

Learning Moral Education Through Project-Based Learning

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Abstract

Project-Based Learning is one of the student-centered learning innovations introduced in the education system to replace the use of traditional methods. PBL is also one of the pedagogical approaches that can improve 21st century skills. PBL is able to develop critical, creative, systematic and logical thinking and focus on the production of a product or innovation. However, there is an issue of student learning that is less interested in conventional teaching and learning methods that are only teacher-centered and involve only a few activities such as teaching delivery, question and answer sessions and students being given training even if they lack or do not understand the learning concept presented by teacher. Therefore, the implementation of the PBL method is required in teaching and learning Moral Education in an effort to attract students' interest in learning and understanding the learning concepts learned. This concept paper will cover PBL, PBL Method and 21st Century Learning Skills and the benefits of PBL to students. The analysis made in this concept paper uses secondary data from refereed sources such as journals and previous research books. The discussion of this concept paper can help to new knowledge for the next researchers to focus more studies on PBL in effective implementation in teaching and learning.

Keywords: Project-Based Learning, Teaching and Learning, Moral Education

Introduction

The teaching and learning process carried out is in line with the educational requirements of this era of globalization. Project-Based Learning is one of the pedagogical approaches that promote 21st century skills in students. Teaching and learning in the 21st century encourages creative, innovative and fun teaching that will attract students to learn (Ibrahim et al., 2021). The study carried out by Wil and Thambu (2018), the teaching of Moral Education needs to use effective pedagogy in accordance with moral reasoning, moral emotions and moral behavior of students. Moral Education teachers need to take the initiative by diversifying information and learning teaching strategies, materials and activities taking into account the importance of technology and communication in order to deliver Curriculum and Assessment Standard Documents effectively to students so that they can produce students who are knowledgeable and technologically literate (Malaysia's Ministry of Education, 2019). Therefore, through creative teaching pedagogy, it is possible to increase the motivation of

students and then to create students who are innovative and competitive (Azhari & Rahimi, 2022).

Akpan et al (2020) stated that the use of project-based learning in teaching and learning is based on the concept of learning theory which is Constructivism Theory by emphasizing that humans build their own understanding and knowledge about the real world through learning experiences and reflecting on those experiences. Project-based learning can be used as a benchmark to identify and differentiate student abilities (Bani & Abdullah, 2021). The benefits obtained from project-based learning include personal character and skills that qualify students to enter the field of work by focusing on scientific knowledge and can be applied in real situations (Sulong & Sulong, 2022). This statement is also supported by Idrus and Abdullah (2018), in the reality of the real world, especially involving work, project-based learning can hone the development of soft skills that involve communication and continuous learning and become the basis of employee selection in an organization. In addition, according to Vasillene-Vasillauskiene et al (2020), project-based learning can also increase the effectiveness of learning and the knowledge gained is 'transferable' or transferred which can be applied in the real world. Therefore, this concept paper will focus on discussions about PBL, PBL methods and 21st Century Learning Skills and the benefits of PBL to students.

Project Based Learning (PBL)

Project-Based Learning (PBL) is an instructional method that encourages students to acquire knowledge and skills through projects, cooperative learning and hands-on techniques based on meaningful questions to educate students to think deeply and have a high spirit of inquiry (Bakar et al., 2018). Project-based teaching and learning can give students experience through learning outside the classroom related to the community and environment that allows students to relate the project that will be implemented to something that happens in their daily lives (Ubaidillah et al., 2020). PBL can be implemented either individually or in groups according to the time given, requiring students to obtain and analyze information as well as complete documentation related to project assignments so that learning becomes more effective, interesting and entertaining (Malaysia's Ministry of Education, 2019).

A student-centered teaching and learning approach is highly encouraged in the teaching and learning of Moral Education so that students' moral behavior can be fostered implicitly. PBL is one of the systematic and student-centered methods in learning knowledge and skills through the process of further investigation and the results of project assignments need to be carefully planned (Han et al., 2016). Students will go through the PBL process starting with the stage of collecting information, followed by processing the information, then reporting the results of the projects that have been implemented and making self-reflections on the implementation of the projects that have been carried out by them (Malaysia's Ministry of Education, 2016). Teachers should guide students by giving detailed explanations during the process of completing project assignments. Teachers are advised to give project assignments to students that allow them to master the domains of moral reasoning, moral emotions and moral behavior based on suggested activities from the Curriculum and Assessment Standard Document that allows students to produce their project assignments more creatively (Malaysia's Ministry of Education, 2019).

Pupils involved in the PBL method show a better effect on knowledge, attitude and behavior and the final presentation of the project produced is better than the traditional

method (Lou et al., 2017; Susanti et al., 2020). The findings of the study show that the PBL method group sample is more independent when obtaining reference sources and can learn a concept based on artifacts compared to the traditional teacher-centered method (Isa & Abdullah, 2017). PBL is more effective when integrated with technology along with cooperative learning with friends (Karim & Iksan, 2017). When carrying out project assignments, students need to get information from various reference sources that allow students to learn and explore various Information and Communication Technology (ICT) skills (Noor, 2021). ICT-based Teaching and Learning allows teachers to use Teaching Aids that are interesting and motivate students to learn (Ibrahim et al., 2021). Therefore, students can learn ICT skills such as searching for information through websites, preparing documentation easily and quickly and making interesting and fun project assignment presentations.

Teachers need to ensure that they are easily contacted by students so that they can guide, explain and monitor the project preparation process continuously. Therefore, the teaching and learning of Moral Education must follow the latest technological changes and developments so that the experience gained by students will be more enjoyable and the active involvement of students in every PBL activity that is implemented can increase the level of moral competence.

Project-Based Learning (PBL) and 21st Century Learning Skills

PBL is one of the pedagogical approaches that can stimulate students' 21st century skills. PBL in the education system at school can educate students to face global challenges and 21st century learning changes (Hakim et al., 2019). PBL has been recognized as the best and innovative learning method in 21st century learning Kokotsaki et al (2016); Almulla (2020) which allows students to practice information, media and technology skills, life and success skills as well as learning and innovation skills that can educate students to compete in job market in the future (Hassan & Osman, 2016). PBL practices 21st century learning skills while students carry out project assignments that allow students to actively involve themselves, gain exposure such as practice situations in the employment sector, intrapersonal and interpersonal skills are also learned by students and project assignments can be prepared according to a set time frame (Noor, 2021). Therefore, Moral Education teachers should be creative in planning PBL activities and integrated with the latest technology in order to attract students to learn actively and 21st century learning skills can also be put into practice.

Benefits of Project Based Learning (PBL) to Students

There are many benefits obtained from PBL for students. Among them, it can have a good effect on increasing student motivation (Agudelo & Vasco, 2019; Yang et al., 2021). According to Bakar et al (2018), PBL can motivate students to learn and even students learn actively. Active learning will be able to increase the level of understanding of concepts and students' creativity will also be highlighted (Chen & Lin, 2019). Pupils can complete the tasks given with more enthusiasm so that the learning objectives are achieved which allows the pupils to understand the learning topic because they are directly involved in completing the tasks given and through experience they can carry out an action directly as well as enjoy carrying out activities in a hands on and can build understanding themselves (Basir et al., 2020). This is because after students are involved in PBL they can gain a deep understanding of the content of knowledge learned (Eckardt et al., 2020). Therefore, PBL can increase motivation, maintain

focus during teaching and learning, learn through real-world experiences and be able to work together in groups to complete a task.

PBL can increase learning acceptance Yang et al (2021) and a high positive attitude has also been shown by students in teaching and learning sessions (Mailizar & Johar, 2021). The level of student involvement will also increase and they will cooperate with each other in completing the tasks given (Agudelo & Vasco, 2019). In addition, PBL can also have a positive effect on students. The study carried out by Bakar et al (2018), PBL activities can improve students' soft skills such as communication and argumentation skills as well as leadership in groups. Through PBL activities through the assessment and self-reflection phase, students can be aware that they can identify the level of their abilities and strengths, interests, beliefs and focus on aspects that are less satisfactory (Agudelo & Vasco, 2019). Thus, student involvement in various PBL activities can educate them to be independent, enthusiastic and able to overcome challenges well.

In addition, PBL educates students to be responsible for the tasks given. PBL can educate students to change into someone who is more responsible (Agudelo & Vasco, 2019). A positive attitude and deep interest through PBL can educate students to be responsible for self-learning and tasks given can be completed well (Basir et al., 2020). In addition, students also acquire logical, systematic, critical and creative thinking (Bennett et al., 2022). Students will try to solve their project problems through reading and exploring information more widely (Isa & Abdullah, 2017). Thus, students' mastery of social skills such as teamwork, communication and information management in life can be improved and the effect of students' positive attitudes makes the PBL process more meaningful.

Conclusion

In conclusion, Project Based Learning (PBL) in Moral Education is very helpful for teachers to deliver learning content to students effectively. Pupils can learn to solve problems through the inquiry process, collaborate with friends in groups, find reference sources from websites and use computer software to complete interesting project assignments. Moral Education teachers are encouraged to integrate the use of information and communication technology (ICT) in PBL so that they can attract students to learn actively, focus and understand the teacher's explanation of the topic being studied. Students also use critical thinking and reflection practices to ensure that the project assignments produced are of high quality and can give them meaning. Thus, Moral Education teachers play an important role in guiding students during teaching and learning to be leaders of change and catalysts for the success of the national education system.

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