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ABSTRACT

Project skills are skills to be able to manage projects that are instilled in students through the learning process. To find out the development of students' project learning skills in the OIDECCA learning model in the Biology Education Study Program, Islamic University of Riau. This research is quantitative descriptive. Sample selection used group sampling techniques. Data collection techniques are carried out by observation and documentation. Data on student project learning skills were analyzed using descriptive analysis. The results of the analysis can be explained as follows: 1. Student activities in learning projects are in the active category, such as activities in determining ideas in the active category (66.76%), activities in designing activities in projects in the active category (83.33%), activities in providing evidence in the category active (50%), activities to communicate the results of project activities in the active category (66.67%). 2. The development of students' project learning skills in the good category, namely 1) establishing well-developed ideas in the good category (66.67%). 2) Making an activity plan consisting of: a) preparing project activity steps in the very good category (50.0%), b) preparing a schedule in the very good category (50.0%), c) making a job description in the category very good (50.0%), d) designing product designs is in the very good category (50.0%). 3) making products, namely showing proof of making products in the good category (66.67%). 4) communicating and reflecting consists of a) preparing a presentation in the very good category (50.0%), b) presenting project results in the good category 50.0%.
INTRODUCTION

Project learning skills are essential because effective project management requires a strong understanding. With project learning skills, a person can continue to develop the knowledge and skills needed to manage small, medium or large scale projects in an effective and efficient manner. This also allows students to continuously monitor changes in the discipline and utilize the latest technology to increase efficiency and success in life, therefore, it is important that they are provided with learning activities to instill skills and prepare themselves. Project learning is carried out collaboratively and has the aim of building leadership and team skills, problem solving, critical and analytical thinking skills, planning and organizing abilities, improving communication skills, and career preparation. According to Esther, et al. (2013) that learning to enter the learning domain must change, there are four changes that are desired, namely. 1) Ways of thinking: creativity and innovation, critical thinking, problem solving, making decisions and learning. 2) Ways of working together: communicating and collaborating. 3) Using tools for working: information and communication technology, literacy. 4) Skills for living in the world: citizenship, life and career, individual and social responsibility.

Students’ project learning skills need to be developed because they can provide many benefits for them in the future. In the world of work, project learning skills can be very necessary, because most jobs involve tasks that must be completed. Apart from that, through project learning skills, students can also develop other skills, such as teamwork, leadership, and the ability to organize and prioritize tasks. In the long term, developing project learning skills can also help prepare students to become future leaders in various fields.

The learning model used to instill project learning skills in Biology education study program students at Riau Islamic University is the OIDECCA learning model. According to Hajar, Lufri, Fauzan (2020), this model is a learning model that was developed based on life realities, learning activities begin with observation activities ending with activities to communicate project results. The OIDECCA learning model is a disciplinary project model (Davis: 231), semi-structured (Stoller in Kemendikbud, 2016: 62), medium scale (Hajar, Lufri, Fauzan, 2021).

LITERATURE REVIEW

Seeing the development of students’ project learning skills is very important, especially because most of the project learning carried out by students in higher education is relevant to the world of work. Apart from that, it is important to know project learning skills as a benchmark for the quality of graduates produced by universities. Therefore, universities must pay attention to the development of students’ project learning skills to ensure the quality of the graduates produced. This is the reason for carrying out research.

The problem in this research is how to develop the project learning skills of students in the Riau Islamic University Biology education study program in the OIDECCA learning model. The aim of this research is to determine the development of project learning skills of students in the Islamic University of Riau education study program in the OIDECCA learning model.
METODOLOGY
The research was carried out on students in the Biology education study program at Riau Islamic University. This research is descriptive research, the sample used is a saturated sample. The data in this research was taken using survey and documentation techniques. The survey used a rubric for student learning activities on traditional Indonesian medicine material. Documentation in the form of project activity reports is assessed using the student project learning portfolio rubric. Data analysis uses descriptive statistical analysis.

RESULTS AND DISCUSSION
Changing the learning atmosphere with learning models refers to transforming the way of learning and teaching to make it more effective, interesting and relevant for students. Each learning model can be adapted and combined according to the needs and context of each class, this is the essence of learning with the OIDECCA model.

Analysis of data from project learning activities in the OIDECCA model on Indonesian traditional medicine material at Riau Islamic University obtained the following results. 1) put forward an idea; In the activity of determining ideas, there was 1 group carrying out activities in the very active category 16.67%, 4 groups in the active category (66.66%), and 1 group in the quite active category 16.67%. 2) design a project plan; In the activity of designing project activities, 1 group was in the very active category 16.67%, 4 groups were in the active category 66.66%, and 1 group was in the quite active category 16.67%. 3) create products; Student activity in making products in 1 group was in the very active category 16.67%, 3 groups were in the active category (50.0%), and 2 groups were in the quite active category (33.33%). 4) carry out presentations; Student activity in presenting project results in 2 groups was in the very active category (33.33%), and 4 groups were in the active category 66.67%. For more clarity, it can be seen in Figure 1.

Figure 1. Project Learning Activities in the OIDECCA Learning Model
Learning with the OIDECCA model is intended to change the classroom to prepare students who can be active in learning, have the ability to produce products and be innovative. This model is designed to make students active, there are 6 steps taken in learning, namely. 1) make observations, 2) determine ideas, 3) design project activities, 4) create products, 5) communicate and reflect (Hajar, Lufri, Fauzan: 2021). In learning, students work together and collaborate in an effort to achieve goals. This is in accordance with the opinion of “Vonnisye, et al. (2022)” through projects, they will get used to working in teams, communicating within teams, and growing their creativity in completing assigned tasks. Batey (2012) taxonomic framework for measuring creativity can be measured in 3 dimensions, namely 1) the level at which creativity is measured, in this research the measurement was carried out in the form of teams/groups. 2) The creativity aspect that is assessed, in this research the measurement was carried out on the process aspect. 3) The measurement approach in the form of objective assessment in this research is the approach used in the form of a portfolio of student project activities (Branden Thornhill-Miler, et al. 2023).

In studying this project on traditional Indonesian medicine material, Biology education study program students developed well, namely student activities were in the very active category, starting from activities to determine ideas to presenting project results. According to “ Aprilia et al. (2020) "Students have produced various ideas, but they feel they are not satisfied with their ideas. To be able to produce various ideas, students need a thinking process. According to Archer (1965) this process is called design thinking (Nandy, 2021). According to Arnold (1959) there are 5 stages in design thinking, namely empathy, define, idea, prototype, test (Nandy, 2021). It is acknowledged that the ideas produced by students need to be focused in order to achieve learning objectives. Limited academic knowledge and experience can limit the ability to produce effective ideas, and the ideas lack originality. Therefore, educators need to train them, increase their knowledge, with focus and continuous effort, in order to improve their ability to create innovative ideas.

If we look at the development of learning skills in the OIDECCA learning model project in the Biology education study program at Riau Islamic University, there are four skills being developed, namely. 1) Establish an idea; The research results explained that there were 2 groups in determining developing ideas in the very good category (33.33%), 4 groups developing in the good category (66.67%). 2) Making an activity plan consisting of: a) preparing project activity steps, in preparing project activity steps there are 3 developing groups with a very good category (50.0%), 3 developing groups with a good category (50.0% ), b) preparing a schedule, in preparing the project schedule there are 3 groups developing in the very good category (50.0%) and 3 groups developing in the good category (50.0%). c) making job descriptions, in making job descriptions 3 groups are developing in the very good category (50.0%), and 3 groups are developing in the good category (50.0%), d) making product designs, there are 3 groups that are developing with the very good category (50.0%), 3 groups with the good category (50.0%) in making product designs. 3) Making products, namely proving product making, namely there are 2 groups that are developing
in the very good category (33.33%), and 4 groups are in the good category (66.67%) in making products. 4) Communicating and reflecting consists of a) preparing a presentation; there were 3 groups that developed in the very good category (50.0%), 3 groups in the good category (50.0%) in preparing project results presentation activities, b) presentation of project results; there was 1 group that developed in the very good category (16.67%), 3 groups were good at 50.0%), 2 groups were in the quite good category (33.33%) in presenting project results. For more details, see Figure 2.

The abilities instilled in students in studying this project lead them to be creative. Observing things around you and analyzing patterns that occur can give rise to new, innovative ideas. They are taught to dare to take risks with untested ideas, but in the end can achieve extraordinary results. Learning Encourages students to continue to think outside the box, and try various ways to solve problems related to innovation. According to Imanto et al. (2019) innovative students are able to develop creative solutions, increase productivity, increase resilience, produce something unique. According to Ma'som (2023), innovative students become catalysts for better solutions and sustainable development.

The nature of learning with the OIDECCA model helps to develop the ability to see things in a new way, students learning about something new can help to broaden horizons and skills that they did not previously have. Students are trained to design activities such as preparing schedules. According to Martins (2022), arranging a good schedule allows someone to organize and track project work, thereby reducing unnecessary work time and increasing efficiency, reducing stress (Wijayanti, 2021), increasing the quality of results (Chandra, 2023), increasing team morale (Martins, 2022).
Other skills that are instilled include making products, of course the products made are tailored to the specified specifications. Anggraini (2017) explains that "Product making skills can train creativity so that you can improve product manufacturing techniques and produce quality products." According to Pardi (2018) product making skills can improve interpersonal skills. Hidayati (2022) added that new skills can open up new opportunities.

Students in making their products innovate herbal medicine by overcoming the unpleasant taste, not having a strong smell, and being easy to make. The products produced by students are herbal medicine with infusion categories by 4 groups such as 1) ginger drink, lemongrass, milk 2) ginger, turmeric, honey, 3) old tea, lemongrass, honey, 4) ginger, lemongrass, honey. 2 groups made herbal medicine in solid form in the form of Moringa leaf bakwan and jelly filled with young coconut. Communicating project results needs to be done in front of the class or using media, social media. According to (Ma'some 2021) there is a relationship between the ability to present and creative and innovative thinking skills. The skill of presenting project results can train interpersonal skills (Yuniarsih et all. 2021), by helping someone produce quality products (Zanuar, 2017).

Paying attention to the products produced requires development so that product innovation is always produced, this requires effort and hard work from the teaching team by exploring student abilities. It is acknowledged that it is not easy and studies need to be carried out to find strategies and methods, including individual project development that needs to be tried. These results illustrate that learning with the OIDECCA model provides opportunities to increase their involvement in learning, hone and instill creativity, collaborate, solve problems so as to help students face realities that are relevant to the needs of the times.

CONCLUSIONS AND RECOMMENDATIONS

The results of this research can be concluded as follows: a. activities during the learning process were carried out well, in the very active category. b. The skills developed in OIDECCA learning consist of establishing ideas, creating project activity plans, creating products, communicating project results. This project's learning skills were honed in the material of traditional Indonesian medicine at the Islamic University of Riau, developing well.

FURTHER STUDY

This research still has limitations, so further research needs to be carried out regarding the topic of Developing Project Management Skills in the Oidecca Learning Model in Universities. In order to perfect this research and increase insight for readers.
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