



Analysing Procedures and Teachers' Perception of Project-Based Learning in the Kurikulum Merdeka Framework

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Abstract: This study explores the implementation of Project-Based Learning (PjBL) in the English subject as part of Kurikulum Merdeka at SMAN 9 Bandar Lampung, with a focus on both the procedure and the teachers' perceptions. Utilizing a qualitative research method, data were collected through questionnaire and interviews. The aim of the study is to investigate how PjBL is applied in the classroom setting and to gain insight into teachers' views on its PjBL application in Kurikulum Merdeka. The findings provide an in-depth understanding of the implementation process, including strategies used by teachers, and highlight the perceived benefits and obstacles encountered during the application of PjBL in Kurikulum Merdeka. These insights may contribute to enhancing the quality of PjBL practices in English language teaching, especially in Kurikulum Merdeka.

Keywords: Project-Based Learning (PjBL), Kurikulum Merdeka, Pancasila Student Profile Strengthening Project (P5), Teacher's Perception

Introduction

Zendeli (2017) stated that education is one of the most important things and rights that every citizen of any country must have. Education has and will continue to play a significant role in development. First, it increases an individual's internal potential, self-respect, and self-esteem (Power & Khmelkov, 2017). Education makes an individual a better prospect for employment. Additionally, the most important of an educated individual gives more back to society. From this education, every citizen gets the opportunity to develop their abilities. So that later it is expected, when they grow up, they can more easily find work. Education is also one of the things that is important and must be given from an early age. In Indonesia, children are required to complete twelve years of education. According to Shaturaev (2021), said that the Indonesian school system, since the days of Suharto, is based on the American school system. Education has many ways, models, methods and others in the application of its students. Likewise with parents, they have their own methods to educate their children. One models that exists in the world of education and is widely used today is project-based learning.

One of the most widely used methods in the teaching-learning process is project-based learning. This concept places the students at the center of the teaching-learning process.

(Rachmawati et al., 2024). Well, they will have more time to explore and discuss with their friends about the material that given by the teacher. And the teacher will ask the students to give their result from discussion. In addition, According to Asmi et al. (2022), the goal of project-based learning is to increase student collaboration, develop and enhance students' skills in managing resources or tools to finish assignments, give students new knowledge and skills in learning, and make them more active in solving complex project problems with tangible product results. Project-based learning is one of the learning models that instructors continue to utilize in conjunction with Kurikulum Merdeka, the current curriculum.

In Kurikulum Merdeka, students are no longer forced to study subjects that are not their main interest (Cahayani & Suastra, 2024). Students can freely choose the material to be studied according to their respective interests. Therefore, project-based learning is considered one of the suitable learning models in implementing this Kurikulum Merdeka learning (Wulandari & Nawangsari, 2024). Supported by the development of the Pancasila Student Profile Strengthening Project (P5), it is hoped that students will be able to further develop their abilities and competencies.

Kamalov et al. (2023) stated that solving real-world problems is important for both adults and children. In order for children to solve real-world problems, we must prepare them with experiences (knowledge) and competencies that are in line with the demands of the times. In an effort to prepare learners to be able to develop these competencies, the Ministry of Education and Culture has launched the Pancasila Student Profile Strengthening Project. The Pancasila Student Profile Strengthening Project is part of activities in Kurikulum Merdeka. It is kind of activities that allow the students to act more based on the theme are there from the government called by Mendikbudristek. The themes are Sustainable Lifestyle, Local Wisdom, Unity in Diversity, Building the Soul and Body, Voice of Democracy, Reengineering and Technology, Entrepreneurship, and Employment.

The impact of this study is in the assessing of the implementation of Project-based Learning in English subject at SMAN 9 Bandar Lampung within the Kurikulum Merdeka framework. This study provides the application on how Project-Based Learning running in the teaching-learning process within the Kurikulum Merdeka in English subject. So, that the teachers can assess how the right learning for their students at school.

Literature Review

1. *Teaching English as A Foreign Language*

Pratiwi et al. (2022) asserts that teaching English as a Foreign Language (TEFL) is teaching English to students who do not speak English as their first language. TEFL is typically taught in the student's home country, either in public or private schools. TEFL teachers might be native or non-native English speakers. In addition, Rohmah also states that the methodology in TEFL is highly developed, so some teachers prepare more communicative learning that focuses more on student activeness in the classroom. Project-based learning is one of the learning models that can be applied to TEFL methodology.

2. *Project-based learning*

The teaching-learning process has many ways and many models to reach the aims. Project-based learning is one of the models in the teaching-learning process. According to (Evenddy & Gailea, 2023) project-based learning (PjBL) is an inquiry-based educational approach in which students explore real-world problems through individual and group projects. Then, the students have to find their way to get more information based on the project given by the teacher. In the 21st century, relevant learning activities are project-based learning and problem-based learning (Anazifa & Djukri, 2017). In addition, Habók and Nagy (2016) stated that metacognitive and cooperative skills, cooperation, and creativity are essential for problem-solving and learning in the 21st century. Therefore, by implementing project-based learning and problem-based learning, hopefully, students can prepare for work in their future work market. It is supported by Zhang (2015) while the project, students' motivation and enthusiasm, problem-solving abilities, research skills, sense of collaboration, resource management skills, longing for communication and information sharing, and language use awareness are progressively evident and more importantly, such process of engaging in various levels of projects may turn their life experiences to advantage.

On the other hand, Issa & Khataibeh (2021) assert that project-based learning allows the students to learn by doing and applying the idea. Therefore, the students can learn more from what they have done in the project. In project-based learning, the students are centered during the teaching-learning process, while the teachers act as facilitators, not leaders. Simpson (2011) explains that the roles of teachers and students in PJBL are equally important, and they need to be flexible in participating with each other. The teacher is not a leader but a facilitator, advisor, and knowledge expert in teaching-learning. At the same time, students are not passive learners but independent learners, team members/collaborators, and knowledge managers/leaders. According to (Larasati et al., 2020), the role of the teachers is that of facilitators and advisers, providing students with adequate guidance and feedback. They give students more room to choose how they approach the task, motivating them to be more independent. Simpson (2011) also said that learners learn how to make a design for their learning process and decide what and where information they can get. The students analyze and synthesize the information, then apply and present their new knowledge. Throughout the process of learning, teachers act as managers and advisors.

3. *Characteristic of Project-Based Learning*

Project-based learning has 5 points of characteristics according to Markula & Aksela (2022), which are 1) Leading the students to investigate the important ideas and questions, 2. Differentiation based on student needs and interests. 3) Instead of teachers' explanation, it is fueled by student-independent production and presentation, 4) Creative thinking, critical thinking, and information skills are needed to investigate, make conclusions, and create the content, 5) Makes connections to genuine, real-world problems and challenges.

4. *Principles of Project-Based Learning*

Designing the project-based courses, project-based learning has 4 principles according to Zhang (2015), 1) The students' major and interest should be related to the project, 2) It has

to be authentic, then the students will get more opportunities in the society contact, 3) English and practical skills should be combined, hopefully can be transferred to the students' work in the future, 4) The students' listening and speaking abilities should be improved.

5. *Steps in Project-Based Learning*

A lot of steps are there in project-based learning. The researcher takes some steps of project-based learning based on Permendikbud (2014). These consist of the fundamental questions, developing a project plan, organizing a schedule, monitoring, testing the results, and evaluating the experience. Based on the abovementioned steps, the table below describes teacher and student activities in implementing learning that apply project-based learning models.

Table 1. Steps in Project-based Learning

Work Steps	Teachers Activities	Students Activities
Fundamental question	The teacher presents the topic and asks the question how to solve the problem.	Ask the fundamental question of what learners should do about the topic/problem. problem.
Developing a project plan	The teacher ensures that each learner in the group chooses and knows the procedure for making the project/product that will be to produce.	Learners discuss develop a plan for making problem-solving project including division of tasks, preparation of tools, materials, media, resources needed.
Organizing a schedule	Teacher and learners make an agreement about project schedule (stages and collection).	Learners develop a schedule for project completion with the time limit that has been determined together
Monitoring, testing the results, and evaluating the experience	The teacher monitors the learners' activity during the project, monitors the realization of progress and guides if they experience difficulties.	Learners carry out the project according to the schedule, record each stage, discuss problems that arise during the project's finishing of the project with the teacher.
Project planning, developing schedule, monitoring, testing the results	Teacher discusses the project prototype, monitors learner engagement, measures achievement of standards	Discuss the feasibility of the project that has been made and make a product/work report to be presented to others
Learning experience evaluation.	The teacher guides the process presentation of the project, respond to the results, then teacher and students reflect/conclude.	Each learner presents the report, other learners respond, and together with the teacher conclude the project results.

6. *Kurikulum merdeka*

The curriculum is constantly changing along with the changes of the era. Due to frequent changes in the existing learning system, the curriculum needs to adapt to existing developments. According to Aegustinawati & Sunarya (2023), the education system in Indonesia undergoes frequent changes based on evolving theories and the authority of policymakers. The education system must continue to be developed for future generations

who are responsive to all challenges so that the curriculum can still reach and prepare students for this ever-evolving era.

Kurikulum Merdeka was first initiated by the Minister of Education and Culture, Nadiem Makarim. As stated by the Ministry of Education and Culture, the Kurikulum Merdeka is expected to solve problems, especially in setting educational goals. This means that the Kurikulum Merdeka is designed so that students have competencies and skills. Therefore, the Kurikulum Merdeka can be defined as a new curriculum designed with optimized content so that students have time to explore concepts and also strengthen students' competencies (Kemdikbud, 2022, cited in Buku Saku Tanya Jawab Kurikulum Merdeka). In addition, Rohmah et al. (2023) stated that Kurikulum Merdeka aims to achieve digitalization of education through the rapid development of technology during the Industrial Revolution 4.0. Establishing a learning system that is in line with the growth of the current era will assist the government in preparing Indonesia's golden generation for 2045.

7. *Teachers' perception*

Salomon & Kolikant (2016) reveal that perception is defined as a procedure that integrates and arranges our sensory information (sensing) so that we may perceive our environment and other people, including ourselves. Our sensory data receptors' collection and reception of information will give rise to perception. The information we have obtained from our early experiences can then be combined or categorized.

In providing the perception, according to Qiong (2017) it can be consists of three stages; selection, organization, and interpretation. In the selection, the attention focuses on the incoming sensory information. In this stage, we are inundated with stimuli, but we are unable to focus on them all. The organization stage will categorize the data selected from the selection stage. To get the specific and meaningful patterns are the goals of this stage, in the example; shape, color, and texture. The last stage, interpretation, the data comes from organization stage will be interpreted by people. The interpretation consists of the data, previous experiences, beliefs, and expectations. This stage is the crucial stage. People understanding and making sense of the world will depends on how this stage goes.

Perception has internal and external factors. Internal factors consist of needs and desire, personality, and experiences. The external factors consist of size, intensity, frequency, status, and contrast.

Methodology

1. Research design

The aims of this research are to analyse the Project-Based Learning Application in English subject at SMAN 9 Bandar Lampung through Kurikulum Merdeka and to get more understanding on how teachers' perception after application the Project-Based Learning in their teaching-learning process. This research used qualitative methods to investigate the implementation of PjBL in Kurikulum Merdeka and teachers' perceptions of it. Data were gathered from English teachers at SMAN 9 Bandar Lampung through questionnaires and

interviews. The sample included three English teachers who actively apply PjBL in their classrooms. Descriptive and thematic analyses were used to interpret the data.

2. Research participants/subjects

In this research, the researcher involves the English teachers at SMAN 9 Bandar Lampung, Lampung. There are three English teachers in SMAN 9 Bandar Lampung. In this research, the researcher uses saturation sampling. It means that the researcher will collect the data from all population members. Sugiyono (2013) asserts that saturation sampling is a sampling technique used when the population is less than 30 people, and all members of the population become a sample in the research.

3. Data collection method

The data collection procedure uses an elaborate method that includes the use of questionnaires, interviews, and documentation. English teachers receive questionnaires via WhatsApp using Google Forms. The purpose of these well-crafted surveys is to gather quantitative data. Ten closed-ended questions make up these questionnaires, ensuring a systematic approach to data collection. In order to have a more thorough grasp of teachers' experiences and viewpoints regarding Project-Based Learning (PBL), a series of semi-structured interviews are conducted after this. In order to provide a comprehensive analysis and foster a deep qualitative understanding of the teachers' perspectives, the interviews are subjected to a rigorous recording and transcription procedure.

4. Data collection instrument

A vast array of technologies created especially to effectively collect important data about the phenomenon under investigation are included in the collection of data instruments. To begin, a meticulously designed survey consisting of 10 closed-ended questions has been developed in order to impartially assess the viewpoints and experiences of teachers about Problem-Based Learning (PBL). This questionnaire's objective is to offer a methodical framework for obtaining accurate input and numerical statistics about many facets of PBL implementation. Additionally, the criteria for semi-structured interviews have been thoughtfully crafted to provide a thorough framework for investigating teachers' viewpoints and experiences with PBL. The interview guidelines have been thoughtfully written to allow for flexibility and spontaneity while also making sure that crucial topics are covered. This method makes it possible to fully understand the topic and makes it easier to gather in-depth qualitative data.

5. Data analysis

Data analysis is analyzing data obtained after collecting using specific techniques. Ashirwadani (2014) supports data analysis as using facts and statistics to address a research topic. In this study, researchers used descriptive analysis and thematic analysis. Descriptive analysis is a technique that explores what happens and attempts to prepare the way for the discovery of new facts. It entails acquiring data about things, people, individuals, events, and circumstances and organizing, tabulating, depicting, and describing the output..

The data provided from data that has been collected from questionnaires and interviews. The questionnaire is displayed in the chart, and the researcher describes it to

give the interpretation. In addition, the result from the interview is collected and organized to get the meaning of the English teachers' perception of how the implementation of project-based learning in Kurikulum Merdeka.

6. Validity and Reliability

The researcher verifies the accuracy of the findings using specific processes in qualitative validity. At the same time, qualitative reliability implies that the researcher's approach is consistent across multiple researchers and projects. To ensure the findings of this research are valid, the researcher will conduct a member-checking strategy. As stated by Creswell in his book, member checking is the strategy to ensure that the interpretation of the data from informants and researchers has the same perspective. Creswell's book also states that the reliability test is the strategy for finding consistency across different researchers and projects. This means that the researcher ensures that the findings are consistent with the questionnaire and interview results. Thus, the researcher uses transcript checking to test the reliability of the findings. It allows the researcher to check the results of the interview and record documentation.

Result and Discussion

The researcher conducts the research about one month. The researcher starts the research by making a permission to the school and making an appointment to the three English teachers at SMAN 9 Bandar Lampung. After having the appointment with the teachers, the researcher starts to share the questionnaire by WhatsApp. The researcher got three participants for filling the questionnaire and conducting an interview. The questionnaire shared by WhatsApp to the respondents, and it consists of 10 statements, while the interview conducted by face-to-face with the respondents and it has 7 questions for each respondent.

These are the results of questionnaire and interview about the implementation of project-based learning in English subject in Kurikulum Merdeka:

Question	SCALE					Total of Respondents
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Q1	2	1	-	-	-	3
Q2	1	2	-	-	-	3
Q3	1	2	-	-	-	3
Q4	1	2	-	-	-	3
Q5	1	2	-	-	-	3
Q6	1	2	-	-	-	3
Q7	1	2	-	-	-	3
Q8	1	2	-	-	-	3
Q9	2	1	-	-	-	3
Q10	2	1	-	-	-	3

Figure 1. Result of Questionnaire

Based on the figure above, it can be seen if most of the respondents agree by the statement that given on the questionnaire by the researcher. Statement 1 and statement 2 that state about the respondents understanding and ability to implement the characteristics of project-based learning in the class. The diagram shows that the answer of the respondents

is understand and can implement the characteristics of project-based learning in the class. From the all respondents, it consists of 2 respondents are strongly agree and 1 other is agreed. It is supported by the interview that conducted in this research. The respondents 1 said "the teacher asks the students which have been divided into groups to mention the fruits name in some categories, such as fruits name that begin from A". The respondent 2 said that, "the teacher asks the students to discuss for what text they will take for the project, such as a text from narrative text". The respondent 3 said that, "the teacher gives the students some questions before beginning the learning process". According to the table and interview from the respondents, it means that the teachers really understand and can implement it in the learning process, as written in one of the characteristics of project-based learning that state if the teacher leads the students to investigate important ideas and questions. (see chapter 2.2.2-point a)

The statement 3 and 4 that state about the understanding and the ability in implementing the steps of project-based learning in the class. According to the table 4.1.1.1, 1 of the respondent answer strongly agree by the statement and 2 others answer agree by the statement, it means they know and can implement the steps of project-based learning in the class. The respondent 1 said in the interview, "in the beginning of class, the teacher asks the students to scan the barcode from the book, then they listen to the audio which available after scanning its barcode. The teacher makes some group after the students listening to the audio, and give them the tasks, such as, mention the name of fruits which is divided for each group. Example; group 1 has to mention the name of fruits from 'A' to 'E', then group 2 has to mention the name of fruits from the continuing after group 1. The name of fruits itself have to be mention by singing, so if they finish from making the song, they have to show". Based on the theories from Permendikbud (2014) [see chapter 2.2.4], steps of project-based learning by this respondent are incomplete. On this theory, the steps of project-based learning consist of 6 steps which are some steps unavailable by the respondent 1, because point "a, b, d, and e" are not mentioned by the respondent 1. Meanwhile, the theories from Wrigley (1998), Korkmaz & Kaptan (2002), and also Sulistyati, Wahyaningsih, Wijayanti (2021) are complete by this respondent. Respondent 2 explain in her interview, "students are asked to discuss about what text they want to discuss, once they have figured out which text they want to discuss, I give them an assignment to make a project, in the form of storytelling or drama, so they can choose which project they want to make. The form of the assessment is in the form of a video, so they will make the video in groups or individually according to their turn and then later show it in class to be watched together. They can choose their own time, it can be during the lesson or outside the lesson, it can be in the classroom or outside the classroom according to their abilities and conditions when they want to take the video. For the assessment process there are two, the first is the knowledge assessment process and the practical assessment because this is project- based right. Now for the assessment, there are 2 groups assessment and individual assessments and individual assessments..." These steps are mentioned from the respondent 2 are complete regarding to the theories from Wrigley (1998) and Korkmaz & Kaptan (2002), but the 2 others are incomplete which come from the theories Permendikbud (2014) and Sulistyati,

Wahyaningsih, Wijania (2021). Meanwhile, the respondent 3 said in the interview, “before that teachers plan what material they want to give to their students when making lesson plans, now it's called modules. Then I give them a few questions first before I start so that they can focus after changing the lesson.

Then I explain and accompany it with interactive questions with the students so that the students are more active in the classroom. I gave an assignment to make dishes for example in the procedure text. The students and I made an agreement on what provisions should be included in the practice. The task is still during class time but it is still videoed for my assessment.” It can be concluded that from the respondent 3, these steps are complete if it is compared to the theories from Sulistyati, Wahyaningsih, Wijania (2021).

At SMAN 9 Bandar Lampung, teachers apply project-based learning, especially in English lessons. It can be seen from the questionnaire 5 result (see table 4.1.1.1), 1 of the three teachers answered strongly agree that the teacher applied project-based learning in English subject. Meanwhile, the other 2 teachers agreed that they applied project-based learning in this English subject. During the interview, the respondents gave their experiences on how P5 has supported the English learning process so far. Respondent 1 said that, “... when we do the P5, the material is not given, so we don't give English material, English material is diverted to P5... Which is probably in accordance with English lesson, maybe the event...” the other respondent, who are respondent 2 said that, “to support our English lessons, yes, first, the understanding of P5 is the same as the steps... so students were given insight into how to process waste properly... well to connect with English, the steps are same as understanding the material.” While respondent 3 said that, “... for English itself, this P5 can support this material, yes, the procedure text. There, it can help students practice speaking, writing too, because they must prepare before the practice, and certainly increase their vocabulary. In the practice, each student also has to contribute during the presentation so they have to prepare some texts that indirectly train their writing, speaking skills, and certainly increase their vocabulary....”. The answer from the respondents can be concluded that, P5 supports the English learning process by several models, it can be the theme that linked to English material, such as eco-printing that can be linked into procedure and descriptive text.

P5 (Pancasila Student Profile Strengthening Project) that available in Kurikulum Merdeka compatible with the project-based learning model. This is supported by the answers contained in table 4.1.1.1, 1 of the teachers answered strongly agree with this statement and 2 other teachers answered agree. Some explanation given by the 3 respondents during the interview. Respondent 1 said that, “yes, in my opinion, because there is a cooperation, usually later during the P5 project, we still go to class, then the children are given assignments... then at the third time we made children perform all the performances that are responsible for the EO itself, then for the others it's the same, in English lesson is also like the others, children can be more active and they can be more creative when we give the task they can make the ppt by groups, they look for materials, when they make other projects EO or others, then they present it in front.” Respondent 2 said that, “For the P5, it will be used in accordance with the theme, yes, usually if the P5 is

in the form of a project, yes, the name is the project to strengthen the profile of Pancasila students. So, there is a product that must be produced by students, but for P5 the goal is not the product, yes, so for it, it is actually the character building of students... this is in accordance between project-based learning and the project to strengthen the profile of Pancasila students for the steps." Meanwhile, respondent 3 said in the interview, "in my experience...yes, that's because in P5 at the end there is a practice such as a demonstration, while in project-based learning there is a presentation practice, and both are in groups." Then, the answer from all the respondents can be said that P5 in Kurikulum Merdeka compatible with the project-based learning model, because both of P5 and project-based learning have the final assessment that must be present in groups. According to respondent 2, the difference of P5 and project-based learning assessment result is in P5 the goal is not the product but students' character that build during the learning process and in project-based learning the goal is the product from the students' assessment.

The steps in implementing P5 is compatible with the steps in project-based learning. This statement supported by the table 4.1.1.1. On this table, 1 respondent answer strongly agree by the statement and 2 others agreed. All respondents explain their reasons in their interview. Respondent 1 said that, "Appropriate, because that was the collaboration. Material preparation, then later we use the module, we are now a module, so the RPP and others, the syllabus is also included in the module... for P5 itself and this project, the teacher has been given flexibility in providing material, in PMM (teaching Merdeka platform) there is also a learning module, there are many kinds of modules, so all we have to do is prepare today what material we want to give..." Respondent 2 said in the interview, "It is quite appropriate, because there is a project assessment which is the product at the end. So, before making this product, students must understand the material first, well before the students produce a product so there is material that must be mastered by the same participants as project-based learning with the same P5 steps..." Respondent 3 said, "In my opinion, it is appropriate, because both of P5 and project-based learning have to prepare the material in advance before implementing it into the classroom with students, like there must be in one material if students can achieve any abilities...". The result from the interview can be seen if the steps in implementing P5 is compatible with the steps in the project-based learning, according to the all respondents, before entering the class the teacher has to prepare the material, and according to Wrigley (1998) it is one of steps in implementing project-based learning. (see chapter 2.2.4-point a)

English lesson can support the Pancasila Student Profile Strengthening Project (P5), this statement supported by the result on questionnaire 8 (see table 4.1.1.1). From the three respondents, 1 respondent answer strongly agree and 2 others agreed by this statement. According to the interview result from respondent 3 on the interview number 7, the respondent said that, "in English, I also think that practice is more important than material, yes the material is also important, but in practice students also need a lot of practice, like practicing their speaking skills..." Meanwhile, P5 also need more practice, by this, English lesson can support P5 by giving more practice during the final product learning process.

The implementing of project-based learning in English subject gives several advantages. According to the interview from the respondent 1, "...if it's like EO, there are many terms, so they can increase their vocabulary, they can also be more active in class, and then make presentations or ppt in class, they usually use English too. For example, they make a PPT, they use an English for title but Indonesian for the content...", the respondent 2 said that, "the advantage is the project based learning requires group cooperation, because later it must produce a project, the advantage is learning about how students work well together, then apply the knowledge they have gained, then they are also more able to read, usually if they are not directed they will not read, with this project learning, they inevitably have to read...". Meanwhile the respondent 3 said that, "...it can train students' cooperation skills to be better, then students are also here required to look for sources of information independently, so it can train students' reading skills indirectly because they have to read a lot to understand and make their work. Like for example they want to make a burger, they have to know what ingredients to use, and after that they have to find out how to make it, after that they also have to know in English what information about the ingredients and how to make what they are looking for earlier. So, it's more about the activeness of the students and the cooperation between them." It means implementing project-based learning can help the students in training to work in group, it can be making a PPT, looking for the material for their presentation, and it can improve their English skills such as reading.

This result supported by the answer of the questionnaire that also filled by the respondents. In the table 4.1.1.1, shows that there are 2 respondents answer strongly agree and 1 other agree if the model of project-based learning can improve students in learning.

Instead of having the advantages, implementing project-based learning also has some challenges especially in English subject. According to question 5 in the interview, the respondent 1 said that, "If the challenge is to unite the children, yes mba, because the same hair is black but the nature is different, sometimes there are children who can be directed, sometimes there are children who have to be directed many times, so the challenge so far is teaching..." the respondent 2 said, "In high school, they don't use English every day. Then learning is also only, two hours, well there are those who don't have basic English, it's good so the weakness in delivering the material is a bit difficult, then also when they are asked to group them because they don't understand so they are lazy, finally they don't do anything." Then the respondent 3 said, "Maybe the challenge is more like this, fostering student confidence, because today's children prefer to play gadgets, so sometimes when they are told to come forward it is a bit difficult because of the habit of online interaction, while for this project, most of the tasks end in presentations, so we have to be smart to make them confident." The answers from all the respondents can be concluded that, in implementing project-based learning especially in English subject, the teachers have some challenges such as the different nature of students, the time in learning, and also the students' habit that caused to the students confident.

The English teachers at SMAN 9 Bandar Lampung recommend to the teachers to implement project-based learning model in learning process. The table 4.1.1.1 shows that 2 respondents answer strongly agree by this statement and 1 other agreed. The interview that

supports to the table from the respondents. The respondent 1 said that, "...usually other teachers also recommend it to me, so for the English MGMP, for example, it will be like "sis, you look for this, for this material" then usually at the beginning of each semester we also share material, what material we want to give this semester, so that it will be the same when the exam comes. Like I made a grade 10 problem, later I shared it with other friends. So, the material has been determined, so the material for this first semester is this class 10, this class 11 is this, yes, that's what we give to students, the material is clearly in the module." The respondent 2 said, "...because the Kurikulum Merdeka is innovative learning, so I also suggest to my fellow MGMP English teachers to use this project, but not all subjects have to use this project-based learning, so we just choose which ones to use and which not." Meanwhile the respondent 3 said in the interview, "because in my opinion this project-based learning is very helpful for teachers to train their students in learning. In English, I also think that practice is more important than material, yes, the material is also important, but in practice students also need a lot of practice, like practicing their speaking skills, and usually if there is a lot of practice it usually makes more of an impression. So, it's easier for them to memorize new vocabulary, for one, and from there the teacher's achievement targets are expected to be easier to achieve, mba." It can be seen from the all-respondents answer, project-based learning is recommended for the teachers especially English teacher because it can help to each other in making the material at the beginning of each semester, it is an innovative learning that can help the teachers to improve their teaching-learning model during the teaching-learning process, and it can practice students' skills. This perception from the respondents can be categorized as a top-down theories of perception. According to Demuth, some perception that come from process of the information following by some knowledge and previous experience. So, the human interprets their perception based on their knowledge and experience they have. (See chapter 2.4.3-point b).

Table 2. The Interview's Analysis

Questions	Respondent's Interpretation (Respondent 1-3)
1. How are the steps you implement the project-based learning model in the class?	The interviewee discusses various instructional strategies and assessment methods for students. These include using a book with a barcode to access audio content, group tasks on naming fruits, song creation and performance, discussion and project assignment, video presentation, assessment criteria, lesson planning and module creation, and practice agreement and dish assignment. Students scan a barcode to access audio content related to the material, and then are grouped to name fruits alphabetically. They create songs based on the names assigned to their groups and perform them. Students discuss topics and are assigned projects based on mutual agreement. Videos are used to present projects in class. Assessment criteria involve both knowledge and practical aspects, with evaluations made on both group and individual levels. These strategies emphasize student engagement, collaboration, and practical application of knowledge, with assessments designed to evaluate both understanding and application skills.

2. Is P5 in the Kurikulum Merdeka compatible with the project-based learning model?	The interviewee believes that project-based learning and P5 (Pendidikan Pancasila dan Kewarganegaraan) are closely related due to their emphasis on cooperation and responsibility among students. P5 projects involve students taking on roles and responsibilities, such as event organizing, while P5 focuses on character building. Both approaches involve practical application, such as demonstrating cooking procedures or showcasing project outcomes through presentations or demonstrations. Both approaches aim to create tangible products that align with the P5 themes.
3. Are the steps in implementing P5 in line with the steps in the project-based learning model?	The interview suggests that the teaching approach is cooperative and cooperative, focusing on material preparation through modules and flexible content provision. Each module includes a project related to Pancasila, ensuring a tangible outcome at the end of the learning process. Students master English language skills, such as narrative text structures and grammar, over 2-3 sessions. The Pancasila project involves students producing compost from leaves. The process involves collaborative group work, discussion, and execution of the project. Assessment is conducted at the end, with constructive feedback on performance. This approach emphasizes content mastery and practical application, promoting active engagement and meaningful learning outcomes.
4. How P5 supports the English learning process?	The interview interpretation suggests that the P5 theme, which focuses on garbage creation, is adapted to each lesson in the curriculum, particularly for English classes. This approach encourages students to engage in activities like speaking, writing, and vocabulary expansion, thereby enhancing their language skills and aligning with the Kurikulum Merdeka curriculum objectives.
5. What are the challenges in implementing project-based learning in English subject?	The interview highlights several challenges faced in the educational context, including a diverse student nature, limited English exposure in high school, difficulty with group work, and building student confidence. Students' differing personalities and physical attributes make it difficult to bring them together, while their limited exposure to English makes it difficult to convey material effectively. Group work is also challenging, as students may struggle with comprehension or laziness, impacting their productivity. Building student confidence is also a significant challenge, as the prevalence of gadget use makes it difficult for them to present effectively, especially when final assignments require presentations. Addressing these challenges is crucial for promoting effective learning environments, improving English proficiency, fostering collaboration skills, and building student confidence in public speaking and presentation.
6. What are the advantages of implementing project-based learning in English language learning?	The interview highlights several key points in an educational approach. It emphasizes increased vocabulary and activity, focusing on collaboration and application of knowledge. The learning process encourages students to read extensively, especially when researching materials for projects. This approach also fosters skill development by fostering cooperation skills and independent reading. The ultimate goal is to foster creativity and teamwork

	among students. For example, in a project like making a burger, students need to understand ingredients and preparation methods, as well as utilize their English skills acquired through research. The approach not only emphasizes academic learning but also promotes practical skills, teamwork, and creativity through collaborative projects and independent research.
7. Do you recommend to the other teachers, especially English teachers, to use the project-based learning model in the learning process? Why?	The interviewee emphasizes the significance of collaboration among teachers, especially within the English MGMP context. They recommend materials and teaching strategies at the start of each semester to maintain consistency in curriculum and exam preparation. They also advocate for Kurikulum Merdeka, an innovative learning approach. The interviewee also highlights the benefits of project-based learning, particularly in English education, as it helps students develop practical skills like speaking, retain new vocabulary, and achieve learning targets more easily.

Discussion

From the data analysis, there are some differences on the procedure that have been implemented by the teachers during the teaching-learning process with the theories that have been written by the expertise's. It is because some factors are different for each other's that caused the different perception. There are two basic types of the perception's factors, internal and external. Internal factors consist of needs and desire, personality, and experience, meanwhile the external factors of perception consist of size, intensity, frequency, status, and contrast. (Unumeri, 2009)

The research question number 1 about how the implementation of project-based learning in English subject in Kurikulum Merdeka at SMAN 9 Bandar Lampung. The researcher finds that English teachers at SMAN 9 Bandar Lampung can implement the steps of project-based learning. It can be seen from the questionnaire and interview; the respondents stated that they know and can in implementing the characteristic of project-based learning. This statement supported by their interview, that all the respondents lead their students to investigate the important ideas during the learning process. As one of the respondents 1 said "the teacher asks the students which have been divided into groups to mention the fruits name in some categories, such as fruits name that begin from A".

The research question number 2 about the English teacher perception in implementing project-based learning in English subject in Kurikulum Merdeka at SMAN 9 Bandar Lampung.

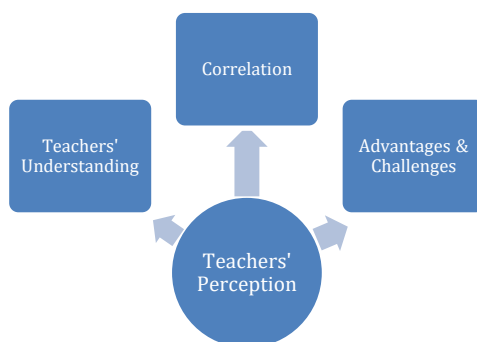


Figure 2. The Main Points of Teachers' Perception

Based on the respondent 2, *It is quite appropriate, because there is a project assessment which is the product at the end.* In English subject, the teacher can lead the students to make some product by the steps are there in procedure text or narrative text, for the example is doing a project in the theme of making compos. The teacher can put the procedure of how to make compos based on procedure text material, and the teacher need to make the students understand about the material before leave them with the project. Based on the questionnaire 8, the respondents state if English subject can support the Pancasila Students Profile Strengthening Project.

According to the previous discussion, it can be seen if English subject can support P5 in the term of doing the steps. This is because some of the material contained in English lessons can be implemented or linked to the P5 project. The use of project-based learning has some advantages, it also applies to English lesson. The example comes from the respondent 3, *If it's this, what's the name of it, it can train students' cooperation skills to be better, then students are also here required to look for sources of information independently, so it can train students' reading skills indirectly because they have to read a lot to understand and make their work.*

Like for example they want to make a burger, they have to know what ingredients to use, and after that they have to find out how to make it, after that they also have to know in English what information about the ingredients and how to make what they are looking for earlier. So, it's more about the activeness of the students and the cooperation between them. There are some advantages of project-based learning from this statement, train the students cooperation skills, reading skills, and students activeness during the teaching-learning process. By this statement, it is related to the questionnaire 9 which is state if by using project-based learning, it can make students learn more during the teaching-learning process. Based on the all statements before and the questionnaire number 10 that given by the researcher to the English teachers, the respondents recommend to the other teachers especially English teachers to use project-based learning in teaching learning process.

According to the interview number 7, the respondent 3 said that, *Yes, obviously, because in my opinion this project-based learning is very helpful for teachers to train their students in learning.* The differences in answering the questions between the respondents, it caused of some factors. The respondent 1 that answer more detailed rather than the respondent 2 and 3 because she has more frequency in learning the models of teaching-learning process, as she said on the interview *I learned about the project-based learning model from the Merdeka Mengajar Platform and also from the deputy head of the curriculum.* So, the teacher's improving is also needed on this era.

Conclusion

The study offers significant contributions to the understanding of the effective incorporation of Project-Based Learning (PBL) in the English curriculum, operating within the framework of the Kurikulum Merdeka. By conducting a thorough investigation of the implementation of problem-based learning (PBL) and the perspectives of English educators, this study has revealed a strong consensus among participants regarding the effectiveness

of PBL in improving English language teaching. The results indicate a notable degree of comprehension and proficiency among educators in the application of problem-based learning (PBL) principles, as demonstrated by their capacity to design tasks that foster critical thinking, creativity, and teamwork.

Furthermore, the research findings demonstrate a significant correlation between problem-based learning (PBL) methodologies and the theoretical frameworks delineated in Permendikbud (2014), suggesting a harmonious incorporation of PBL within the educational milieu of SMAN 9 Bandar Lampung. Although there were observed variations in the application of problem-based learning (PBL), notably in terms of following the required stages, teachers generally shown proficiency in using PBL tactics to actively involve students and improve educational achievements.

Significantly, instructors emphasised the diverse advantages of problem-based learning (PBL) in facilitating the acquisition of the English language, including enhancements in vocabulary, oral communication, and written expression abilities. Their favourable views of PBL highlight its capacity as a revolutionary teaching method in the field of English, providing a favourable setting for promoting student-centered learning and creativity.

Nevertheless, the research highlights the existence of obstacles in the implementation of PBL, including the need to cater to various student learning styles and tackle time limitations. Notwithstanding these challenges, educators have collectively expressed their support for problem-based learning (PBL), acknowledging its pivotal role in augmenting students' abilities and understanding.

In summary, the results confirm the effectiveness of Problem-Based Learning (PBL) in the Kurikulum Merdeka framework at SMAN 9 Bandar Lampung, highlighting its ability to promote significant learning opportunities and foster crucial skills among students. The research supports the continuous investigation and improvement of problem-based learning (PBL) methods in order to maximise their effectiveness in educational settings. It highlights the importance of developing customised approaches to overcome obstacles encountered during implementation. In addition, it is recommended that future research efforts prioritise the assessment of the enduring effects of problem-based learning (PBL) on student academic achievements and the cultivation of their character. This will ultimately contribute to the ongoing improvement of English language instruction within the educational framework of Indonesia.

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