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DEVELOPING HARMONY OF DIGITAL TRANSFORMATION IN ELT

How Effective is the Leadership Project Course for Future Professional English Teachers?

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Abstract

The Leadership Project is one of the courses that must be taken by all PPG students to complete the program. There are two types of Leadership Projects (Project I and Project II). Project I is available in the first semester which focuses on the theory of the Leadership Project. Then Project II is a follow-up to the first project which focuses on the implementation of projects that were planned previously in the first phase of the project. The purpose of this study is to describe how Leadership Project II in the Pre-service PPG Program can help students become professional teachers. What project is it? Does the project provide sufficient knowledge and skills for them. How was the project implemented and how was it assessed? And what are the students' perceptions and reflection of the projects they have? What do they expect from this and what learning reflections can we get from students? All questions will be discussed here in this study.

Keywords: leadership project, professional teacher, ppg program

INTRODUCTION

To create a program which can facilitates teachers or candidates for teachers to be a professional needs long term program, it is not effective just providing them with one day conferences or training (Oppi and Eisenschmidt,2022). It is implied that short-term professional development activities are perhaps not relevant anymore, questionable, and inappropriate way to improve teaching practice. It needs systemic changes and it could be a project-based activities as a choice.

A project which usually takes a long period of time in its implementation can be an effective professional development activity since it can provide more opportunities for teachers to participate to learn, reflect, and practice their new knowledge and experience (Oppi and Eisenschmidt,2022).

A project as one of professional development activities can be successful if the students are coming from the same department, the same entry level of ability and they can work collaboratively. School should support teachers to participate in teacher leadership program especially in informal way because

In general, the Leadership Project course seeks to provide opportunities for students to develop their leadership abilities through school or community-based service-learning activities in the form of projects. Through this project, students are encouraged to hone their sensitivity together with the parties in the ecosystem where the target school or community is located regarding the learning needs and

challenges of students, as well as develop change initiatives and strategies that enable various elements to work together to meet needs and exceed the challenge.

In the first semester of professional teacher program (PPG), students take part in the Leadership Project I, where they learn to determine the group's vision, then determine who is the target in society (whether school, community, NGO, or other social institution) as the beneficiary of their group leadership project, then identify problems that exist in the community and plan steps to solve these problems in order to achieve the vision that the group has created. The plans that have been prepared are then carried out in the second half of the Leadership Project II. In implementing the Leadership Project II, it is hoped that the organizers of this course on campus can play a role in helping students open up opportunities to collaborate with partners or parties, both those who have worked with the campus so far, as well as opportunities with new ones (both schools, communities, NGOs and other social institutions).

The implementation of this activity is guided by a project supervisor, who carries out guidance four to six times for each group. The number of students for each group is 10 to 12 people. This group is permanent for leadership projects I and II. At the end of semester II, the report was presented and tested by two panellists, namely lecturers and instructors.

With this project, it is actually the way to develop teacher's professionalism. As stated by Freeman (2023) that "professional development is broken out on a tripartite structure of offering, event, and learning opportunity. Event here means providing students with certain activities like doing a project and the students should view the events as learning opportunity.

It is deniable that professional development is very crucial for teachers to improve and maintain the effectiveness of teaching because the teacher factor is the most significant one in improving students learning achievement (Yang, 2022). Therefore, schools or educational institution needs to provide "leadership structure, collective activities, and learning goals for teacher professional learning" (Chen, 2023). By providing the professional training program, it is believed that eventually it can help students' needs although in certain situation not all professional development program for teachers is effective (Lee, 2021).

METHOD

This study is mixed-method research design. In a mixed methods research design, researcher collects and analyses both numerical data (quantitative) and non-numerical data (qualitative) in a coordinated manner. The goal is to gain deeper insights into complex research questions by examining both the breadth and depth of a phenomenon. Also, the aim is to bring the two types of data together to provide a more comprehensive understanding.

Data Collection

To know the effectiveness of this project, the researcher collected data qualitatively and quantitatively dealing with the following items such as the goal of the project, the process of the project, the project output, the impacts of the project to intended audience/stakeholders, the students' reflection and feedback and challenges, and final report and present findings.

Qualitatively, the researcher gained quantitative data related to the project's performance. This could include survey responses, quantitative assessments of project outputs, and numerical data related to the project's impact. Meanwhile quantitatively, the researcher collected qualitative data through interviews, focus groups, or open-ended survey questions. Qualitative data can provide insights into the project's process, challenges faced, and lessons learned.

Research Procedure

a. The process

In this process, the researcher assesses how well the project was planned, executed, and managed. Did the students follow the project timeline and budget? Were roles and responsibilities clearly defined? Did they effectively communicate and collaborate? And identify any challenges or roadblocks faced during the project and how they were overcome.

b. Output

In this part, the researcher evaluates the quality of the project's deliverables. Are they well-researched, well-designed, and well-executed? Also, compare the actual outcomes with the intended outcomes to determine if the project achieved its goals.

c. Impact

In this part, the researcher assesses the project's impact on the intended audience or stakeholders. Did it meet their needs or address the problem it aimed to solve? Quantify the tangible results of the project. For example, if it was a community service project, how many people were positively affected?

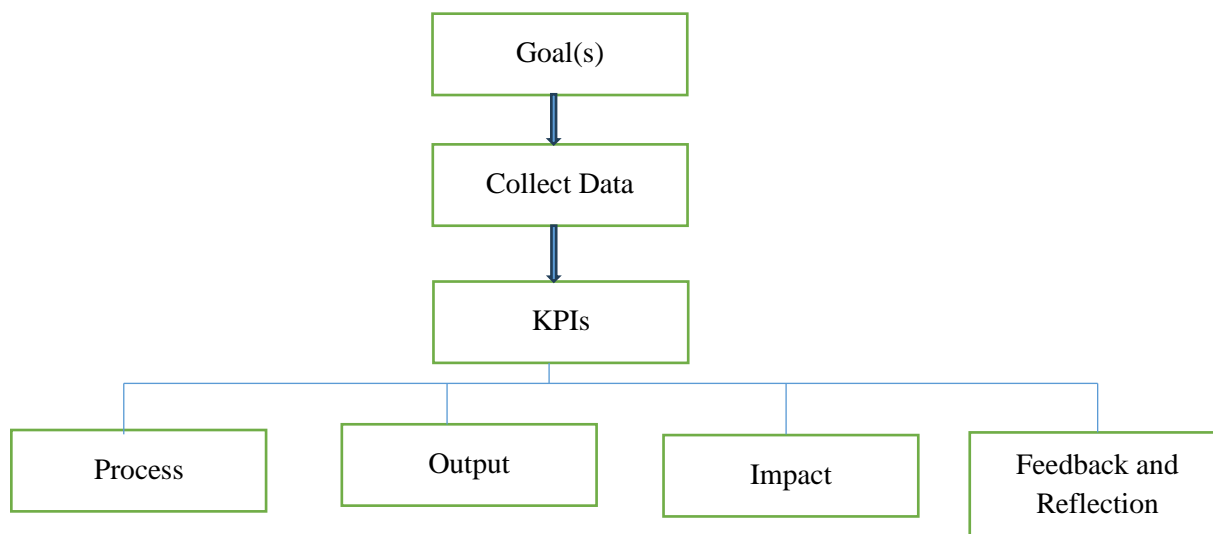
d. Feedback and reflection

In this part, the researcher collects feedback from participants, stakeholders, and project team members asking about students' reflection on their experiences and what they learned from the project. Evaluating any challenges or setbacks encountered during the project and assess how these challenges were addressed and what lessons were learned from these challenge

Data Analysis

To help researcher determines if the project meet its objectives and if there were any gaps between expectations and reality, the researcher compare the actual outcomes and data collected with the initial goals and Key Performance Indicators (KPIs). The KPIs of this research consisted of process, output, impact and feedback and reflection. In organization or company, KPIs are used to show how an

organization or company can effectively achieve of its main goals and can give positive impacts on their company organization (Adnin. 2023).



The findings of the research are based on the result of the assessment on the process, output, impact, and feedback and reflection. Below is the description of activity for each part.

a. The process

In this process, the researcher assesses how well the project was planned, executed, and managed. Did the students follow the project timeline and budget? Were roles and responsibilities clearly defined? Did they effectively communicate and collaborate? And identify any challenges or roadblocks faced during the project and how they were overcome.

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RESULT

The findings of the research are based on the result of the assessment on the process, output, impact, and feedback and reflection. Let see the result of each part:

a. The process

Leadership Project II is part of a follow-up to Leadership Project I. Leadership Project II implements the results of Leadership Project I that the student group has obtained. Therefore, student groups will go through three main phases to carry out follow-up. For this reason, the Leadership Project II consists of three main phases:

1. Revise and Confirm the plan
2. Organize and start executing the plan
3. Share good practices in leadership project events

Tabel 1. Leadership Project Phases

Phase	Preparation	Activities	Outcomes
I	Leadership Project Plan I presentation material	Discussion with stakeholders in the target school/community	Commons plan (Leadership Project Plan II)
II	role/responsibility mapping of Leadership Project II	1. Raising commitment, support and active contribution from stakeholders in the target school/community 2. Execution of the project Plan, and documentation of the project plan: process/results/impact on improvement quality of student learning	Report on the process and achievements of the Leadership Project II
III	1. Report on the process and achievements of the Leadership Project II 2. Exposure and exhibition materials	1. Determining communication strategies and creating leadership project material 2. Presentation of materials and exhibitions in leadership projects on campus which will be assessed by panellists.	Grades for each student

b. Output

Phase 1

As a result of phase 1, students in their groups produce proposals for activities that will be carried out later. The following is a general description of the activities in the proposal plan.

Table 2. Identity of Project

Identity of Project	
Name of Project	Graphic Design Training with Canva at SMPN 10 Rejang Lebong
Theme	Explore your passion; create your impact through your design.
Location	SMPN 10 Rejang Lebong
Time allocation	1 day
Chairman	Robi Purnama

Phase 2

In this section, data about the progress made from previously created plans. The following is progress data from the previous phase.

The flow of activities includes are (1.) Permits, (2). Building partnerships, (3). Resource preparation, (4). Training (5). Assistance, (6). Evaluation, (7). Reporting

a) Work Breakdown Structure

Here the example of activity 1. Permit

Table 3. Work Breakdown Structure

Phase	Outcome	Target	Note
Permit	Get Permission and Support From all parties	1 day, Conducted on 23 Mei 2023	PIC: Public Relations and Secretary

b) Execution of Activity (Time/Location)

Table 4. Execution of Activity (Time/Location)

Activity	Output	Date	PIC	Note
Program Socialization	Student and third party's understanding about the project	Mei 27, 2023	All team members	The place is at SMPN 10 Rejang Lebong
Pre-test	Score on google form	June 14, 2023		
Training	Posters	June 15, 2023		
Post-test	Score on google form	June 15, 2023		

c) Realization of Activity Budget Planning

The total cost needed to do this project was Rp.1.065.000 which covers for some items such as transportation, flyer, consumption and snack, and other administration fee.

Table 5. Activity Budget Planning

Activity	The expectation of Quality Standard	PIC	Verificatory
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Participants are capable create an account on Canva and differentiate Canva Free or Canva Pro	are	M. Rifqi Mahfuzh NopitaNurpa IndahSepmi Risanda	Supervisor: Kurniawan	Ildi
Participants are capable use features in Canva	are	Tia Suciati M. Vallian Alkahfi Mutiar Mujaddidah	Supervisor: Kurniawan	Ildi
Participants are capable of creating work in Canva	are	Sri Melinda Rofa'u Zakiyyah Serla Apriana	Supervisor: Kurniawan	Ildi

d) Quality Standard

To maintain the quality of the project, in this course the PPG program has formulated the following assessment indicators for final score.

Table 6. Assessment Indicator

No	Components of Assessment	%
1	Mid-test-Progress Report	15
2	Final test—report, presenting the report, group exhibition	40
3	Accumulated score of Individual Journal	30
4	Accumulated score of peer assessment	15

Fase III

In this phase, the group communicated the process and results of their project to the entire community through a report and leadership project activities on campus. It is hoped that the report created can effectively and efficiently convey what the group has done and achieved, as well as things that can describe its impact on the quality of student learning in the school/community targeted by their leadership project. The group presented the report in front of the panellists (Project Supervisors and Instructors) a day before project leadership event happened.

The leadership project event is a culminating activity that seeks to celebrate and appreciate the achievements and the processes that have been gone through by each student group. Each group presented the results and processes that have been gone through in the form of an exhibition. Thus, in this phase each group needs to determine how to present an exhibition strategy that can provide a meaningful and impressive experience for exhibition visitors

In this phase, the results of the project were categorized into two parts, namely

- a) The draft for exhibition of the project

Besides preparing for final report of the project that they have to submit on learning management system, they had to make a preparation for exhibition of the project. Here is the description of the exhibition itself. All projects done by team project of PPG students should be displayed at *Gedung Kreatifitas Mahasiswa (GKM)* Universitas Bengkulu. It involved all study programs at PPG program including English education. The project was set one day in one place. The team project should set up the own booth to show their work to visitors and there were two lecturers (supervisor and other lecturer) to give assessment on their work by filling out the sheet provided by PPG program. The two assessors will assess about their project based on the criteria provided by the course.

b) The final score of students' leadership project II (Group Bahasa 2)

Table 7. Overall Grade

No	Name	Overall Grade
1	MRM	A
2	SA	A
3	TRN	A
4	MVA	A
5	RADV	A
6	SM	A
7	MM	A
8	NNN	A
9	RP	A
10	SRR	A
11	TS	A
12	RZ	A

The average score of the students who get involved in the leadership project II of the PPG program was A which means all students in the group were successful in doing that project.

c. Impact

In this part, the result of impact of the project was focused on the targeted audience. The targeted audience of the project were students of SMPN 10 class VII & VIII which consisted of 30 students. Based on the previous survey on that school, it was found that they never experience an education training for their life as a student including the training about Canva. However, after they took a part in the training through project conducted by PPG students, almost of students stated that they have good experience and found it useful for their self-development in term of technology and its application. Here are some statements from students regarding the project initiated by PPG students.

Student 1

“.... I get a lot of knowledge about Canva after taking this training. Through this training I can make a foster, Instagram story, and so on. More importantly, this training will help me in doing my business in the future because I can promote it through poster that I make through Canva...”.

(Class 8)

Student 2

“... through this training I can finish any TIK assignment and other students' homework. I really appreciate it....”

Students 3 (in group)

“...the training is interesting and full of knowledge, add new experiences and insight.....”

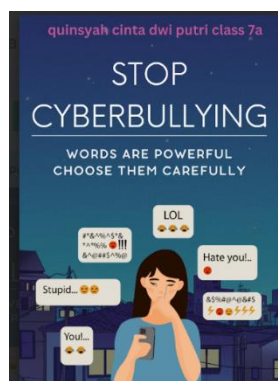
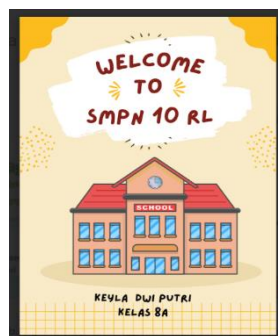
Students 4 (in group)

“.... through this training we can get knowledge and skill also add new experiences...”

Student 5

“...in this training, I finally can make a poster and others provided by Canva, and of course I get new experience as well...”

Besides, from school's point of view as a stakeholder of this project, one of the teachers say that “On behalf of the school, I really want to say thank you for having this project in this school. I hope this project will be useful for students and school in general. I really hope that the PPG students will also be successful in the future”. While here are some examples of students 'works on the Canva training.



From interview with some team member of the project, the impact of the project can be seen as follow:

According to project team member (PTM) 1, this project trains students to be more creative and innovative, fostering an entrepreneurial spirit. He stated that this activity contributed around 80% to his professionalism (because this project is best practice which provides direct experience in the field). Meanwhile, according to PTM 2. This project is good for self-development, emotional training, cooperation, and improvising according to circumstances. This project also encourages the use of technology 4.0 in education. 95% contributed to her professionalism as a prospective teacher.

Meanwhile, PTM 3 believes that this project teaches many things, including how to design a plan to the final evaluation of a project. Apart from that, this project teaches that sometimes a plan is different from the actual situation in the field. He further explained that this project contributed around 90% to his professionalism as a prospective teacher.

Like the other team members, PTM 4 thinks that this project is very good because this course trains them to control their egos with friends, teams and/or students so they can train their mentality as a prospective professional teacher. This project also provides direct practice that can be adapted for oneself from activities that have been carried out previously. According to him, this project contributes 85% to his professional development as a prospective teacher.

d. Feedback and reflection

The feedbacks here are from participants, stakeholders, and project team members about their experiences and what they learned from the project, any challenges or setbacks encountered during the project and assess how these challenges were addressed and what lessons were learned from this challenge.

From participant (intended audience) and stakeholder (school) found this project useful for students and can help school teachers to give their students new experiences about the use of technology. Meanwhile, the feedbacks from project team member are Teamwork and effective communication are important for success in carrying out a project (PTM 1). Apart from that, the responsibilities and roles of each member need to be emphasized from the start and this project needs clearer guidelines so that it is easy to understand (PTM 2). Apart from that, the timeline of activities must be considered carefully, because apart from this project, they also have other important activities as well (PTM 3).

Dealing with reflection on this project, some team project member concluded that knowing the priority scale of what must be done and find solutions to the problems faced (PTM

- 1). Use time effectively when you have break time during project you have, the staff must coordinate well with the students, especially regarding the location of the activity (PTM 2). Respect other people's opinions, ideas and work. Explore students' potential in finding solutions to school problems or needs (PTM 4), and everything must be prepared including coordination with other teams in doing a project (PTM 5)

DISCUSSION

As previously explained, this project is a course that PPG students must take before they complete the PPG program. The main focus of the project is encouraging students to innovate and initiate the implementation of efforts to improve the quality of sustainable learning for students in schools or communities through mutual cooperation. In Leadership Project I, the students learn about: determining vision, mapping, planning, implementation, as well as how to monitor, evaluate, and communicate learning from a project. Meanwhile, for Leadership Project II, each group of students will review and then implement the plans they made in the first semester directly with the school or community in the field.

The aim of this course is to develop student leadership abilities through school or community-based service-learning activities in the form of projects. and hone their sensitivity and that of the parties in the ecosystem where the school or community is located regarding the learning needs and challenges of their students, as well as developing initiatives and strategies that enable the working together of various elements to meet these needs and overcome these challenges, Meanwhile, the learning goal is that students are expected to be able to develop social-emotional skills, project management, collaboration, needs analysis, decision making, and empathy for the students they serve at school and in the community (Dharma & Radayati, 2022).

Ini this project, there are some challenges which are interesting to discuss. First of all, in the phase 1, at the first meeting for the Leadership Project II course, students received changes to group members from the Leadership Project I course. This change resulted in changes to the group project that would be implemented. The concrete challenge faced is when choosing which project to implement because the new group is a combination of several groups in Leadership Project I. Apart from that, time management for project work coincides with the internship (PPL) schedule which is fully implemented from Monday – Friday, some even until Saturday. However, the group coordinates this project held virtual meetings via WhatsApp, zoom meeting, G-meet, and others to provide efforts and contribute as much as possible to the success of this project. Another challenge is that the project location is quite far and you have to stay overnight at the project implementation location.

In the Phase 2, the challenge faced is that the activities are carried out at the same time as class meeting activities so that the students' focus is slightly disturbed. It is difficult to handle that situation. Apart from that, the activities start a little inconsistent with the plans that have been made previously because there are some students who cannot attend the training on time since the activity take place

when it rains. Besides, there are some students who are still unable to use a laptop and of course it is unpredictable situation before.

Furthermore, in the last phase, the challenge is to determine the right theme that suits for students and create interesting material that can attract students' interest in the practice of implementing the leadership project. Another challenge is adjusting the different times for each group to carry out the leadership project. Therefore, doing some coordination with group/team is conducted to maintain the activity running well

From group reflection, some project team members argue that when the schedule for holding the "PPG Seminar" with exhibition activities was carried out without sufficient breaks. PPG seminars are held on Mondays, and exhibitions on Tuesdays. As for the schedule for certain groups, many seminars are scheduled in the afternoon. So, students had to decorate the exhibition stand until late at night, and in the morning their friends had to continue decorating. The location of the exhibition was also not announced in advance. This is also one of the obstacles in conceptualizing stand decorations, because decorating a room requires good concept and takes time as well. However, this activity is considered important because it provides benefits not only to participants but also to students as activity initiators who can train teamwork, increase insight and ability in communicating, be responsible, discipline, and other leadership qualities will also be can be honed.

From the challenges and reflection above, it seems important that the department to reconsider the project program especially about its main goals, curriculum structure or the content of the project program. Sometimes, the failure of certain project can be caused by inability of students understanding toward what they have learned theoretically in class with the challenges they face in their field-teaching practice (Su, 2023). It also important for department to give wide opportunity for their students to become English language teachers who have experienced some multiple forms of professional practice, such as teaching, research, and community service (Yuan, 2021). Therefore, project itself could be a part of community services that the students can do before or after being a professional teacher.

CONCLUSION

Apart from some challenges the project has, it is clearly seen that the main goal of the project has met its expectations with real outcomes which are possibly very impactful not only for intended audiences but also students as project team member. There are some point needs to improve including coordination between campus and students in terms of doing a project and taking a regular course in PPG Program. Time management is crucial to think over among participants of the project because the time given is so tight. Above all, the project has successfully brought new experiences for students on how to work together. More than that, it can also facilitate them to have a good personal and interpersonal communication skill, become responsible, innovative, and creative which are needed for professional teachers. In terms of English skill, the project has contributed to students to enhance their

insight regarding the vocabulary while their presenting their ideas in group discussion, in seminar, exhibition activity or in searching relevant information for presentation during the project. Hopefully, the project will be continued with more specific topics and can give more impacts on the community.

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