Design Model for Team-Based Projects Based on Digital Litigation in Learning Speaking

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Abstract

The Team Based Project learning style aims to mold students' conceptual and procedural knowledge together with their mindset. Through the use of this paradigm, learning activities involve people actively debating and working together to solve issues. To create a learning model that can enhance students' understanding and proficiency in speaking, the team-based project learning model was created. The goal of this research was to develop a set of syntax for the Team Based Project learning model, which was implemented in spoken learning courses in the Indonesian Language and Literature Education Study Program, FPBS UPI. This model is based on digital literacy. Research and development using the Dick and Carey model is the methodology employed. Ten stages were involved in the research process. The research process for the development of the Dick and Carey pattern are (1) identifying the need to formulate goals, (2) analyzing the subject matter, (3) analyzing the learner and the context of using the learning model, (4) describing ability goals, (5) developing assessment instruments, (6) developing learning models, (7) developing and selecting teaching materials, (8) compiling and conducting formative evaluations, (9) revising learning programs, and (10) compiling and conducting summative evaluations. Based on the research results, learning to speak using the Team Based Learning model based on digital literacy is declared effective. Students have a positive response to learning and students actively interact, discuss, ask questions, and work together in solving problems.

Keywords: team based project model, digital literacy, learning speaking

1. Introduction

The advancement of science and technology depends heavily on the ability to describe in the framework of education in the twenty-first century. Communication in the form of effective spoken language, whether in the form of speaking or virtual presentations, is necessary for the progress of science and technology. The advancement of science and technology as a result of human achievement in a variety of spheres of life has made the world more visible. This is another proof of oral communication and knowledge progress. Additionally, because globalization is a logical outcome of human progress, the world of education is under pressure to generate people who can successfully navigate this globalization (Herman et al, 2020).

People's perceptions of technology have evolved as a result of the fourth industrial revolution an important part of one's life. Currently developing technology has touched almost all sectors, including in the world of education. The role of technology in the development of education today has changed the traditional pattern system into a modern pattern (Herman et al., 2023). The rapid development of technology certainly requires its users to always update their knowledge. This makes evidence of the need for the integration of technology in learning in order to achieve reform in the world of education.

In addition, a learning design is needed that aims to improve and improve the quality of learning so that it is in line with the mission of the industrial revolution 4.0. Improving the quality of learning is done by selecting, establishing, and developing optimal learning models to achieve the desired results (Dageng, 1991; Dwiyogo, 2018). The design presented will be better if it is integrated with current, more up-to-date technology so that reform can be achieved in the world of education.

Currently, the role of technology and information is needed in the world of education. Digital developments are changing conventional learning (Munthe et al, 2021). Current conventional learning must adopt a new method (Fleck, 2012; Muis & Bahri, 2018). Technology and information must be used by educators in the tertiary environment. These changes were strongly encouraged during the Covid 19 pandemic. Learning can continue by utilizing digital and innovation. Provide content that enriches and expands learning outside the classroom (Watson, 2008; Muis & Bahri, 2018).

Incorporating technology into tertiary institutions' curricula for learning. The use of online learning, often known as electronic learning, is one way that technology is incorporated into the present curriculum for education (e-learning). E-learning, or learning through computer or internet technology, is fundamentally learning with efficacy and efficiency (HodHod et al., 2010; Muis & Bahri, 2018). E-learning has a number of benefits, such as making it simple to learn anywhere and at any time, enhancing student learning, making it simple to gather knowledge by using the internet, and boosting learning effectiveness and efficiency.

By incorporating the rapidly evolving Information and Communication Technology (ICT), a new situation is now being given in the modern day. The potential for ICT advancements now in developing constructivist learning environments to facilitate learning. The application of ICT-based learning has many advantages in terms of the wealth of learning resources and learning activities. Kudwadi (2006) says that ICT is used in education by using e-learning technology. E-learning is defined as an effort to connect students with learning resources (databases, teachers, libraries) that are physically separate and far apart, where activities in that relationship are carried out. directly or indirectly.

Means, et al. in Wahyudi (2020) argued that digital learning is more effective in improving learning outcomes than face-to-face learning which is carried out separately. Chou & Chou (2011) revealed that innovative learning can be created through three descriptions of learning, namely face-to-face learning, online learning (e-learning), and blended learning. Ajide & Tik (2009) conducted research to determine the effectiveness of digital learning implemented using a learning management system (LMS). Thus, digital learning improves learning outcomes in this modern era.

Online learning that is commonly used by every school or university is basically a model of teaching and learning activities carried out using a remote network (internet), with the help of intermediary devices such as (gadgets, laptops, smartphones). In order to be able to join the online teaching and learning forum, you need help with internet access as a link between devices used by students and teachers as well as for exploring (van Thao et al, 2021). There are several supporting applications such as Google Classroom, zoom Cloud Meetings, CloudX, Discord, Hangout, and some are using E-learning media provided by the campus.

Due to the fact that teaching and learning activities (KBM) may be completed and accessible from anywhere, including at home, this online technology is particularly helpful for learning without the need to leave the house. Students must therefore achieve new breakthroughs that result in student-centered learning that prioritizes the learning needs of students in order to improve insight and creativity. Learning the digital-based Team Based Learning model is one of the strategies/methods that can suit the learning demands of students. The Team Based Learning paradigm requires students to collaborate in problem-finding and problem-solving innovations. Through this process, they seek the knowledge ideas necessary to tackle the difficulties raised (Harasim) (in Bate, 2016).

This model can assist with learning to speak. As a skill in communication, speaking skills must be taught and developed so that students have the ability and confidence in organizing and expressing their ideas well. Learning to speak in integrating technology is very interesting and challenging. Reflecting on the Covid-19 pandemic, at that time learning was required to remain productive and optimize speaking even within limits. Several countries implemented policies to impose lockdowns in order to prevent the spread of the Corona virus. In Indonesia itself, a Large-Scale Social Restrictions (PSBB) policy was implemented to suppress the spread of this virus. President Joko Widodo has advised people to work from home, study at home, and pray at home during the Corona virus pandemic. This causes activities outside the home to be disrupted by the presence of this virus. Schools also dismissed their students and urged them to study from home, not only schools, a number of universities in Indonesia also dismissed their students and there were several companies that stopped work activities, there were even companies that laid off their employees.

In the world of education, the Corona Virus (Covid-19) is the main factor causing changes in educational programs that are usually implemented. It can be described, among others, that schools were closed, UNBK was abolished at all levels of education, thesis guidance process was postponed, face-to-face meetings were eliminated in learning that was usually

carried out in class, and the lecture process was terminated. At that time the lecturers and students used technology for the teaching and learning process, communicating to carrying out UTS and UAS.

In terms of education policy, all educational institutions are urged to immediately halt teaching and learning in favor of a form of learning that takes place at home. As of March 16, 2020, all learning activities at campuses and schools that are currently conducted using a traditional method must be converted to an online-based learning model in order to break the corona virus's chain of transmission.

Learning from a constrained learning process, which has affected past learning trends. Even though PPKM has been abandoned in Indonesia, there are still options for learning that use technology. Additionally, online education offers excellent chances to include students with impairments and health issues. (Cavanaugh & Liu, 2011). Many researchers are interested in conducting in-depth studies at the time of Covid-19 to maximize online learning by looking at some of the features of educational technology so that it has the same impact as face-to-face teaching (i.e., Carter et al., 2020; Christensen & Alexander, 2020; Johnson, Veletsianos, & Seaman, 2020). Face-to-face and online pedagogy patterns also need to be considered so that the educational process can embrace students to the fullest (Jhonson, et.al, 2022).

The readiness of educators is an important point in the continuity of online learning (Jhonson, et.al, 2022; Herman et al, 2022). One of them is learning to speak. Learning using the Team Based Learning model is learning that makes it easier for students to work together, foster each other, learn and change together, and progress together. Practicing speaking skills starting with imitating and controlled guidance from the lecturer is expected that students are able to express various thoughts, ideas and feelings in various forms of writing. Training students is very important so that they are able to produce pedagogical YouTube content independently and are able to generalize their ideas or ideas to produce a final product (Brown, 2001; Silalahi et al, 2022).

One of the courses that all students of Indonesian Language and Literature Education must take in learning to speak. This course discusses various speaking skills to equip students to have good speaking skills. The discussion in this study will focus on students' speaking skills. The main reason underlying the selection of speaking skills is so that students as professional educators gain experience and have the ability to argue in expressing various thoughts, ideas, and opinions so that the results of their writing can change and influence the attitudes of their listeners. (Rankema, 1993: 128) conveys that speaking argumentatively is a person's effort in convincing the reader about his ideas so that it can change the attitude of the reader.

2. Research Method

Based on the Dick and Carey development pattern, this study uses the research and development (R&D) development approach. The Dick and Carey development approach follows a procedural flow, putting action steps into place gradually, systematically, and in line with the justification being created (Purba et al, 2022). The learning development model's procedural flow is based on Dick and Carey's instructional design. The implemented flow consists of 10 phases. Beginning with determining the necessity of formulating goals, subject matter analysis, learner analysis, and the context of using learning models, ability goals are described. Assessment instruments are then developed, learning models are then developed, teaching materials are then developed and selected, formative evaluations are then compiled and conducted, learning programs are then revised, and finally a summative evaluation is compiled and conducted.

As a way to fulfill the needs of relevant data, researchers used a purposive sampling technique. Purposive sampling is a sampling technique with certain considerations. Strengthening Mardhiyaturrosita ningsih (2020) explains that purposive sampling is a technique for determining a research sample by taking into account the criteria. Based on considerations to obtain relevant data, the samples from this study were semester 4 and 5 students. In addition, to collect data that supports the researcher carried out several collection techniques data, namely interviews, questionnaires and expert judgment. Interview, this technique is used to find a description of the needs of the speaking learning model. This technical questionnaire is used to obtain data on student needs. Judgment expert This technique is used to obtain judgments from experts regarding the model being developed.

3. Result and Discussion

At this point, research and development (R&D) are being used to develop the learning model in accordance with the Dick and Carey development pattern. The goal of this work is to create a team-based project-based learning paradigm for digital literacy that will help students' speaking abilities.

It is important to create a Team Based Project learning model based on digital literacy, according to preliminary studies used as planning in the development of learning strategies. The lessons that will be learned to speak using a team-based learning model that is focused on digital literacy are listed below.

Table 1. Series of Learning with a Team Based Project Model Based on Digital Literacy

No.	Activity	Description
1.	Students take the test	Individual readiness test (also known as the Individual Readiness Assurance Test, or IRAT) is administered to all students before each lecture, followed by an individual final test to compare student understanding levels.
2.	Students are given a group readiness test.	Each group takes the team readiness test, also known as the Group Readiness Assurance Test (GRAT). Individual and group readiness assessments are given to students at the start of each meeting.
3.	Students and lecturers discuss basic material and lecture rules at the initial lecture meeting.	Explanations include learning methods that can help students understand the reasons for choosing a learning method, the assessment to be carried out, the division of groups and patterns of relationships between groups.
4.	Students and lecturers discuss interesting cases or themes in the lecture process.	The lecturer acts more as a facilitator in the class observing the TBL learning process. The preparation that needs to be made by the lecturer is to determine a list of topics or cases from the material to be taught and prepare modules.
5.	Students and lecturers discuss some reading material regarding the material.	Lecturers prepare various kinds of class support facilities so that learning strategies can be achieved.
6.	Students in the class are divided into groups of more than 3 people.	Each group must create a journal detailing the events of each meeting. The logbook includes proof of each group's attendance, information about the discussion, and a rundown of all the activities that have been completed. The instructor signs and makes notes in the logbook at each class. Each group is needed to gather any supplementary materials for the lecture subject in addition to the logbook.
7.	Students read the modules distributed in order to understand the material at each meeting.	The modules that will be used in each class are distributed by the lecturers.
8.	Students presenting their work	At every meeting, the outcomes of every student activity are displayed on a poster board or bulletin board. The group collaborates on projects through getting to know other group members who have diverse case studies. Students who participate in this process become experts not only in the content they are given, but also in explaining it to peers who are studying other subjects.
9.	Students present their work in various forms of presentation of poster creations.	At the end of the lecture process, the results of each student group activity are presented in a gallery session design. In this design, students learn and work together.
10.	Student presents logbook	Through individual and group evaluations, the monitoring and evaluation of the learning process is carried out. The IRAT score and contributions based on the logbook are used for the individual evaluation, and the GRAT and activity report findings are used for the group assessment.
11.	Students are given an individual final test to assess understanding of the material given by the lecturer.	At the end of the lecture students are given an individual final test to assess understanding of the material given by the lecturer .
12.	Students get an assessment	A group's performance is evaluated based on the outcomes of each activity during each lecture and the overall results during the gallery session. Peer assessments of individual contributions through logbooks and material mastery during gallery sessions.

The implementation of learning to talk with the Team Based Project model stage comes after designing a number of Team Based Project learning models. the application of the team-based, digitally-literate learning methodology.

The steps for putting the Team Based Project paradigm into practice are shown below.

a. Planning Stage

At the planning stage educators plan learning activities as follows.

(1) making a learning plan with a Team Based Project strategy, (2) making pre-test & post-test instruments; (2) preparing observation sheets and student perception questionnaires; (3) forming heterogeneous groups with 3 members in each group.

b. Team Project Stage

In this stage, the activities carried out are implementing the TBL learning steps as follows. (Stroup, & Britton, 2008)

1. Preparation. Students are given handouts to read at home or outside of class before starting the first meeting on a particular subject.

2. Readiness Assurance. In this phase, students are individually given a pre-test, then the same test is given again to each group to work on together. After that the groups gave arguments about their answers and then were given feedback by the lecturer and discussed in class.

3. Concept Application. Students are given activities that are oriented towards applying concepts. Students discuss their assignments in their teams.

4. Give a post test about the material just learned. This post test is given at the end of each research cycle.

5. Ask students to rate each member's contribution to their team.

c. Assessment Stage

In this stage, the activities carried out are as follows.

1) Fill in the teaching and learning process observation sheet and make notes in the lecturer's notes if there are special things that happen during the learning process while helping students work in their groups;

2) Collect individual pre-test data at the beginning of each subject, provide learning achievement tests (post-test) and questionnaires at the end of each PTK cycle.

d. Stage of Display Work

At this stage the learning video works are published via the YouTube channel. Based on this, the data obtained on the display of works is then classified, analyzed, and concluded as research results. Data collection instruments were in the form of lecturer notes, individual and group lesson plans assessment instruments, and teaching practice. In addition, questionnaires on student perceptions of learning and learning achievement tests measure students' conceptual understanding of the subject matter before and after learning. The data were analyzed qualitatively and quantitatively. Qualitative analysis was carried out to determine the quality of the learning process from observational data on student activities, lecturer notes, and questionnaires. Quantitative analysis was carried out to determine student achievement in terms of the average pre-test and post-test scores of students.

Following the deployment of the Team Based Project approach for speaking instruction for 4th and 5th semester students in the UPI FPBS setting. In order to provide standards for the degree of achievement of learning objectives and to produce the best learning quality, researchers selected student learning activities. This is consistent with Cholifah's (2018) assertion that the capacity of educational institutions to deliver the best learning processes, outcomes, and impacts constitutes the quality of learning. The quality of the Team Based Project model-based speaking learning process is discussed in the data that is supplied in the sections that follow.

Table 2. Data on Quality Aspects of the Speaking Learning Process With a Team Based Project Model Based on Digital Literacy

Aspects of the Quality of the Learning Process Team Based Projects	Very good	Well	Enough
Asking activity	21,1%	47.4%	31,5%
Activeness in answering questions	21,1%	47.4%	31,5%
Liveliness responds to responses	23,7%	68,4%	8,9%
Activity doing tasks	23,7%	65,8%	15,5%
Activeness in presentations	15%	68,8%	17,2%
Active discussion in groups	34,2%	42,1%	26,7%
Student interaction in groups	18,5%	47,9%	33,6%
Ability to explain problem solving	21,1%	47.4%	31,5%
Active attention to explanations	18,4%	81,6%	0%
Timeliness in discussions	10,5%	86,8%	3,7%
Respect other people's opinions	21,1%	47.4%	31,5%

The Team Based Project strategy can enhance the quality of the learning process to speak clearly, according to the research findings in the area of the quality of the learning process with the Team Based Project model. The aspect of the process that is targeted is the students' participation in class, their promptness in completing group assignments, their interaction within groups, and their capacity to explain problem-solving in front of the class and in groups. Students apply an approach theory in this exercise to practical, real-world situations. Students gain knowledge of structure and problem-solving techniques in the context of team projects from a content standpoint. This interaction with reality world gives students critical experiences and incidents that must be resolved together (Owen, 2021).

The development of a Team Based Project model based on digital literacy in learning speaking is carried out to obtain a learning model that supports speaking learning courses in the Indonesian Language and Literature Education Study Program. The learning model was tested to find out whether or not the learning model that had been developed was effective. The trial was conducted in two classes for students in semesters 4 and 5.

Based on the results of the analysis, the following is the calculation of the t-test statistics on the data on pre-test, post-test scores, and learning practices obtained by semester 4 and 5 students in the UPI FPBS environment.

The data was then analyzed using the t test with the following hypothesis.

a. Hypothesis 1

      H0: Variable X1 has no effect on variable Y.

      H1: Variable X1 has an effect on variable Y.

b. Hypothesis 2

      H0: Variable X2 has no effect on variable Y.

      H1: Variable X2 has an effect on variable Y.

With the help of SPSS 23, the results of the t test and the significance are shown in the following table.

Table 3. Results of the t test and the significance

Coefficientsª						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	31.229	.220		141.742	.000
	XX1	.009	.000	.994	130.087	.000
	XXX2	.003	.000	.051	6.632	.000

Dependent Variable: YY

The findings of hypothesis test number one indicate that the t value is 130.087 and the t table value is 1.98969 (a = 5%; df = n-2 or df = 83-2 = 81). When t count and t table are compared, t count is superior to t table (130.087 > 1.98969), with a significance level of 0.05 (0.000 0.05). To put it another way, H1 is accepted and H0 is refused. In other words, variable Y is impacted by variable X1.

A = 5%; df = n-2 or df = 83-2 = 81) is 1.98969, according to the results of hypothesis testing 2. The t value is 6.632. When t count and t table are compared, t count is superior to t table (6.632 > 1.98969), with a significance level of 0.05 (0.000 0.05). Alternatively, H0 is   rejected and H1 is accepted. That is, variable X2 has an effect on variable Y.

Based on statistical data and the identification results of the learning process, it shows that learning to speak with the Team Based Project model based on digital literacy is declared effective. This shows that digital-based learning in speaking learning courses is good and students have a positive response, because in this learning students actively interact, discuss, ask questions, and work together. Through digital-based speaking learning, students look enthusiastic and enthusiastic about participating in learning. This can be seen from the activeness of students in discussion sessions and quizzes. Students always ask for material that they do not understand when the lecturer invites them to ask. Students also always comply with lecturer requests to help read texts or answer quizzes. In light of this, this research corroborates the research of Ouellette and Blount (2015) that Team Based Projects can enhance students' creative thinking processes in creative thinking, because in this case students are stimulated to think critically and find innovative solutions to solve problems that occur.

The study's conclusions have a variety of significant ramifications for students, teachers, and instructional designers. Teachers (teachers or lecturers) can steer the learning process in a more engaging direction by using the Team Based Project model, which is based on digital literacy in education. According to Terziolu & Kurt (2022), digital media can

regulate learning by being reflective and vigilant about the priorities and needs of individual students. Teachers or lecturers must be adaptable enough to use digital tools or platforms to improve learning environments. Students can practice speaking openly and enthusiastically learn from their mistakes in this way. Digital media encourages inquiry-based learning and creates an environment where students can interact with real-world circumstances new knowledge with previous understanding (Zhao & Sintonen, 2018).

Lectures using creative learning media can be a solution to building the creativity of lecturers and students by teaching creatively, teaching for creatives, and learning creatively (Mashuri, Mappaompo, Gunarto, & Herpandika, 2021). This is one of the duties of the lecturer as a scientist who develops knowledge (learning methods) in accordance with the times (Mashuri, 2020). The choice of lecture method is a major factor in the success of lectures for Indonesian Language and Literature Education Study Program students at FPBS UPI as well as instilling character.

4. Conclusion

In the Indonesian Language and Literature Education study program, spoken learning classes successfully employ the Team Based Project learning approach. Students' abilities and ability to comprehend lecture material have both improved thanks to the digital-based Team Based Project learning methodology. Students have demonstrated active learning and the ability to collaborate with one another in class, according to research findings.

It is advised that lecturers or educators employ the Team Based Project Model to improve students' knowledge and abilities in light of the research's findings. Students can engage in learning activities actively, creatively, and collaboratively in groups using the Team Based Project paradigm. This can present difficulties for pupils to handle and deal with issues in daily life by working together.

Lecture activities using the Team Based Project learning model based on digital literacy support learning activities that build students and lecturers creatively and innovatively in exploring material. Digital literacy can be a source of information and a vehicle for digital learning as a manifestation of the development of science and technology.

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