

The Implementation of The Ict Project Method In Learning English at SMAN 1 Cibadak

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ABSTRACT

This study aims to describe how the contribution of the implementation of the ICT Project method in learning English at SMAN 1 Cibadak in the academic year 2018/2019 to increase students' learning motivation. This research is a qualitative research with a case study method. Research subjects are students involved in ICT Project activities, teachers, principals, and employees. While the object of research is the contribution of the implementation of the ICT project method in increasing students' motivation. Research data were collected through interviews, observation and documentation. The collected data were analyzed qualitatively using interactive analysis methods.

The results showed that the implementation of the ICT Project method in learning English at SMAN 1 Cibadak in academic year 2018/2019 contributed to increase students' learning motivation. This is evidenced by the indicators of the condition of students' motivation is in high category and positive attention, relevance, confidence, and satisfaction during learning. The contribution of ICT Project is not only increasing students' motivation, but also provides students to the 21st century skills for collaboration skills, the ability to use ICT, and the ability to communicate (communication skills).

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INTRODUCTION

The use of media in the teaching and learning process optimizes the process of interaction among teachers and learners (Jasmansyah, 2019). For teachers, learning media helps to concrete the abstract concepts

or ideas and helps motivate students to be active learning. For students, the media is be a bridge to think critically. Thus, the media help teachers and students to achieve predetermined learning goals. The media needs to be developed based on relevance,

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basic competencies, material and students' characteristics. The teacher act as a creator to create and utilize appropriate, efficient, and fun media for students. However, it needs to be emphasized that students should make use of these learning media (Rasyid, 2010) in accordance with behaviorism theory that learning is a transfer of knowledge from the expert to the novice.

In selecting learning media, there are seven criteria that must be considered, there are: *a) Conformity*. The learning media is selected because it can help students to gain an understanding of the material taught by the teacher and according to the competence achieved. *b) Objectivity*. Media selection must be done objectively, it is not based on personal pleasure. *c) Program objectives*. The learning media chosen must be adjusted to the level of understanding and development of students. *d) Difficulty level*. Media selection needs to consider the level of difficulty faced by teachers. *e) Costs*. Selection and the use of learning media needs to consider the cost that must be spent in comparison with the results achieved. *f) Availability*. Selection and use of instructional media is necessary of the availability consideration. And *g) Technical quality*. Learning media which is used should be in high quality.

Information and Communication Technology (ICT) involves technology, engineering and processing techniques used in the control and process of information and its use, computer-human relations and social, economic and cultural matters (BACRD, 2010). ICT includes two aspects, they are information technology and communication technology. Information technology includes the process, use as a tool, manipulation, and information management. Meanwhile, communication

technology is everything related to the use of tools to process and transfer data from one device to another. The general principles of using technology are as follows; *first*, Effective and efficient. The use of ICT must be beneficial of this technology in terms of resulting learning effectively, including the acquisition of knowledge, convenience and affordability, time and cost. *Second*, Optimal. By using ICT, learning becomes "more" than without using it. The added value given by ICT is the breadth of coverage, contemporarity, modernity and openness. *Third*, Interesting. This means that in this principle, classroom learning will be more interesting and provoke more curiosity. At this time, ICT learning at school / university environment is very important. This is due to the increasing need for information and communication for various purposes along with the development of science and technology.

One form of ICT products which are highly trending is the internet. The internet is growing rapidly in the 21st century. Based on the results of a study by the Indonesian Polling Association with the Indonesian Internet Service Providers Association (APJII), the number of internet users in Indonesia has grown 10.12 percent.

According to the Secretary General of APJII, when combined with figures from the projection of the Central Statistics Agency (BPS), Indonesia's population in 2019 will be 266,911,900 million, so that Indonesian internet users are estimated to be 196.7 million users (<https://www.kominfo.go.id>).

The presence of the internet has had a considerable impact on human life in various aspects and dimensions. The internet is one of the instruments in the era of the industrial revolution 4.0 which has made the world

transparent and connected easily and quickly with no boundaries of geographic areas and countries. In fact, the world of education can easily get advantage of it, so that virtual classes can be created. The ICT project learning method applied at SMAN 1 Cibadak is an element of ICT (Information and Communication

Technology) in the implementation of the project. In fact, ICT in the ICT project method is an important element in the project because students are always working on the project using ICT and are required to produce ICT-based products. This study aims to find how the contribution of the application of the ICT project in learning English in the academic year 2018/2019 at SMA Negeri 1 Cibadak to increase students' motivation.

LITERATURE REVIEW

a. The Study of Project Based Learning

The learning method according to Sugihartono (2007: 81) is a method used in the learning process to obtain optimal results. Meanwhile, according to Mulyatiningsih (2012: 229) the learning method is defined as a method used to implement the planning that have been compiled in the form of real or practical activities to achieve learning objectives. From these definitions, it can be inferred that the learning method means sequential ways or steps taken by the teacher to teach with various activities in order to achieve learning activities that are conducive, fun, and support the smoothness of the teaching and learning process so that students get a comprehensive understanding.

Buck Institute of Education in Made Wena (2009: 145) states that project-based learning is a system learning model that involves

students in the transfer of knowledge and skills through the process of discovery and a series of systematic questions in a task or project. Project Based Learning (PBL) is an innovative learning model which emphasizes contextual learning through complex project activities.

b. Project-Based Learning Design Strategies

Stienberg in Made Wena (2011: 154) proposes six strategies or components in designing a project called *The Six A's of Designing Project*, as follows:

1. Authenticity, which is a project that students will work on related to realworld problems. Project features that display authenticity, namely:
 - a. Overcoming problems or questions that have meaning for students;
 - b. Involves a problem or question that is actually experienced in the real world;
 - c. Asking students to produce something that has personal and / or social value outside the classroom.
2. Adherence to academic values (academic rigor).
3. Relationship with experts (adult / expert relationship).
4. Active exploration.
5. Learning in the real world (applied learning).
6. Assessment.

The six strategies and components mentioned can be used as guidelines in designing project-based learning. Based on these standards, project-based learning carried out by students is more meaningful for their self-development.

c. Strengths and Weaknesses of Project Based Learning (PBL)

The advantages or advantages of project-based learning according to Moursund as quoted by Made Wena (2011: 147) are as follows: 1) Increased motivation; 2) Increased problem-solving ability. 3) Improved library research skills; 4) Increased collaboration; 5) Increased resource-management skills.

The weaknesses or shortcomings of project-based learning as explained by Daryanto (2009: 408-409) are as follows: 1) Difficult to choose or have a theme that is in accordance with the interests and level of development of students. 2) The amount of costs that must be provided for the purposes of project implementation. 3) The knowledge, skills, and experiences obtained by individual learners vary. 4) Requires good organizational skills (participants, places, teachers, etc.) and 5) It takes a relatively long time.

c. Steps for Implementing Project Based Learning

The steps for implementing projectbased learning according to the Ministry of Education and Culture (2013: 178) are as follows: 1) Starting with essential questions; 2) Designing a project plan 3) Develop a project schedule; 4) Monitoring students and project progress; 5) Assess the results; 6) Evaluation and reflection of experience

The stages of implementing the projectbased learning method (PBL) according to Moeslichatoen (2004: 145) are:

- 1) Preparation / Planning Stage. This step must be: *First*, setting goals and themes for teaching activities. *Second*, determine the design of the materials and tools required in project activities. From the theme and planned activities, teachers and students can determine the design of the materials

and tools needed. *Third*, determine the child grouping design. *Fourth*, determine the design of the activity steps in accordance with the objectives achieved.

- 2) Implementation Stage. This stage consist of three steps: *First*, predevelopment. The pre-development step is the preparation that must be completed before project implementation. *Second*, development activities. In this activity, the teacher gives initial appreciation to children according to the project theme. *Third*, closing activities. After the project activities are completed, each group submits their work or assignments to the teacher.

- 3) Evaluation and assessment stage. The teacher and students at this stage reflect together on the results and processes of working on projects that have been completed. The assessment is used as a reference for evaluation to determine whether the pursuit objectives to be achieved through the project method have been achieved optimally.

Based on the statement regarding to the steps for implementing project-based learning mentioned, this study will use the steps described by Moeslichatoen (2004). The reason is, the steps described by Moeslichatoen are very detailed and in accordance with the application of the ICT project which is the subject of the research. The ICT project method applied at SMAN 1 Cibadak is also a project based learning (PBL). The stages are the same as the project-based learning stages as described before. The difference between ICT projects and conventional one is in the position of ICT in

project implementation or learning. ICT in the ICT project method is the spirit, subject, and basis in learning or making works.

The scope of the use of ICT in learning according to Rusman et al (2011: 88) includes:

- a. Hardware and software are used to collect, store, manipulate or present information.
- b. Use of tools to process and transfer data from one device to another.

The use of ICT in project-based learning (ICT projects) can be seen from the activities of students who are asked to make an ICT-based product in the form of videos using ICT-based tools such as cameras, the internet, computers or laptops, and programs or software such as *Microsoft Auto Collage, Bing, dan Photostory 3 for Windows*.

d. Study of Learning Motivation

Motivation is a process that provides enthusiasm, direction, and behavior persistence (Santrock, 2010: 510). Motivation according to Sumadi

Suryabrata (2002: 70) is the condition that encourages her to carry out certain activities in order to achieve a goal. Meanwhile, Sugihartono, et al. (2007: 20) defines motivation as a condition that causes or gives rise to certain behavior and which gives direction and resistance to that behavior.

High motivation is reflected in the persistence that is not easily broken to achieve success even though it is faced with various difficulties. Motivation to learn is the psychological driving force within a person to be able to handle learning activities and increase skills or experiences. Therefore, high motivation can increase learning activities.

Howard in Mulyasa (2006: 174) argues that motivation is one of the important factors that can improve the quality of learning, because students will learn seriously if they have high motivation. Therefore, in order to achieve an optimal learning process, a teacher must be able to increase students' motivation to learn first. **e. Learning Motivation Indicator**

Hamzah B. Uno (2011: 10) suggests learning motivation indicators which are classified as: 1) The desire and desire to succeed. 2) The existence of encouragement and learning needs. 3) The existence of hopes and dreams for the future. 4) There is appreciation in learning. 5) The existence of interesting activities in learning. 6). The existence of a conducive learning environment that allows students to learn well (Mulyasa, 2006: 176-177).

f. The Relation between the ICT Project and Learning Motivation

Albert Bandura (1992) in Santrock (2010: 525) reveals that teachers' belief in students' ability to master technology will affect their acceptance and adoption of educational technology devices. Teachers must be motivated to use technology and have technological self-efficacy if they want their students to get the most from electronic technology devices.

Students often view technology-based learning as a real / authentic world activity. This authentic assignment will then spark students' interest and curiosity, making them more motivated. Researchers have found that even when authentic computer-based assignments require great effort to master them, students are often willing to make the effort to find solutions to the problems they face (Santrock, 2010: 525).

Software that triggers active thinking and contains personally relevant applications is likely to increase student motivation. Therefore, technology that is aimed at arousing students' interest, students' curiosity, and students' creativity is likely to increase student motivation compared to technology that only contains practice questions (Maddux, Johnson, & Wills in Santrock, 2010: 525).

METHODOLOGY

This research is a qualitative approach, with the aim of depicting something according to the human perspective being studied. The main subjects in this study were XII grade students of SMAN 1 Cibadak who participated in the ICT project. This study uses informants and supporting data from both school principals, subject teachers who utilize the ICT project, assisting teachers for the ICT project, as well as documents and other data relevant to the research problem. Data collection techniques in this study are: 1) Depth-interviews; 2). Observation; and 3) Documentation.

DISCUSSION

1. Application of the ICT Project Method at SMAN 1 Cibadak

The ICT project methods and steps applied at SMAN 1 Cibadak are actually the same as the project-based learning methods and steps in general. The difference is the use of ICT element in the project process and product. During project work, students were required to take advantage of ICT in various forms, such as using the internet, digital cameras, gadgets, and Photo Story software. Apart from the process, the products that students might create were also in the form

of ICT, namely videos made from the Photo Story software.

The implementation of the ICT project at SMAN 1 Cibadak was divided into 3 stages. The first stage was the preparation stage which contains 4 activities / steps, namely; (1) Orientation, (2) Determining the theme, (3) Determining the location of the field trip, and (4) Forming groups and Job distribution. The second stage was the project development stage which consists of: (1) listing the required information, (2) digging up information about themes, and (3) gathering information in the field / field trip. While the final stage was carried out in 4 steps, namely: (1) planning the final product / project, (2) making the final product / project, (3) collecting and presenting the product, and ending with activities, and (4) reflection and evaluation.

a. Preparation Stage

The first step in the preparation stage of the implementation of the ICT project at SMAN 1 Cibadak was Orientation.

Orientation was needed and carried out by the teacher because students needed initial information and an inspirational spirit to work on the project. Without orientation, students didn't not have a depiction of the goals and activities they would do. As stated by Mulyasa (2006: 176), information about learning objectives, competencies and clear learning outcomes could increase students' motivation.

The initial knowledge that students got from orientation activities and an explanation of the general description of previously implemented projects, the objectives and expectations of the implementation and results of the project, and the product output that students might collect was proven to arouse curiosity and increase their

motivation. This is as stated by Mulyasa (2006: 177) that utilizing the attitudes, aspirations, curiosity, and ambition of students can increase motivation.

After students were stimulated by their curiosity and motivation, the teacher invited students to determine the themes. Because students didn't have any opinion and the courage to express their ideas, the teacher needed to provide stimulus for ideas related to the theme. After being provoked, the students began to have the courage to argue and actively provide input. The students also answered questions from the teacher in turn.

Students were given authority in determining the themes. However, because students preferred the theme idea from the teacher, the teacher's theme which was initially only used as a provocation, decided to become the theme of the ICT project. The theme used in the ICT project was tourism in Sukabumi.

In the activity of choosing a theme, the teacher also started with an essential question (start with the essential question). The Ministry of Education and Culture (2013: 178) explains that the first step in project learning is to ask essential questions, namely questions that can assign students to carry out an activity.

The selection of project themes approved by the teacher and students is in accordance with the principles of project design as stated by Stienberg in Made Wena (2011: 154), namely the first principle of authenticity. Based on this principle, a project that students would work on might deal with real-world problems. It might be relevant with the characteristics of solving problems or questions that have meaning for students, involving problems or questions that are

actually experienced in the real world and asking students to produce something that had personal-value, and or social beyond the classroom.

Apart from the principle of authenticity, the theme chosen by the teacher and students made the ICT project to be undertaken to fulfill the other principles put forward by Stienberg, namely the principle of learning in the real world (applied learning). Through the ICT project with the theme "tourism in Sukabumi", students were trained to solve problems that occur in the real world with a structured and planned approach.

At the theme discussion meeting, the teacher invited students to find out the problems that occur around tourism in Sukabumi. From these activities, students were trained to develop the skills needed in accordance with real conditions or the field of work they would face in the future. The results of applying these principles in determining the theme had a positive impact from a motivational point of view. Mulyasa (2006: 176) states that students will study more actively if the topics studied are interesting and useful for themselves.

The next step was determining the location of the field trip. At this stage, students were actively involved in the discussion. The discussion of the location of the field trip began with a debate among students about the things they want to discuss, whether a discussion about the division of groups or a discussion about the location of the field trip. Students were also active in providing opinions and input regarding the locations they would visit. By using the laptops or gadgets they had, students actively looked for an interesting field trip locations.

After the location of the field trip was determined, the teacher guided the students

to create groups and divisions of work. The teacher explained the provisions for group formation, which consists of a maximum two members. Group members were from one class, group members might be mixed between men and women, and each group member might have a clear and evenly distributed job or task, so it is not only one student who is active in one group.

In implementation of the ICT project at SMAN 1 Cibadak, teachers also set a schedule and timeline. Both were made and determined by the teacher, instead of discussing with students. Based on the findings of observations at the preparatory stage meeting, starting from orientation activities to group formation, it was concluded that students showed an active and motivated attitude throughout the preparatory stage activities.

The teacher always tried to provide inducement or stimulation to students so that students were actively involved in any discussions and activities related to the project. The teacher also freed students, so that they can show their potential and ideas.

b. Project Development Stage

The second stage of the implementing the ICT project at SMAN 1 Cibadak was the project development stage. The activities were: (1) listing the required information, (2) digging up information about themes, and (3) digging up information in the field / field trip.

In the activity of creating a list of the information needed, the teacher invited students to plan what photos would be uploaded in the Microsoft Photo Story software in order to become a video product which tell their ideas. The teacher explained by giving direct examples to students about how to make concepts and lists the required

data. In this activity, the teacher asked students to make a list of questions along with the informants needed.

The activity of collecting information about the theme was filled with activities to find information, concepts, and materials via internet by students. Students looked for information either using gadgets or laptops owned by students, researchers, teachers, or using school's laptops. Apart from using the internet, students also got information from tourism profile videos in Sukabumi and video samples of students' work on previous projects shown by the teacher. This gathering activity ended with the submission of comments, opinions, and the results of extracting information that students have done.

Activities or steps to list the information needed to explore information of the theme represented one of the components or principles of *The Six A's of Designing Project* proposed by Stienberg in Made Wena (2011), namely the component of adherence to academic values (academic rigor). In the activities, students challenged that really involve their minds to use the method of inquiry for one or more disciplines. Students practiced identifying and investigating information related to project themes.

This field trip activity is in accordance with the principle of active research (active exploration), which is one of the principles or components of designing project-based learning (*The Six A's of Designing Project*) as explained by Stienberg in Made Wena (2011). Based on this principle, giving assignments and large project activities will make students more active in doing research. Good projects might encourage students to be active in research, explore, analyze and present of the project results.

In addition, because of this field trip, the ICT project at SMAN 1 Cibadak means implementing one of the principles of The Six A's of Designing Project as explained by another Stienberg, namely learning in the real world (applied learning). By visiting Palabuhanratu beach students can find the real conditions and problem occur in the field.

In Palabuhanratu, communication activities, relations, and interviews with local residents or tour managers undertaken by students are also in accordance with the principle of dealing with experts (adult / expert relationship). Through the project, students can establish relationships and communicate with experts related to the project to be completed. In this case, students are given the opportunity to work with adults or experts at field trip locations such as visitors, managers, residents around the beach, and parking attendants to get the information needed and provide directions regarding their products and projects..

c. Last Stage

The final stage of implementing the ICT project carried out at SMAN 1 Cibadak through 4 steps, they are: (1) planning the final product / project, (2) making the final product / project, (3) collecting and presenting the product, and (4) reflection activities and evaluation.

The activity of planning the final product / project began with a recalled and reviewed of activities and processed that have been carried out by students in previous activities. Students were invited to discuss again the conditions of tourism in Palabuhanratu, submitted the results of data collection in the form of interviews, observations, and photos, and submitted comments or the

results of their experiences in Palabuhanratu beach during a field trip.

In this activity, the teacher displayed examples of student products involved in the previous project using a projector. The teacher also explained how to make a product concept or plan, as well as teaching how to make a product using the Photo Story software.

The teacher taught how to make a product by providing guidance to the students, so that they made a story line, which is the picture in the form of words or lines about the planned photos that will be entered into the Photo Story software created into a video. After creating a story line, students were guided to upload photos into the Photo Story application and edited the product.

The teacher didn't only explains the procedures or the sequence of making products in general and conceptual terms, but also explained them with examples and direct practice. The procedure for creating a product with Photo Story was clearly explained and easy to understand.

Therefore, students also felt motivated and interested in trying to make products according to the instruction from the teacher. Students who attended the event, sat together with their respective group members and worked together to make products with Photo Story.

In the activity of making the final product / project, the teacher did not only sits in his chair, but came and sat next to the students who asked for help. The teacher guided patiently and slowly. Students also seem happy to try and practice making projects that they had conceptualized and planned. The product-making activity was continued at the next meeting because there were only a few groups that had finished the product.

Based on the findings in the activity of planning the final product / project and making the final product / project, it can be concluded that the teacher tried giving attention and experience in such a way as to pump up students' enthusiasm and motivation. Mulyasa (2006: 177) says that one way to increase student motivation is by trying to meet the needs of students by paying attention to physical conditions, providing a sense of security, showing that teachers pay attention to them, arranging experiences in such a way that each student gets satisfaction and appreciation, and directing the learning experience towards success so that it achieves achievement and has self-confidence.

The last activity of the implementation of ICT project was a reflection and evaluation activity which was carried out after the activity of collecting and presenting products. In this activity, the teacher asked each students randomly and selected them to convey their impressions and what they got after project implementation completed. In this last stage, researchers saw positive, active, and motivated student attitudes. This could be seen from their enthusiasm to participate in the last activities of this ICT project. In each process or activity, students also actively participated and provided feedback on every stimulus from the teacher.

2. The Motivation Condition of Students at SMAN 1 Cibadak

The motivational conditions of students of SMAN 1 Cibadak seen from the four categories of motivational conditions as expressed by Keller in Sugihartono (2007: 78). According to Keller, there are four categories of motivational conditions that must be considered by a teacher so that the teaching and learning process (KBM) is

interesting, meaningful, and challenges students. The categories of motivational conditions are attention (attention), relevance (relevance), confidence (selfconfidence), and satisfaction (satisfaction). The four categories of motivational conditions as expressed by Keller were successfully improved by teachers in the implementing ICT projects in English language learning at SMAN 1 Cibadak..

Data on these four motivational conditions was carried out through observations during the implementation process of the ICT project and interviews with teachers and student representatives, who had successfully completed the project. There were 12 students in 6 groups who successfully completed the project and made a video product using Photo Story.

The following are the discussion of the motivational conditions of students at SMAN 1 Cibadak when the ICT project was implemented in English learning using four indicators of motivational condition categories as explained by Keller. **a. Attention**

Keller in Sugihartono (2007: 78) explains that students' attention is driven by curiosity. Therefore, this curiosity needs to be stimulated so that students are always motivated to pay attention to the material provided by the teacher. In order for students to be interested and pay attention to what is being conveyed, the teacher should always encourage student involvement in the learning process and use lots of concrete examples that students can find in everyday life.

As stated before, in every activity and process of implementing the ICT project, the teacher provided a lot of stimulation and

inducement to students to attract attention and increase their motivation. The teacher succeeded in attracting students' attention to every activity or process of implementing the ICT project.

Miss "M" stated that students always responded when they provoked to engage in discussion as well as in the asking questions. According to her, students were easily attracted to their attention. Yudha, a class XII IPS student explained to the researcher that Mrs. M could attract her attention when she invited students to discuss tourism issues in Sukabumi. She also encouraged the involvement of her students by asking questions and pointing out students to have an opinion.

Based on observations made by researchers during the implementation process of the ICT project, it can be concluded that the curiosity of students in the preparation stage was stimulated by providing an orientation that describes the objectives and criteria for the successful implementation of an ICT project, showed the results of students' work during the previous year's project implementation, and explained project activities in general. At the project development stage, students' curiosity was stimulated through information gathering activities, both extracting information about themes held in the class, as well as extracting information in the field / field trips. In the final stage, students were stimulated by their curiosity by planning the final product / project and making the final product / project using Photo Story 3 for windows software which is new to them.

The teacher also provided concrete examples that students can find in everyday life to attract students' attention. In the preparation stage, the teacher explained real examples of

the problems, there were many unknown tourist attractions in Sukabumi. Whereas, in the activity of making a list of information needed at the project development stage, and planning and product manufacturing activities at the final stage, the teacher provided concrete examples and by-practice explanations to make it easier for students to understand and tried directly making video products with Photo Story.

Based on the researcher's observations and the results of interviews with teachers and students which are corroborated by the explanation of the attention indicators above, students' attention in the process of ICT project activities is very high. Students always provide attention, responses, and responses to all stimuli, instructions, and material delivered by the teacher. **b.**

Relevance

In interviews moment, Miss Maria revealed to the researcher the categories / indicators of relevance as follows: *"The relevance can also be seen, Sir. They are very excited when invited to discuss themes and are taught to make products. Yes, because they feel interested and consider this activity relevant to their needs"*.

Mrs. M's statement was supported by the opinion of Yulio, a class XII IPS student at SMAN 1 Cibadak in an interview with the researcher. Yulio said that through the ICT project, he learned what was needed and useful. He said, *"Yes, I learned many things. Especially what I like, I study communication and make videos."*

The ICT project implemented at SMAN 1 Cibadak with an output in the form of a video product containing a collection of photos which telling students' ideas about tourism in Sukabumi is new and interesting for students. Technology for students is something that is interesting and relevant to

their needs. The results of ICT project activities are in the form of 21st century human abilities such as (1) the ability to collaborate, (2) the ability to construct knowledge (knowledge construction), (3) the ability to solve problems and innovate in real life (real-world problem-solving and innovation), (4) the ability to utilize ICT (use of ICT for learning), (5) the ability to communicate (skilled communication), and (6) the ability to self-regulation as expected by the teacher to provide something capable of meeting personal needs and beneficial for students.

c. Confidence

Regarding this indicator of selfconfidence, Mrs. M told researchers that students' self-confidence could be seen when students conducted interviews, asked questions to the teacher, and made presentations. According to her, students became more confident and less shy. Maria's statement was supported by Fauzi who said that he felt confident during project activities.

Based on the results of observations and interviews as mentioned above, it can be seen that students felt confident while participating in ICT project activities. They were able to participate in all stages of ICT project activities and succeed in making works in the form of videos. Students showed their confidence from the preparation stage, project development, and the final stage.

In the preparation stage students are confident to be involved in discussions and debates about project themes, field trip locations, and group creation. At the stage of project development students show confidence in conveying interview opinions in information gathering activities. In the final stage students have the confidence to

ask teachers and peers to plan and make products until they are successful. Students' confidence at this stage can also be seen from their courage in presenting the project, and conveying reflections on the ICT project activities that have been implemented. **d.**

Satisfaction

Based on the observations and interviews with teachers and students that students have a high level of satisfaction. They felt satisfied because the teacher often provided reinforcement that awakens their satisfaction and motivation.

In one interview, Mrs. M explained to the researcher as follows: *"Their satisfaction comes when they finally finish the project. After the closing activity, some commented "Alhamdulillah it's done" .. This statement is a form of their satisfaction. They seem to enjoy and want to be reinvited to make projects "*

This statement was supported by Yudha, who was not satisfied with the results of the project, because he felt that he could not do it and the project was completed in short time. Yudha's statement indicated he wanted to increase his motivation and involved in the next project in the future.

As previously described, teachers often provided praise, gifts, and opportunities to students. The teacher guided totally in every stage of the implementation of the ICT project. The teacher wanted to approach and guide students or groups who got difficulties. The teacher gave students the opportunity to try and encourage them to complete the project. The succeeded of students to complete this project made them feel satisfied and motivated to study better and seriously.

Based on the four categories described can be seen that after the implementation of the ICT project method, the motivational condition

of students at SMAN 1 Cibadak had increased. It is from the indicators of the high attention, relevance, confidence, and satisfaction categories of students in the procession of implementing the ICT project.

3. Results of the Application of the ICT Project at SMAN 1 Cibadak

The implementation of the ICT project at SMAN 1 Cibadak provides 21st century human expertise as revealed by Microsoft Partner in Learning 21st Century Learning Design (2014: 2), they are: (1) the ability to collaborate (2) the ability to construct knowledge (knowledge construction) , (3) the ability to solve problems and innovate in real life (real-world problem-solving and innovation), (4) ability to use of ICT (ICT for learning), (5) ability to communicate (skilled communication), and (6) ability to self-managed.

As explained in the theoretical study, there are 3 results as the points of emphasis and the most striking can be observed in the application of the ICT project at SMAN 1 Cibadak, namely: (1) the ability to collaborate (collaboration), (2) the ability to utilize ICT (use of ICT for learning) , and (3) communication skills (skilled communication). These three results were successfully achieved by students when implementing the ICT project.

a. Collaboration Skill

Indicators of students having the ability to collaborate according to Microsoft Partner in Learning (2014: 3-4) are students who are able to work together, share responsibility, make core decisions together (making substantive decisions together), and produce related works (their work product is interdependent).

As explained in the description of the implementation of the ICT project at SMAN 1 Cibadak, it seems that students are able to apply these four indicators. Since the preparation stage, the teacher invited students to work together in groups. At this preparatory stage, the teacher divided students into groups of two students. After the groups were divided, the students made job distributions according to the teacher's instruction (sharing responsibility).

In the next stage, students worked in groups according to the agreed job distribution and sharing responsibility to carry out data, project planning, and project work. From the work of each member of the group, they produced outputs or results that interrelated and needed to complete the product (their work product is interdependent).

This was supported by Yudha's statement in an interview with the researcher. Yudha said that he received documentation and presentation rations. Meanwhile, Yulio was assigned an interview. The two of them worked on the product together.

At each stage that was completed, each group also made decisions together (making substantive decisions together), not a unilateral agreement from one of the members. As expressed by Fauzi to researcher, he said that decisions regarding product manufacturing were result of meetings and joint decisions.

b. Ability to Use ICT for Learning

Students are considered capable of utilizing ICT if they utilize / use ICT directly in all or part of learning activities. (Microsoft Partner in Learning, 2014: 23-24).

Rusman et al (2011: 88) explain that the scope of use of ICT / ICT in learning includes (1) hardware and software collecting, storing, manipulating or presenting information and

(2) using tools for processing and transferring data from one device to another. As previously explained, every activity carried out by students in implementing ICT projects was closely related to ICT. Students used the projector in orientation activities and presentation of their work. They collected data using cameras, gadgets, laptops, and search the internet. In addition, the products they made: videos using Microsoft's Photostory 3 for Windows software.

Each student or group member used ICT in their activities in accordance with their responsibilities or duties. This was confirmed by Fauzi and Refi, who interviewed by researcher. They explained to researcher that they used ICT while doing their assignments and doing ICT project activities.

c. Communication Skill

The indicator of communication skill for students if they could convey messages through logical explanations, examples, or evidence that supports the main statement. "Communication includes a logical explanation or examples or evidence that supports a central thesis." (Microsoft Partner in Learning, 2014: 37-38).

Based on the observations of researcher, every student involved in the ICT project dared to convey their opinions, questions, or presentations. Ibu Maria revealed to the researcher, "they also get communication during interviews, discussions, and presentations, sir." This was confirmed by Andi who said that he conveyed his opinions and questions in the process of ICT project activities.

CONCLUSION

Based on the results of research regarding the application of ICT projects in learning English at SMAN 1 Cibadak in the academic year 2018/2019, the conclusions can be drawn as follows:

1. The application of the ICT project in learning English at SMAN 1 Cibadak through three stages, namely:

a. The preparation stage is followed by four activities / steps, namely (1) orientation, (2) determining the theme, (3) determining the location of the field trip, and (4) forming groups and job distribution.

b. The project development stage consists of three activities, namely (1) listing the required information, (2) extracting information about themes, and (3) gathering information in the field / field trip.

c. The final stage is carried out in four steps, namely (1) planning the final product / project, (2) making the final product / project, (3) collecting and presenting the product, and (4) reflection and evaluation activities.

2. The implementation of the ICT project has succeeded in increasing the learning motivation of students at SMAN 1 Cibadak. This is evidenced by four indicators of increased motivation conditions, namely: (1) attention, (2) relevance, (3) confidence (selfconfidence), (4) satisfaction.

In addition to increased learning motivation, the implementation of ICT projects also provides 21st century human abilities to students at SMAN 1 Cibadak, namely (1) the ability to collaborate, (2) the ability to

construct knowledge (knowledge construction), (3) the ability solving problems and innovating in real life (realworld problem-solving and innovation), (4) the ability to use ICT (ICT for learning), (5) the ability to communicate (skilled communication), and (6) the ability to organize oneself (self-regulation). From

the six, there are three points which the most striking and emphasized by the teacher, namely (1) the ability to collaborate, (2) the ability to use ICT (use of ICT for learning), and (3) the ability to communicate (skilled communication).

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