-making on normality test results can be seen in one of the tables. With the prerequisite of significance above 0.05, it can be said that the paragraph writing final test score is normal. Based on the calculation results *Kolmogorov-Smirnov* obtained a sig value of 0.200 or above 0.05 while the calculation results *shapiro wilk* obtained a sig value of 0.120 or above 0.05. Based on decision making, the Paragraph Writing final test score is said to be normal and can be tested *One Sample T-Test* which can be seen in Table 4.

Table 4. Test of *One Sample T-Test*

| | t | df | Sig. (2-tailed) | Test Value = 75 | | |
|-----------|--------|----|-----------------|-----------------|---|---------|
| | | | | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| Value UAS | 26.665 | 59 | .000 | 16.53333 | 15.2926 | 17.7740 |

Decision-making based on test results *One Sample T-Test* can be seen in one of the tables. With the prerequisites for a T table score > T count and a significance value below 0.05, it can be said that the Paragraph Writing final test score is above the passing criteria. Based on the calculation results displayed in the t table, it was obtained at 26.665. Meanwhile, t calculated with df 59 has a value of 2.00100 and a

sig value. 0.00 or below 0.05. Based on the calculation, the design of online-based PjBL learning design is more effective than standards or passing grades. Thus, the alternative hypothesis (H1) is accepted.

DISCUSSION

The research findings highlight that online PjBL design is resilient in terms of media and feasible in the aspect of content, indicating its readiness for wider implementation. The finding of this study correlates to some existed studies revealing that project-based learning is recognized for providing valuable instructional opportunities within online education, fostering meaningful learning experiences and skill development (Batubara, 2023; Subiyantoro, 2024; Tafakur et al., 2023). The study also supports the effectiveness of online-based PjBL design over traditional standards or passing grades, thereby accepting the alternative hypothesis (H1).

The incorporation of PjBL in online environments has been shown to promote collaborative structures, enhance students' ownership of learning, and improve cognitive and affective outcomes (Cruz et al., 2022). Furthermore, blending e-learning with PjBL has been found to enhance the positive impact of online learning, highlighting the potential of PjBL as a learning approach that can be augmented in virtual settings (Andayani et al., 2023). Collaborative online projects have been accentuated to facilitate science learning among English learners, emphasizing the importance of, active investigations, collaboration, motivation, real-world problems and cognitive tools in supporting student learning within a community (Abuhmaid, 2020; Chua & Islam, 2021; Poonpon, 2022; Izzah & Diana, 2021; Kurniasih et al., 2023; Maulida et al., 2022; Terrazas-Arellanes et al., 2015).

In addition, the results of this study is also supported by the previous studies which unveil that the validation of the Islamic topic for online learning further reinforces the acceptance and relevance of the content within the study's context (Puspitaningrum et al., 2023). In educational setting, the role of topic such as Muslim heroes is significant, especially in multicultural contexts. Muslim educational leaders play significant roles as initiators, role models, and facilitators of positive change within their communities (Amatullah, 2024). Their distinct viewpoints and profound contributions illuminate the transformative power they maintain in forming educational environments. Moreover, the urgency to advance autonomy among Muslim students is underscored as an essential facet to improve Islamic education (Othman, 2023). Strategies that foster critical thinking within classroom settings are highlighted as essential for empowering Muslim students. As it has been asserted by some previous researchers that creating teaching materials which is relevant to students' cultural values will help them understand the target language and their religious values (Alfian et al., 2022; Djamdjuri et al., 2023; Farah, 2020; Khoiriyah et al., 2022; Rosa & Orey, 2020)

The synthesis of the references highlight the readiness and effectiveness of the PjBL approach. The results also support the idea that PjBL enhances student learning experiences, fosters collaboration, and improves outcomes in terms of content feasibility and media strength, particularly in the context of Islamic education.

CONCLUSION

These findings conclude that the online-based PjBL design is not only effective to be implemented in English writing class but also culturally and contextually appropriate for application in Islamic institution settings. The strong validation of learning design, media and content experts, integrated with the demonstrated effectiveness of the strategy and the validation of Islamic content has indicated that such learning design is prepared for widespread adoption in the same educational environment. However, this study is limited in the area of validation data. The validation data primarily focus on the feasibility of design, media, and content but may not comprehensively address other critical aspects such as student interaction, technical issues, or long-term impact on learning outcomes. This narrow scope could limit the understanding of the strategy's overall effectiveness. Further researchers can explore diverse participant sampling to ensure the results of the study is representative for different demographic profile which include different level of technological access and digital literacy. This effort will lead to addressing potential biases correlated to accessibility and technology.

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