



REPUBLIK INDONESIA  
KEMENTERIAN HUKUM DAN HAK ASASI MANUSIA

# SURAT PENCATATAN CIPTAAN

Dalam rangka perlindungan ciptaan di bidang ilmu pengetahuan, seni dan sastra berdasarkan Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta, dengan ini menerangkan:

Nomor dan tanggal permohonan : EC00202216237, 9 Maret 2022

**Pencipta**  
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Kewarganegaraan : Indonesia

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Jenis Ciptaan : **Karya Tulis Lainnya**  
Judul Ciptaan : **Virtual Project-Based Learning (VPjBL) Pattern**  
Tanggal dan tempat diumumkan untuk pertama kali di wilayah Indonesia atau di luar wilayah Indonesia : 9 Maret 2022, di Makassar  
Jangka waktu perlindungan : Berlaku selama hidup Pencipta dan terus berlangsung selama 70 (tujuh puluh) tahun setelah Pencipta meninggal dunia, terhitung mulai tanggal 1 Januari tahun berikutnya.  
Nomor pencatatan : 000331602

adalah benar berdasarkan keterangan yang diberikan oleh Pemohon.  
Surat Pencatatan Hak Cipta atau produk Hak terkait ini sesuai dengan Pasal 72 Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta.



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**LAMPIRAN PENCIPTA**

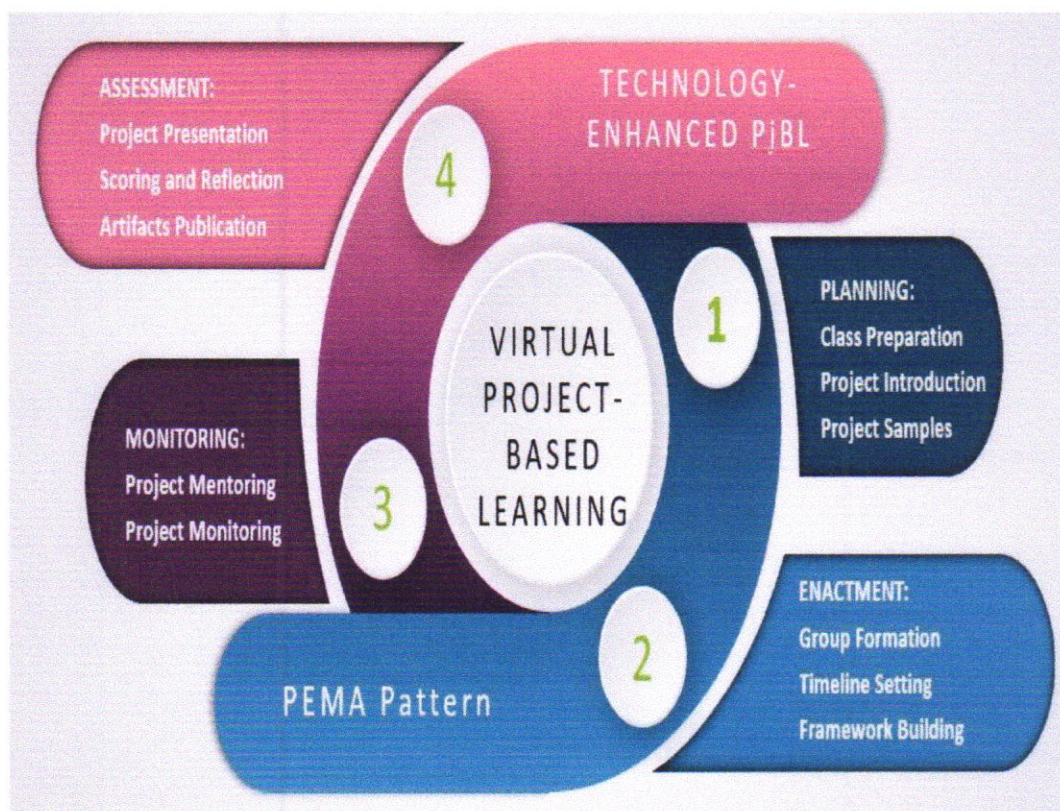
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## Virtual Project-Based Learning (VPjBL) Pattern



This VPjBL pattern has met several significant features of PjBL instruction addressed by many prominent PjBL research and implementation figures. The VPjBL pattern also has met criteria to be considered to achieve the PjBL objectives mediated by technology in VLE setting. First, they highlight that PjBL in VLE needs to facilitate the development of more remarkable communication ability between students through the PjBL instruction, notably in the VLE context. These criteria were reflected in the goal and assessment system, group formation, framework building, and presentation stage preparation activities. Second, they note that PjBL in VLE ought to conduct a continuous framework for evaluating the students' individual and community accomplishments and efforts together. It is indicated from the timeline setting, project mentoring, project monitoring activities. The last criterion is that PjBL in VLE implementation needs to promote the

development of open-content activities with more than one solution and share them in the virtual classroom so that the various groups can compare, discuss, learn, and contribute to their work. This criterion is displayed from the project presentation, peer assessment and reflection, and artifacts submission activities.

Project work in PjBL will gain its highest benefit when the teacher and students work together to complete the project work itself. The teacher will be the one who guides the students as well as motivate them to learn autonomously. The VPjBL pattern is in accordance with the criteria to successfully implement project-based learning in the classroom organization. Besides, it is not possible for the students to learn oral English and other aspects of the language through this VPjBL instruction. The students enjoy participating in the virtual group discussion and interaction with the lecturers, which help them improve their English pronunciation and expand their vocabulary. Participants' peers, teachers, parents, or relatives can also be connected to them via artifacts that were submitted in the digital media. Almost everyone who took part in the survey was able to recall an example of working together while using mobile technology. Moreover, the students can also collaborate by sharing information and resources with one another.

Each student could be profiled and assigned to a group or pair of students so that they could work together or collaboratively. Teachers would be able to better assist each student or group of students by tailoring their assistance to their specific needs. This is the only way the students can use mobile technologies as a tool for language learning while also fully exercising their engagement in studying foreign language in English for Islamic Studies course. They were able to see and hear each other in real-time while presenting their projects to their peers in this Virtual PjBL

implementation. The video and audio features allowed students to communicate with each other in a two-way manner, creating a sense of community in the classroom. After each presentation, students were able to engage in a real-time discussion in the virtual classroom, which facilitated their participation. Each presentation was followed by a peer assessment in which students could ask questions and offer feedback to one another. After all, educational practitioners could be heading toward a promising longitudinal success of the VPjBL implementation by grounding the combination of PjBL in virtual learning environments and professional development in TPACK framework comprehension.