

**THE IMPLEMENTATION OF PROJECT-BASED LEARNING  
IN ENGLISH LANGUAGE TEACHING ON THE MERDEKA  
BELAJAR CURRICULUM AT 10<sup>th</sup> GRADE OF SMA N 1  
WANADADI BANJARNEGARA REGENCY**



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as Partial Fulfillment of Requirement for *Sarjana Pendidikan*  
(S.Pd.) Degree**

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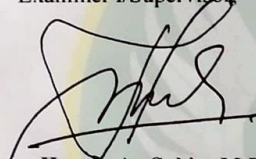
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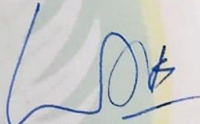
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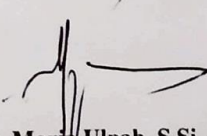
  
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After conducting guidance, review, direction, and correction, through this letter I convey that:

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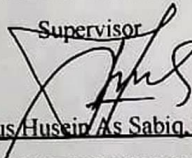
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# **THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN ENGLISH LANGUAGE TEACHING ON THE MERDEKA BELAJAR CURRICULUM AT 10<sup>th</sup> GRADE OF SMA N 1 WANADADI BANJARNEGARA REGENCY**

## **ABSTRACT**

Project-Based Learning is an interesting strategy to be implemented in Merdeka Belajar curriculum. This research aims to describe the implementation of English learning using the Project-Based Learning strategy at SMA N 1 Wanadadi and to analyze the advantage and disadvantage of the Project-Based Learning in English Language Teaching on the Merdeka Belajar curriculum at 10<sup>th</sup> grade of SMA N 1 Wanadadi Banjarnegara Regency. This research used a qualitative descriptive method, where the data is presented in the form of descriptions or words. The data were obtained through interviews with the teacher, classroom observation, and documentations on 10<sup>th</sup> grade students at SMA N 1 Wanadadi, Banjarnegara Regency. The results show that the implementation of the Project-Based Learning strategy consist of the planning, learning process, and evaluation stage with the steps for implementing on ELT of determining basic questions, design product planning, develop a project schedule, monitor project progress, test the project results, evaluation of learning experiences. There were many advantages in implementing this strategy, both for students and teacher. The advantages for students were involved in real activities, flexible learning, improving students' creativity through the planning process, implementation and project results, creating active learning, and attracting students' attention. Whereas the advantages for teacher included, flexibility to monitor the progress of the project because the teacher can carry out hybrid monitoring. Project-Based Learning can also improve the teacher's creativity to provide meaningful interaction through collaborative learning process.

Keywords: ELT, Project Based Learning, Merdeka Belajar Curriculum.

## **MOTTO**

*“Fortis Fortuna Adiuvat”*

“Luck favors with the brave”

(Indriana Nur Vantari)



## **DEDICATION**

I dedicate this thesis for:

*Myself*

I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off, I want to thank me for, for never quitting, I want to thank me for always being a giver and trying to give more than I receive, I want to thank me for trying to do more right than wrong, I want to thank me for just being me at all times .

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Purwokerto, December 28<sup>th</sup>, 2023

The writer,

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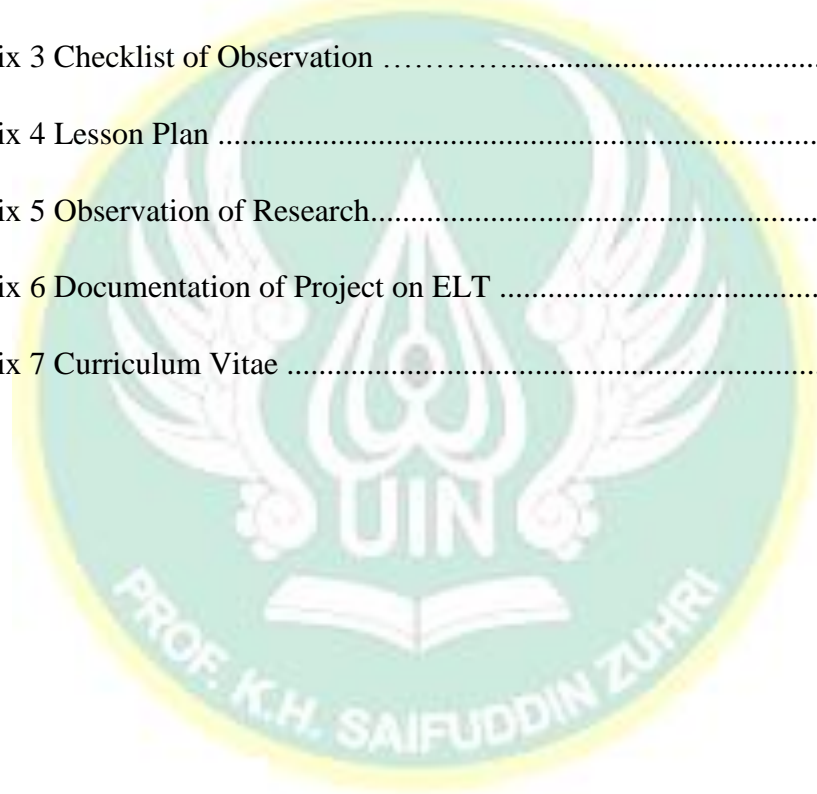
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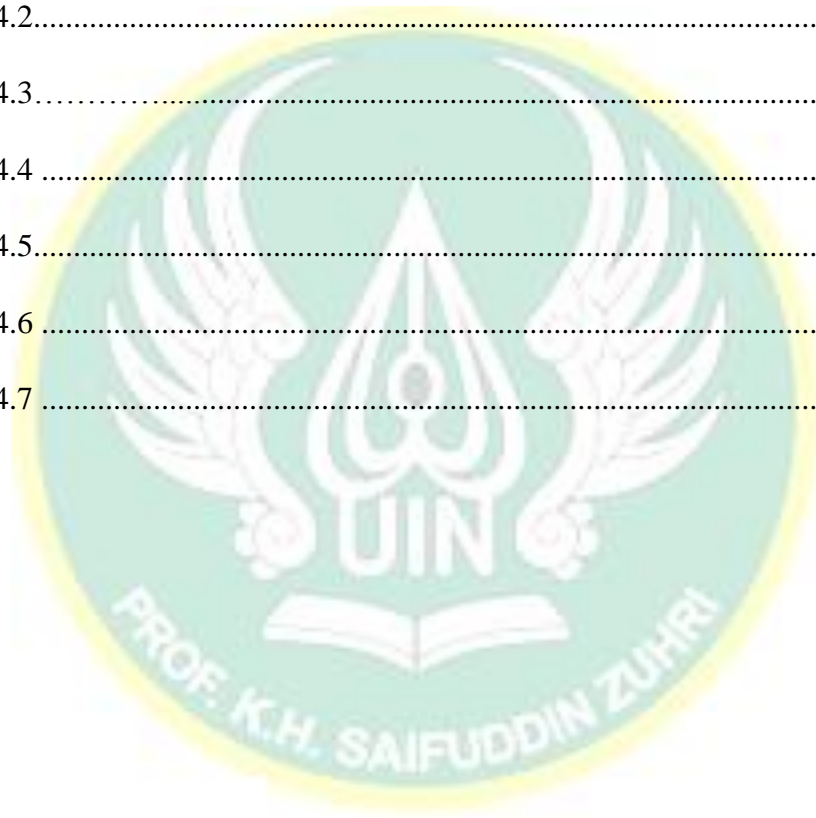
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## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

John Dewey (1916) defines the curriculum as a guiding principle aimed at organizing children's environments. Educational reform, as noted by Azis (2018), initially centered on reshaping the curriculum. The Merdeka Belajar curriculum, according to the National Education Standards Agency (BSNP) as cited by Indarta et al. (2022), prioritizes talent and interest-based methodologies. The Ministry of Education and Culture (2022) further expands on this, describing the Merdeka Belajar curriculum as encompassing diverse intracurricular learning opportunities. Its implementation, governed by PERMENDIKBUDRISTEK number 56 of 2022, outlines provisions for establishing learning communities based on three options: Merdeka learning, Merdeka change, and Merdeka sharing. The essence of this curriculum, according to the Ministry of Education and Culture (2022), revolves around discovering and leveraging the maximum potential of both students and teacher, encouraging independent innovation to improve the quality of learning. From that, the National Education Standards Agency (BSNP) emphasizes that the Merdeka Belajar curriculum is geared toward talent and interest-focused approaches, affording students the freedom to choose subjects aligned with their individual passions and interests.

In real situations, teaching English has problems, especially in teaching strategies that are still conventional and traditional. So therefore, from the reform of the Merdeka Belajar curriculum, it is necessary to innovate learning strategies that are better and more adaptive than before (Azis, 2018). This is due to the demands of students to be more active and independent. Apart from students, educators are also expected to demonstrate greater creativity and innovation (Indarta et al., 2022). Teacher are given the freedom to choose approaches and learning strategies. One of

the learning strategies implemented in the previous curriculum, namely Project-Based Learning. Project-Based Learning (PjBL) is a learner-centered learning strategy by using a real activity in the form of a project or in the form of activities that contain complex problems such as investigations in a lesson (Wiaris, 2021). These activities that make students more able to explore themselves deeper and make it easier and require teacher to be more innovative in the learning process (Efstratia, 2014).

Several inquiries have explored the integration of Project-Based Learning (PJBL) in English Language Teaching (ELT). Wahyu et al. (2018) concluded that adopting the Project-Based Learning strategy significantly aids in enhancing student creativity and engrossment in harnessing their potential. This assertion finds support in improved student learning outcomes that indicate notable advancement. Similarly, Elmiati et al. (2019) corroborated these findings by highlighting teacher perceptions aligned with the research strategy. They affirmed the remarkable effectiveness of Project-Based Learning, particularly within the framework of the 2013 curriculum. PJBL was shown to elevate student engagement while fostering deeper thinking and increased creativity among students.

Although Project-Based Learning has been explicitly researched by many the researcher, it is still limited to explore Project-Based Learning. Project-Based Learning begins with a fundamental question or a problem which will increase in-depth thinking and increase student creativity and then ends with the results of a project (Ratnawati, 2020). And the success of Project-Based Learning is strongly influenced by the activeness of students (Halimatusyadiyah et al., 2022). That is what makes Project-Based Learning an interesting and relevant learning strategy to be implemented in the Merdeka Belajar curriculum. Besides that, in the implementation of Project-Based Learning there are 6 steps, 6 steps consisting of determining basic questions, compiling project plans, compiling schedules, monitoring students and project progress, assessing results, and evaluating (Rahmawati,

2020). Several steps can trigger students' critical thinking because the activities carried out will encounter problems that trigger students to solve problems with appropriate concepts, principles, and knowledge (Fuadin & Fauziya, 2022).

Based on initial investigation, the English teacher at SMA N 1 Wanadadi in Banjarnegara Regency discussed the adoption of the Merdeka Belajar curriculum within the 10th-grade curriculum. Notably, at this institution, the teacher had previously employed the Project-Based Learning (PJBL) approach under the prior curriculum. According to her, PJBL serves as a learning strategy that notably amplifies students' creativity and bolsters their confidence, particularly in English learning, fostering an environment where students feel unrestrained in expressing their thoughts. Additionally, PJBL fosters teacher innovation in instruction, presenting them with a stimulating challenge. This intriguing dynamic prompted the the researcher interest in exploring the implementation of Project-Based Learning within the context of the Merdeka Belajar curriculum specifically for the 10th grade.

From the explanation above, the researcher tries to conclude that Project-Based Learning is an effective learning strategy to use because based on the previous curriculum, Project-Based Learning can increase learning creativity and innovation from both students and teacher. This becomes even more interesting when Project-Based Learning is used in the Merdeka curriculum, where students and the teacher are required to maximize creativity in the learning process so that students can solve problems implementing new knowledge experienced from project activities. And the teacher has an important role in designing learning designs that are as attractive as possible, this aims to make students more motivated in learning activities.

## **B. Conceptual Definition**

The purpose of this operational definition is to focus on the study of the topic before further analysis is carried out and to reduce the possibility of misunderstanding in the discussion of research difficulties, the operational definition is as follows:

### **1. Project-Based Learning**

John Dewey (1916) stated that learning can be maximally absorbed when there are activities that are adapted to real life and the practice of science. This is known as the theory of "Learning by doing", the process of obtaining learning outcomes by carrying out certain actions according to the objectives (Grant, 2002). Stanley (2021) states Project-Based Learning is one part of the learning strategy that uses projects and several activities as the media used in learning. Daryanto and Raharjo (2012: 162) also argue that Project-Based Learning is a learning strategy that uses problems as a basis for collecting and integrating new knowledge based on real experiences and activities. According to (Istarani, 2016: 175) Project-Based Learning is a way of providing learning experiences by confronting children with everyday problems that must be solved in groups (Kokotsaki et al., 2016). Based on the concept above, the researcher tries to conclude it. Project-Based Learning is a learning strategy that focuses on questions or problems that direct students to find solutions with appropriate scientific concepts or principles.

The Project Based Learning strategy needs to be implemented because it is in accordance with the Education Process Standards in Indonesia. This strategy has been established by the Ministry of National Education and Culture since 2016. In the 2016 Ministry of Education and Culture Regulation Number. 22 concerning the Basics of Implementing Learning states clearly that: "to encourage students to produce creative and contextual work, both individually and in groups, it is recommended that they produce work based on problem solving



(Project Based Learning)" in accordance with the regulations above, learning is not only about acquiring knowledge. but rather produces creative and contextual work. The implementation of the Project Based Learning strategy is carried out to improve students' skills and understanding so that it creates a long-term impression in everyday life (Ministry of Education and Culture, 2022).

## **2. Merdeka Belajar Curriculum**

A curriculum is a set or a system of plans and arrangements regarding learning materials that can be guided in teaching and learning activities (Sudin, 2014). Preston & Inlow (1966) also argues that, expressed his opinion that the notion of the curriculum is a comprehensive effort specifically designed by the school to guide students to obtain the results of predetermined learning. According to the Ministry of Education and Culture (Ministry of Education and Culture, 2022), the Merdeka Belajar curriculum is an independent curriculum that is a diverse intra-curricular learning curriculum. And the Merdeka Belajar curriculum is regulated and protected by Ministry of Education and Culture number 56 of 2022 which contains the guidelines for curriculum implementation in the context of learning recovery as a complement to the previous curriculum. Based on the concept above, the researcher tries to conclude it. Merdeka Belajar curriculum is a curriculum that provides freedom for both teacher and students to increase all their potential, talents, and interests with critical thinking and high creativity.

According to Merdeka Belajar curriculum focuses on essential, relevant and in-depth material so that there is sufficient time to build students' creativity and innovation in achieving basic competencies such as literacy and numeracy. Merdeka Belajar curriculum contains project-based learning for the development of soft skills and character according to the Pancasila student profile. In the Merdeka Belajar curriculum, students have freedom to think and express themselves, especially their

interests and talents. Apart from that, teacher also have an important role in learning activities, especially in developing student independence in learning.

### **3. English Language Teaching**

According to Mackey (1967) language is a form or a system of arbitrary sound symbols, or also a system of many systems, a system of an order or an arrangement within systems. According to Mario Pei in Brown (1968) language is a system of communication by sound, operating through the organs of speech and hearing, among members of a given. English is a necessity for the future, the development of education and the advancement of English language technology has become a need and ability that must be possessed by someone. In the application of learning English, it requires high creativity from both teacher and students, so that learning objectives can be achieved (Akhmad & Munawir, 2022).

English language teaching is a necessity in learning activities. This is due to the demands of the times, especially in terms of communicating in the international realm. Based on Ministry of National Education UU No. 23 of 2006, concerning education standards, in general the aim of learning English in Indonesia is that students must be able to "demonstrate listening, reading, writing and speaking skills in English". From this statement, it can be concluded that efforts to improve the quality of education must be carried out comprehensively in order to achieve the educational goals that have been designed. This certainly shows that learning English is one of the government's efforts to achieve educational goals.

### **C. Research Questions**

Based on the background above, the problem that can be formulated in this research:

1. How is the implementation of the Project-Based Learning in English language teaching on Merdeka Belajar curriculum at 10<sup>th</sup> grade of SMA N 1 Wanadadi Banjarnegara Regency?

2. What are the advantages and disadvantage of the Project-Based Learning in English language teaching on Merdeka Belajar curriculum at 10<sup>th</sup> grade of SMA N 1 Wanadadi Banjarnegara Regency?

#### **D. Objectives and Significances of the Research**

##### **1. The aims of the Study**

- a. To describe the implementation of the Project-Based Learning in English language teaching on Merdeka Belajar curriculum at 10<sup>th</sup> grade of SMA N 1 Wanadadi Banjarnegara Regency.
- b. To analyze the advantage and disadvantage of the Project-Based Learning in English language teaching on Merdeka Belajar curriculum at 10<sup>th</sup> grade of SMA N 1 Wanadadi Banjarnegara Regency.

##### **2. The significance of the Research**

- a. For teacher

The teacher is able to be significant in teaching and learning, especially in helping the teacher of implementation Project-Based Learning in English teaching.

- b. For researcher

The researcher hope that the results of this study can help the researcher improve the skills in learning strategy especially the implementation of Project-Based Learning. That way, the researcher will know how to teach using Project-Based Learning.

#### **E. Organization of the Paper**

The systematic discussion is a general thesis framework which contains the sequence of discussion steps that will be described in each chapter. In order to get a clearer and easier picture and to make it easier to understand, the researcher will outline this thesis research in outline in a research systematics. The main part of this research is divided into five chapters, namely:

The first chapter contains an introduction consisting of problem background, conceptual definition, problem formulation, research objectives and benefits,

Chapter two is a theoretical study where in this chapter the basic theories and concepts regarding the definition of English learning, implementation of English language teaching in the Merdeka Belajar curriculum, English Language Teaching, Strategy in ELT, and implementation of English Language Teaching will be discussed. Chapter two is a theoretical study where in this chapter the basic theories and concepts regarding Definition of Project-Based Learning, Characteristics of Project-Based Learning, Steps of Project-Based Learning, Advantages and Disadvantages of Project-Based Learning, and relevant research results will be discussed about definition and implementation of Merdeka.

Chapter three is research methods which contain types of research, place and time of research, research objects and subjects, data collection techniques, data analysis techniques, data validity tests.

Chapter four is the result of a discussion in which the Project Learning strategy for learning English is presented. In detail it is discusses in relation to planning Project Based Learning strategies in English language learning, implementation of Project Based Learning strategies in English language learning in the form of steps, evaluation of Project Based Learning, analysis and results of advantages disadvantage of PJBL.

Chapter five is the closing which consists of concluding suggestions. The conclusion of this research consists of a bibliography, appendices.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Concept

In this theoretical concept, the researcher divides it into several sub-chapters, namely discussions related to English Language Teaching, strategies in English Language Teaching, Project-Based Learning, and discussions related to the Merdeka Belajar curriculum. The following is a discussion for each,

##### 1. English Language Teaching (ELT)

###### a. The Definition of English Teaching

Kridalaksana and Djoko Kentjono in Chaer (2014) defines that language is an arbitrary sound symbol system used by members of social groups to work together, communicate, and identify themselves. And the function of language is as a medium for communication among humans (Patel & Jain, 2008). English learning is one way to prepare students to be better prepared to face the demands of the times, namely with the aim that students can have the ability to communicate both orally and in writing (Nunan, 1991). In the implementation of English teaching requires adaptive strategies to achieve the goals of learning English (Sulaiman, 2021).

###### b. English Language Teaching in currently

Learning English has become a necessity for education, especially in the current era (Subiyati, 1995). Not only that, learning English is also a learning that is of interest to students, especially at the senior high school level (Muhfiyanti, 2018). This, of course, shows the importance of English in the realm of education, both academic and non-academic. Apart from that, the Indonesian government strongly supports increasing English language learning, both in terms of preparation, process and evaluation. The factor behind this support is the increasing need for English language skills



in facing an increasingly global era or the demands of the times in the industrial era 4.0. (Sukarno, 2020). Thus, learning English has many impacts on the country, not only in the educational sphere, but also in relation to the increasingly complex demands of changing times.

In line with developments over time, the scope of education is also experiencing educational developments (Yudhistira et al., 2020). The development of education is of course supported by changes in the curriculum (Thijs & Akker, 2009). English learning is also experiencing developments, starting from innovation in the learning process, learning approaches, learning strategies, learning media, improving skills, improving learning preparation, improving evaluations, teacher innovation, and others. This development encourages teacher to increase their role as creators and facilitators in the learning process (Oktaviana., 2020).

c. English Language Teaching in Merdeka Belajar Curriculum

In the Merdeka Belajar curriculum, English learning is focused on strengthening the ability to use English in six language skills, namely listening, speaking, reading, viewing, writing, and presenting in an integrated manner, in various types of text (Ministry of Education and Culture, 2022). The minimum learning outcomes for these six English skills refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and are equivalent to level B1 (Ministry of Education and Culture, 2022).

Thus, it can be concluded that learning English is an important lesson to be implemented in schools. Learning English can also help in developing critical and creative thinking skills. As students learn to understand and use English, they must also learn to analyze, interpret, and express ideas effectively. This process involves

critical thinking skills to solve problems, make strong arguments, and develop creative thinking in English (Linse & Nunan, 2005).

## **2. Strategy in English Language Teaching**

### **a. Definition of Strategy**

Learning English requires strategies in teaching. Strategy is a way or art of designing a plan or technique that will be used to achieve something desired (Hasriadi, 2022). Meanwhile, the definition of learning strategy is a learning activity that must involve two parties, namely educators and students, to achieve learning goals well and effectively. According to Gerlach & Ely in (Grabowski & Branch, 2003) states that learning strategies are the methods chosen to convey subject matter in a particular learning environment, which includes the nature, scope and sequence of activities that can provide learning experiences to students. Meanwhile according to Dick & Carey (1996) in (Dick et al., 2013) believes that learning strategies are not only limited to activity procedures, but also include learning materials or packages. Learning strategies consist of all components of learning material and procedures that will be used to help students achieve certain learning goals.

The higher the demands in learning, the more challenges teacher face in improving the entire learning process, including the chosen learning strategy. When a teacher can utilize learning strategies well, this can be a good influence on students because it can instill knowledge and improve skills such as learning more efficiently, so that they can apply it at school or at home.

### **b. Types of Strategy in English Language Teaching**

According to Oxford (1990) in detail explains learning strategies as certain actions carried out by students to make learning easier, faster, more enjoyable, independent, effective and self-directed. Oxford (1990) also divides strategies into several, namely direct strategies, indirect strategies, interactive strategies, and independent

strategies. Each of these strategies has different characteristics and ways of working.

Direct learning strategy is a teacher-centered strategy in the learning process. This strategy is a teaching strategy that can help students learn basic skills and obtain information that can be taught in stages (Hasriadi, 2022). In this strategy, the following methods can be used: lectures, demonstrations, didactic questions, explicit teaching, practice and exercises, and comparison and contrast. Direct learning strategies are effectively used to expand information or develop skills step by step in detail (Anitah, 2007).

Indirect learning strategies show a form of high student involvement in observing, investigating, describing, inferring based on data, or forming hypotheses. In indirect learning, the teacher's role shifts from lecturer to facilitator, supporter, and learning resource (resource person). Teacher design learning environments, provide opportunities for students to be involved, and if possible provide feedback to students as they engage in inquiry.

Interactive strategies are interactive learning strategies developed in a range of groupings and interactive methods. It includes forms of class discussions, small group discussions or working on group assignments, and student collaboration in pairs. The discussion and sharing method provides students with the opportunity to react to the ideas, experiences, views and knowledge of the teacher or group, as well as try to find alternatives in thinking.

Independent strategy is a strategy referring to the use of learning methods whose aim is to accelerate the development of individual student initiative, self-confidence and self-improvement. The focus of this independent learning strategy is planning students' independent learning under the guidance or supervision of a teacher. Independent learning requires students to be responsible for planning and

determining the pace of their learning. An example is a project-based learning strategy.

Project-based learning strategy is a type of learning that prioritizes the use of projects that involve students working to construct their own knowledge to produce real products, so that it can improve learning achievement and student activity in the learning process (Syahputra, 2014). This strategy is often used in learning because it has many advantages. Apart from that, this strategy is very suitable for current educational developments with various innovations and creativity.

### **3. Project-Based Learning**

#### **a. Definition of Project-Based Learning**

John Dewey (1916), in his thinking, stated that learning can be maximally absorbed when there are activities that are adapted to real life and the practice of science (Sari, 2018). This is known as the theory of "learning by doing", namely the process of obtaining learning outcomes by carrying out certain actions in accordance with the objectives (Grant, 2002). This practical activity will become an experience for students. And John Dewey's theory of thought eventually developed a lot in learning, such as conducting research on project-based learning in English using skills. From this research, there was an increase in understanding of grammar, vocabulary mastery of writing, and reading skills. From above, the researcher tries to conclude that the implementation of Project-Based Learning in language can make students have good, effective communication skills.

Project-Based Learning is a learning approach that gives freedom to students to plan learning activities, carry out projects collaboratively, and ultimately produce work products that can be presented to others (DeFillippi, 2001). Another definition of Project-Based Learning is a learner-centered learning strategy by using a real activity in the form of a project or in the form of activities that

contain complex problems, such as investigations in a lesson (Wiartis, 2021). From above, the researcher tries to conclude that Project-Based Learning is a learning strategy that uses projects as media and learning outcomes that start from complex problems, and end with a project result.

Johnson & Lamb (2007) states that project based learning focuses on creating a product or an artifact by using problem-based and inquiry-based learning depending on the depth of the driving question. There is a connection between problem based learning (PJBL) and inquiry based learning (IBL) in PjBL. PJBL focuses on real-world solving, and inquiry learning focuses on problem-solving skills, while PjBl focuses on creating projects or products in building concepts.

Project-based learning comes from John Dewey's idea of the concept of "Learning by doing" (Sari, 2018). This form of learning is Dewey's rejection of preschool institutions which are often passive, lazy and unproductive. Learning with the principle of "learning by doing" provides many opportunities for children to be active, work and be productive in discovering various knowledge (Haerani & Jatiraga, 2019). The implementation of project-based learning is that areas of study/development are presented separately (partially) between one area of study and another. Each field of study has its own learning sequence, as if it does not show any connection between one another. This is not the case with the learning proposed by Dewey, so everything is interrelated. Apart from that, there is also Dewey's thought, namely, a democratic class means that students are divided into small groups to complete interesting projects of the students' own choice (Poonpon, 2017).

Project-based learning (Project Based Learning) is a learning strategy that provides teacher with the opportunity to manage learning in the classroom by involving project work (Wena, 2009).



Through project-based learning, there is an inquiry learning process. Inquiry learning is a learning activity that maximally involves all students' abilities to search for and investigate something (objects, people or events) systematically, critically, logically, analytically so that they can formulate their own findings with full confidence (Kokotsaki et al., 2016).

So, it can be concluded that Project-Based Learning is a learning strategy that involves projects as a learning outcome. Project Based Learning was first coined by John Dewy. According to him, Project-Based Learning is one of the best steps to overcome the problems of his time, where at that time there were unproductive systems and students. As is known, currently students often experience difficulties, especially in English, the difficulty is that students are often given assignments without clear instructions (Mualim et al., 2019). From this, Project-Based Learning is a strategy that can make things easier for students and teacher, especially in clear instructions because the Project-Based Learning process has clear steps.

b. Characteristics of Project-Based of Learning

Characteristics of Project-Based Learning have five characteristics that are distinguishing features from other learning strategy according to Thomas in Priansa (2015), namely: 1) Centrality, Project-Based Learning is a centralized learning strategy so that teacher must be skilled as facilitators. The project is central, not peripheral to the curriculum. This criterion has two corollaries. First, the project is a curriculum. In PjBL, projects are the core teaching strategy, students struggle and learn core concepts of material through projects. Second, focusedness, which means that if students learn something outside the curriculum, it is not categorized as PjBL.

2) Driving question, Project-Based Learning focused on questions or problems that trigger students to solve problems with



appropriate concepts, principles, and knowledge. The definition of a project for students must be made in such a way that a relationship is established between the activity and the conceptual knowledge behind it. Projects are usually carried out by asking questions to which the answers cannot be ascertained (ill-defined problems).

3) Constructive investigations, and projects must be adapted to the abilities of students and the projects carried out must provide new skills and knowledge for students. If the core activities of the project do not represent a “level of difficulty” for the student, or can be performed with the application of readily learned information or skills, the project in question is nothing more than an exercise, and not a PjBL project in question.

4) Autonomy, student activities are very important, students as decision-makers and act as problem-solvers. 5) Realistically, student activities are focused on work that is similar to the actual situation or the real world (Abdullah, 2021). These characteristics may include the topic, the assignment, the role the student plays, the context in which the project work is performed, the product produced, or the criteria by which the products or performance are assessed. PjBL involves real-life challenges, focuses on authentic (not simulative) questions or problems, and the solutions have the potential to be applied in real fields.

Steps of Project-Based Learning  
According to Stanley (2021) stated that there are 6 syntaxes of Project-Based Learning;

#### 1. Determining basic questions

The teacher informs the topic and asks questions about how to solve the problem. The teacher asks basic questions about what students should do about the topic/problem solving. Such questions are generally open (divergent), provocative, challenging, require high order thinking skills, and are related to

students' lives. The teacher try to make the topics raised relevant to students

2. Design product planning

In this step, planning is carried out collaboratively between teacher and students. In this way, students are expected to feel "have" of the project. Next, students discuss developing a plan for making a problem-solving project including the division of tasks, preparation of tools, materials, media, and sources needed.

3. Develop a project schedule

The teacher and students collaboratively prepare a schedule of activities to complete the project. Activities at this stage include: making a schedule for completing the project, (2) determining the final time for completing the project, (3) bringing students to plan new ways, (4) guiding students when they make ways that are not related to the project, and (5) ask students to make an explanation (reason) about how to choose the time. The agreed schedule must be mutually agreed upon so that teacher can monitor learning progress and work on projects outside of class.

4. Monitor project progress

In this case, the teacher monitors the activeness of students while carrying out the project, monitors the realization of developments, and guides them if they experience difficulties. Monitoring is carried out by facilitating students in each process. In other words, the teacher plays the role of mentor for student activities. In order to simplify the monitoring process, a rubric was created that can record all important activities.

5. Test the project results

The teacher discuss project prototypes, monitor student involvement, and measure achievement of standards. The teacher and students discuss the feasibility of projects that have been made and make product/work reports to be presented to

others. Assessments are carried out to assist the teacher in measuring the achievement of competency standards, play a role in evaluating each student's progress, provide feedback on the level of understanding that students have achieved, and assist teacher in developing subsequent learning strategies.

6. Evaluation of learning experiences

At the end of the learning process, teacher and students reflect on the activities and results of projects that have been carried out. The reflection process is carried out both individually and in groups. At this stage students are asked to express their feelings and experiences while completing the project. The teacher and students develop discussions in order to improve performance during the learning process, so that in the end a new finding (new inquiry) is found to answer the problems raised in the first stage of learning. The teacher guides the project presentation process, and response to the results, then the teacher and students reflect/conclude.

According to Doppelt (2005), PjBL is a strategy that is related to students' real lives, enabling science and technology learning for students from various backgrounds. Doppelt (2005) in his research results places more emphasis on the Creative Design Process (CDP). This CDP has six stages, namely:

**Step 1: Design Purpose**

- a. The first step in designing a process is to determine the design problem. The three important steps in this first step are: The Problem and The Need, students describe the reasons that motivate them to choose a project. They also define the problem and determine the need to find a solution to the problem.
- b. The Target Clientele and Restrictions, students describe the target clientele and define the restrictions they take into consideration.
- c. The design goals, students determine the needs they expect.

**Step 2: Field of Inquiry**

The second step in the design process is to determine the area of inquiry in which the problem lies. Based on the problem definition and objectives of the first step. Students must research and analyze existing systems that are similar to the one developed. Steps in stage 2 include:

- a. Information Sources
- b. Identification of Engineering, Scientific, and Societal Aspects
- c. Organization of the Information and its Assessment

**Step 3: Solution Alternatives**

Consider alternative solutions to design problems. This step allows students to make decisions about various possibilities or creative ideas that have never been tried before. Students are given advice and guidance in:

- a. Ideas Documentation
- b. Consider All Factors
- c. Consequence and Sequel
- d. Other People's View

**Step 4: Choosing the Preferred Solution**

Selecting one of the alternative solutions created, the choice is made by considering the ideas documented in the stage of proposing an alternative solution. The selected solution follows the following criteria:

- a. Has more positive points and fewer negative points.
- b. Based on many possible factors and views
- c. Looks like a good solution among other solutions
- d. Meet the requirements in solving problems.

**Step 5: Operation Steps**

Planning methods for implementing the selected solution, for example schedule, availability of materials, components, materials, tools and creating prototypes.

**Step 6: Evaluation**

The evaluation stage occurs at the end of the activity process, the aim is to reflect on the next activity.

Based on various forms of research, PjBL is more effective for (Thomas, 2000, page. 8-18):

1. Increasing student learning achievement
2. Increasing students' abilities in solving problems
3. Increase students' understanding of the subject matter
4. Increase in understanding related to specific skills and recognition strategies on projects.
5. There are changes in problem solving groups, work habits and other PjBL processes.

#### Advantages and Disadvantages of Project Based Learning

##### 1). Advantages of Project-Based Learning

Some of the advantages of using learning using Project Based Learning are as follows:

###### a) Students are involved in real activities.

In this case, project-based learning definitely involves practices carried out in the learning process. Starting from the preparation of materials, tools and project media to the final stage. It is from real activities that will make students familiar with contextual learning (according to experience). Increasing students' interest in deepening and expanding their thinking about problems in everyday life

In this case, Project Based Learning uses problems in the surrounding environment as the topic of the learning project. Therefore, students will be accustomed to finding solutions to problems around them.

###### b) Get students used to thinking critically and sharpen their thinking continuously

In this case, of course project based learning can increase student creativity and critical thinking (Hikmah et al., 2016).



The increase in students' critical thinking abilities taught with the Project Based Learning (PjBL) strategy is because in the project work process, students are involved in constructive investigations in the form of design processes, decision making, problem discovery, and problem solving. Apart from that, increasing students' critical thinking skills taught with the Project Based Learning (PjBL) strategy is supported by the activity of asking questions which requires students to be able to provide arguments for these questions and provide deductive or inductive conclusions on a given problem. .

- c) The implementation is adapted to modern principles because it familiarizes learning with a practical strategy.
- 2). Disadvantages of Project Based Learning
- a) The situation is less conducive to student activity if educators cannot manage the class well
  - b) The application of time allocation is not conducive because Project Based Learning strategy learning requires a lot of time
  - c) Requires more costs than other learning strategy because it requires materials to make projects.
  - d) Requires teacher who are skilled, creative and willing to learn
  - e) Difficulty involving all participants in tasks carried out in groups.

From the explanation above, it can be concluded that each learning strategy definitely has its own advantages and disadvantages. The shortcomings can be used as material for evaluating and motivating teacher to carry out better learning activities using Project Based Learning. And take advantage of the advantages of Project Based Learning to carry out effective and



enjoyable learning activities according to class conditions and student needs.

However, project-based learning is one of the alternatives offered in the Merdeka Belajar curriculum (Purwanto et al., 2021). There are many kinds of projects that teacher and students can do. Projects can increase student interest because of student involvement in solving authentic problems, working together with groups, and building solutions to real problems (Ratnawati, 2020). Projects are still considered to have the potential to increase understanding in depth because students need to acquire and apply information, concepts, and principles during learning (Krisnoviani & Sulistyani, 2022). Students also have the potential to increase competence in thinking (learning and metacognition) because students are assigned to formulate plans, progress and evaluate solutions (Wahyu et al., 2018).

#### **4. Merdeka Belajar Curriculum**

##### **a. Concept of Merdeka Belajar Curriculum**

Merdeka Belajar curriculum is a form of evaluation of the 2013 curriculum (Suryaman, 2020). According to Ministry of Education and Culture (2022), Merdeka Belajar curriculum is a curriculum with various intra-curricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competence. The implementation of the Merdeka Belajar curriculum is a Project-Based Learning that aims to develop soft skills and character according to the profile of Pancasila students, focusing on essential material so that there is time for in-depth learning of basic competencies such as literacy and numeracy (Krishnapatria, 2021). The Ministry of Education and Culture, (2022) has also regulated the implementation of the Merdeka curriculum, and many state schools have already

implemented this curriculum, especially at 10<sup>th</sup> grade Senior High Schools.

b. The aim of Merdeka Belajar Curriculum

A goal is something you want to achieve (Chipman & Segal, 2013). Meanwhile, according to UU 20 of 2003 concerning the aims of national education, the aim of the curriculum is to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Bahri, 2017).

The aim of the Merdeka Belajar is to form human resources of superior quality and high competitiveness, prepare the nation to face the global challenges of the era of revolution 4.0, strengthen character education through the Pancasila Student Profile, become a new curriculum that is in line with the demands of 21st century education, improve quality education in Indonesia as a whole.

c. Merdeka Belajar and Project-Based Learning

1). Project-based learning to develop soft skills and character according to the Pancasila student profile

The project to strengthen the Pancasila student profile is a project-based co-curricular activity that is prepared and designed to strengthen efforts to achieve competency and character in accordance with the Pancasila student profile based on Graduate Competency standards (Ministry of Education and Culture, 2020). The implementation of the project to strengthen the Pancasila student profile is designed separately from intracurricular activities. The objectives, content and series of project learning activities do not have to be linked to the objectives and materials of extracurricular lessons (Fajarika Nuninsari et al., 2020). Schools can involve the participation of the community or the world of work to design and implement projects to strengthen the Pancasila student

profile. Project-based learning refers to contextual matters and interactions with the surrounding environment (Ratnawati, 2020). Project-based learning is an option in the prototype curriculum which is considered capable of supporting learning recovery due to learning loss as character development in accordance with the Pancasila student Profile (Krishnapatria, 2021).

Project-based learning or what is abbreviated as (PjBL) is formed on the basis of very innovative learning theories (constructivism and experiential learning) by setting problems that involve various scientific disciplines to get the right solution (Krisnoviani & Sulistyani, 2022). PjBL is one method that can be used by educators in an effort to help students become competent in solving problems, even solving these problems can produce a product, so that students are ready to face future challenges (Nurhidayah et al., 2021).

Through the implementation of the Pancasila student profile, it is hoped that students, especially in elementary schools, will be able to develop character values so that good behavior is formed and inherent in students (Krishnapatria, 2021). There are six competencies in key dimensions, namely: 1) faith, devotion to God Almighty, and noble character, 2) independence, 3) working together, 4) global diversity, 5) critical reasoning, and 6) creativity.<sup>31</sup> Profile Pancasila students, designed to answer one big question, namely how to produce students with the profile (competency) desired by the education system by paying attention to internal factors related to national identity, ideology and ideals (Ministry of Education and Culture, 2020). External factors of the Pancasila student profile where Pancasila is the life and challenges faced by the Indonesian nation in the 21st century, such as the period of revolution 4.0. or 5.0. The profile of Pancasila students does not only focus on cognitive abilities, but also attitudes and behavior

according to their identity as Indonesians and global citizens (Maulana, 2021).

2). Competency based and focused on essential material

This is focus on essential material so that there is more meaningful and enjoyable deepening and development of competencies (Ministry of Education and Culture, 2020).

Competency-based learning includes the principles:

- (1) Student-centered
- (2) Focused on competency mastery,
- (3) Specific learning objectives,
- (4) Learning emphasis on performance,
- (5) More individualized learning,
- (6) Interaction using multi methods: active, problem solving and contextual,
- (7) Teacher function more as facilitators,
- (8) Oriented to individual needs,
- (9) Direct feedback,
- (10) Using modules,
- (11) Learning in the field (practice),
- (12) Assessment criteria use benchmark references.

The implementation of Project-based learning in the Merdeka Belajar curriculum is based on efficiency and effectiveness (Purwanto et al., 2021). This focus is adjusted to material that is essential, relevant, and in-depth so that students have sufficient time to build creativity and innovation in achieving basic competencies (Efstratia, 2014). The competencies designed in the curriculum focus on improving literacy and numeracy. Literacy and numeracy hold important benefits for the lives of students. Numeracy itself is a skill needed in all aspects of life, both at home, for work, including in society. Like as with literacy, there is an increase in literacy so that

someone is able to manage and interpret the knowledge and information received (Assidik, 2018).

### 3). Flexible learning

Learning flexibility is needed to help students understand basic concepts (Collis & Moonen, 2002). The aim of flexibility in the curriculum is to make the curriculum more relevant and ready to respond to environmental dynamics and various changes and to provide space for learning that is appropriate to the local context and student needs (Hadi et al., 2023). In the Merdeka Belajar curriculum, differentiated learning is one strategy that teacher can use to meet the needs of each student (Krishnapatria, 2021). Differentiation is a teaching and learning process in which students learn subject matter based on their abilities, what they like, and their individual needs so that they do not get frustrated and feel like they have failed during the learning process (Supriani et al., 2022).

From the explanation above, it can be concluded that the Project-Based of Learning strategy is a flexible strategy to be applied in English language learning. There are many advantages that can be obtained from this strategy. Apart from that, this strategy has several steps that must be carried out. And at every step, referring to student creativity.

## **B. Review of Relevant Studies**

The first research conducted by Halimatusyadiyah et al.,( 2022) entitled The Effectiveness of the Project-Based Learning in the Merdeka Belajar Curriculum on the year 2022. This study aims to determine the effectiveness of the Project-Based Learning in the Merdeka Belajar curriculum in schools. This research uses a descriptive qualitative method through literature study. This research has similarities, both of which discuss the Merdeka Belajar curriculum and Project-based learning



strategy, then both use qualitative descriptive methods. The difference between this article and this research is that the article discusses the effectiveness of Project-Based Learning in the Merdeka curriculum, while this research discusses its implementation. The next difference is that the research uses a literature study while this article is through observation, interviews, and documentation. And the next difference is that if the research only focuses on the main study of the effectiveness of the Merdeka Belajar curriculum, this research also focuses on English language teaching.

The second research conducted by Krisnoviani & Sulistyani, (2022) on year 2022 is entitled Using Project-Based Learning strategy to Promote Students' Listening Comprehension at Vocational High School. This study uses experiment quantitative, uses pre-experimental design with the one group pre-test post test strategy. The result from the research is there is a significant influence from the application project-based learning strategy on the listening comprehension skills of grade 11 students. The results of this study can add to the knowledge and understanding of the strategy innovative listening learning. The similarity of this article with research is that both discusses Project-Based Learning in High School. And the difference lies in the type of research and methods used, if the research conducted by Krisnoviani and Sulistyani focuses on discussing listening skills, it is different from this research on overall skills in the application of Project-Based Learning.

The third thesis by Nurfadhila (2020) is entitled Enhancing the Students' Writing Descriptive Text Skills at First Year of MAN 2 Barru by using Project-Based Learning on the year 2020. In this thesis, the aim is to find out the improvement of students' abilities in writing descriptive text using Project-Based Learning and analyzing student responses from the implementation of learning using Project-Based Learning. The thesis has similarities in the object of the implementation of Project-Based Learning at the Senior High School level and the subject of the research is grade 10



students. The next similarity is that both are the same in learning English. The difference between this thesis and this research is in the research objectives, if the thesis has a goal to find out the increase in students' ability to write descriptive texts and analyze students' responses to learning using Project-Based Learning while this research has a goal to find out the implementation of Project-Based Learning. The next difference is in the method, the thesis uses a pre-experimental method, while this research uses a descriptive-qualitative method.

The fourth research conducted by Haerani & Jatiraga (2019) is entitled *The Implementation of Project-Based Learning to Improve Students' Speaking Skill* on the year 2018. This article has similarities with this research, namely both focus on teaching methods, then have subject areas, namely language the difference between this article and the research is that if the article has the goal of improving students' speaking skills, while this research aims to find out how the implementation of project-based learning is, the article does not discuss the Merdeka Belajar curriculum while this research also focuses on the Merdeka Belajar curriculum, and the last difference i.e. the article uses an Action Research (AR) while this research does not reach, the next similarity is that both have the same qualitative approach.

Based on the results of previous studies, the similarity between previous studies and this research lies in the discussion of the Project-Based Learning strategy, focusing on learning English. While the differences between previous research and this research are as follows:

1. The focus of previous research was to determine the effectiveness of Project Based Learning.
2. The curriculum used in previous research is using the 2013 curriculum.
3. Previous research using literature study method.
4. In previous studies also use action research (AR).

## CHAPTER III

### METHODOLOGY

According to Creswell (2006), research methods were methods for exploring and understanding the meaning of several individuals or groups originating from social problems. Research Methods had the meaning of a way to obtain data with certain purposes and uses. Research methods had the characteristics that they had to use scientific methods, had to be rational, empirical, and systematic (Ramdhan, 2021).

#### A. Research Design

This research used a qualitative approach. Qualitative research was research based on the philosophy of post-positivism methods with natural object conditions, by placing the researcher as a small tool or instrument, data collection techniques (Strauss & Corbin, 2003). The type of research used in this research was qualitative descriptive research. Qualitative descriptive research was research that focused on solving actual problems as they existed at the time the research was carried out (Soendari, 2012). This descriptive research aimed to explain a phenomenon in depth and was carried out by collecting data in as much depth as possible. Qualitative methods prioritized observing phenomena and researched more into the substance of the meaning of these phenomena.

Field research was used in research by the researcher. Field research was research carried out directly on research objects using various methods, such as observation, interviews, and documentation in data collection (Iskandar, 2022). The researcher conducted research directly in the field or at the research location, namely at SMA N 1 Wanadadi, to observe and describe the whole started from the place and activities in it between one aspect and another. Besides that, the researcher start from interview, observe the classroom learning, the implementation of Project-Based of Learning, analyze the advantage and disadvantage of Project-Based Learning.

## **B. Time and Place of Research**

### **1. Time of the Research**

This research was carried out from 16<sup>th</sup> of October 2023 to 16<sup>th</sup> of November 2023 or around 4 weeks. For the needs of analyzing the learning process of the Project Based Learning strategy, especially the implementation of learning used at SMA N 1 Wanadadi. The object studied was how to implement the Project Based Learning on the Merdeka Belajar curriculum to analyze the advantages and disadvantages of PjBL on the Merdeka Belajar curriculum in the 10<sup>th</sup> Grade at SMA N 1 Wanadadi.

### **2. Place of the Research**

This research was carried out at SMA N 1 Wanadadi. SMA N 1 Wanadadi is located in Jl. Tapen-Wanadadi, Banjarnegara Regency, East Java 53461. In general, the location of SMA N 1 Wanadadi is close to the reservoir Mrica (PLTA Commander-in-Chief General Soedirman) namely in the north. Establishment Wanadadi 1 Public High School is after the construction of the hydroelectric power plant. SMAN 1 Wanadadi is one of the schools in Banjarnegara which is famous for its achievements. This school has interesting things to research. Several things that were of consideration and interest for the researcher in researching SMA N 1 Wanadadi, Banjarnegara Regency included schools that had A accreditation, schools that had implemented the Merdeka Belajar curriculum, and teacher performance as educator and facilitators who had implemented Project-Based Learning in the previous curriculum, that was the 2013 curriculum. Apart from that, there were English teacher who were enthusiastic about implementing learning using Project-Based Learning (PjBL).

## **C. The Object and Subject of the Research**

### **1. Object of the Research**

The object of the research is the implementation of Project-Based Learning in English language teaching on the Merdeka Belajar curriculum at 10<sup>th</sup> grade of SMA N 1 Wanadadi and analyze the advantage disadvantage

in implemented the Project-Based Learning, especially in English Language Teaching on the Merdeka Belajar curriculum at 10<sup>th</sup> grade of SMA N 1 Wanadadi.

## 2. Subjects of the Research

Research subjects are parties who are ask for information to serve as samples in a study. The subjects in this research are:

### a. English Teacher at 10<sup>th</sup> of SMA N 1 Wanadadi

As a companion teacher and guide in the learning implementation process. The teacher invited students to practice directly so that they could work on projects according to the learning objectives. In its implementation, the class X English teacher implemented Project-Based Learning. There are 3 English teachers at SMA N 1 Wanadadi, but researchers only studied 1 English teacher. This is because this English teacher teaches in class 10. Furthermore, this teacher has implemented the Project-Based Learning strategy in the Merdeka Belajar curriculum. The learning carried out is tailored to the needs of each student and in each class. This English teacher has good performance and value as a teacher and in the eyes of students. There are many students who are interested in learning English because of the Project-Based Learning strategy, this has been proven in the previous curriculum.

### b. Students of 10<sup>th</sup> grade of SMA N 1 Wanadadi

The important subjects of this research over students 10<sup>th</sup> grade in SMA N 1 Wanadadi in learning activities that take part in English language learning. In grade 10, there were 10, but the researcher took a sample of only 4 classes. The 10th grade students studied were class X (D, F, G, J)). In each class there are around 38-40 students. So the total number of students in 4 classes is 120 students. Students' enthusiasm and high enthusiasm supports learning activities, especially in the Project-Based of Learning strategy. From this, learning English, especially grade 10, is a learning that is liked by many students.

## **D. Data Collection Techniques**

Data collection techniques were techniques or methods used to collect data to be researched. This means that data collection techniques required strategic and systematic steps to obtain data that was valid by reality (Djaelani, 2013).

### **1. Observation**

Observation was a technique of observing changes in social phenomena that were developing and growing (Surahman & mohammad rachmat, 2016). Observation was important in this research to get information in this research about Project-Based Learning in the process of learning at SMAN 1 Wanadadi Banjarnegara Regency. This study used non-participant observation, where the researcher was not directly involved in class activities. Observers who did not participate in interactions observed but did not participate in core activities (Becker et al., 2012). In Bryman's opinion, as a non-participant, the researcher only observed and recorded some of the data included during the learning process. At this stage, the researcher would focus on observing how the implementation of the Project-Based Learning and analyzing the advantage disadvantage of the Project-Based Learning in the 10th grade of SMA N 1 Wanadadi Banjarnegara Regency.

In this research, the researcher carried out non-participatory observation, where the researcher tried to observe activities related to English language learning, for example, the interaction between the class teacher and 10th-grade students during the lesson. The researcher did this 3 times during the research. The researcher choose class 10 because this was the class taught by the teacher who implemented Project-Based Learning. Apart from that, the classes chosen were 4 classes (classes D, F, G, J). During the data collection process, the researcher used an observation checklist for the instrument. With this technique, the data produced were real, trustworthy, and could be known from visible activities.

### **2. Interview**

Interviews were a method used to obtain information through social interaction between the researcher and those being studied (Surahman &



mochammad rachmat, 2016). Semi-structured interviews were used in this study as secondary data. In a semi-structured interview, the interviewer had the opportunity to investigate the interview in-depth (Alshenqeeti, 2014). The researcher collected the data through semi-structured interviews to enable the informant to express his thoughts on how the implementation of Project-Based Learning in English language teaching at the 10th grade of SMA N 1 Wanadadi Banjarnegara Regency and to analyze the advantage disadvantage of Project-Based Learning in English language teaching at the 10th grade of SMA N 1 Wanadadi Banjarnegara Regency. This was done with the hope that the resource persons could express their opinions freely and express their ideas based on their feelings. This helped the researcher explore the data in detail. As for the instrument used in the interview checklist to the English teacher studied, it regarded the implementation of project-based learning and advantage disadvantage of PJBL during the learning process. This interview was conducted in addition to the research observation time. This interview was carried out with the aim of finding out and expanding information from the class teacher regarding the plans prepared by the teacher and the steps taken in implementing the Project-Based Learning learning strategy.

### 3. Documentation

Documentation was a systematic activity or process in collecting, searching, investigating, using, and providing documents (Surahman & Rachmat, 2016). The aim was to obtain the information, knowledge information, and evidence and disseminate it to users (Rijali, 2019). To obtain complete and valid data, the researcher collected by documenting learning materials, lesson plans, photos of learning activities, and the project of learning activities. The aim was to obtain information, knowledge information, and support the main data. Documentation was very necessary for the researcher to collect evidence from several activities in the learning process (Agusta, 2003). Starting from the initial learning to the completion of English learning.



## **E. Data Analysis Techniques**

Data analysis techniques related to collecting and organizing data, describing several units of analysis, synthesizing and selecting important information and conclusions to be explored, and conclusions that are easily understood by others (Jogiyanto Hartono, 2018). Implementing data analysis in qualitative research was the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials so that it could be understood easily, and the findings could be informed to others (Hollstein, 2011). This research was included in the type of field research using descriptive-qualitative methods. The qualitative approach itself was used to get an overview of the current conditions.

Data analysis was carried out by organizing data, describing it into units, synthesizing it, arranging it into patterns, choosing what was important to study, and making conclusions that could be shared with others (Westbrook, 1994). In qualitative research data analysis, the researcher needed to study and understand relationships and concepts to develop and evaluate (Onwuegbuzie et al., 2012). Analysis in any type of research was a way of thinking. It related to the systematic examination of something to determine its parts, the relationships between parts, and its relationship to the whole.

The technique used is Milles and Huberman analysis. According to Miles & Huberman, (1994) stated that to be able to determine the meaningfulness of data or information, deep understanding, ingenuity, creativity, conceptual sensitivity, experience, and expertise of the researcher were needed. The quality of the results of qualitative data analysis was very dependent on these factors. Data analysis during data collection led the researcher to think about existing data and develop strategies for collecting new data. There were steps that needed to be taken in analyzing data.

Pict 3.1. Steps in data analysis



*Source: Sugiono's Research Methodology Book 3rd Edition*

Data analysis was a technique for searching data through a field process that had previously gone through various pre-field preparations to organize, present, and seek meaning for all the findings in the field and required increasing understanding from the researcher of cases that occurred (Rijali, 2019). From the explanation above, the researcher chose the data analysis that included data reduction, data presentation, and verification of the conclusion.

#### 1. Data Reduction

Data reduction was a form of analysis that sharpened, classified, directed, and discarded things that were not important and organized data in such a way that a conclusion could be drawn (Agusta, 2003). The researcher chose which data was most relevant to use to support the research because not all of the data found was important, so sorting was needed to facilitate data categorization. In this case, the researcher reduced information that was not important from the results of observations and interviews which then the data obtained was categorized according to needs (Surahman & Rachmat, 2016).

Data reduction occurred continuously throughout a qualitative research-oriented project. During data collection, the next stages of reduction took place (summarizing, coding, exploring themes, creating clusters, creating partitions, making memos). This data reduction/transformation continued after the field research, until a complete final report was prepared. Data reduction was part of the analysis. Data reduction was a form of analysis that sharpened, classified, directed,

removed unnecessary data, and organized data in such a way that final conclusions could be drawn and verified (Rijali, 2019). Qualitative data could be simplified and transformed in various ways, namely: through strict selection, through summaries or brief descriptions, grouping them into one broader pattern, etc. (Hartono, 2018).

## 2. Data Display

The presentation of data was information that provided the possibility for the researcher to draw conclusions and actions to be taken. In qualitative research, the presentation of data was usually in the form of a narrative (Muhson, 2006). Miles & Huberman, (1994) limited a presentation to a collection of structured information that provided the possibility of drawing conclusions and taking action. They believed that better presentations were the main means for valid qualitative analysis, including various types of matrices, graphs, networks, and charts. Everything was designed to combine information arranged in a form. Which was solid and easy to achieve. In this way, an analyst could see what was happening, and determine whether to draw the correct conclusion or continue to carry out the analysis according to the suggestions told by the presentation as something that might be useful.

## 3. Conclusion

The conclusion was the final step of research which contained answers to the formulation of the problem (Surahman & Rachmat, 2016). The conclusion according to Miles & Huberman, (1994) was only part of one activity of a complete configuration. Conclusions were also verified during the research. The verification might be as brief as a second thought that passed through the analyst's (researcher's) mind while he or she was writing, a review of field notes, or it might be as thorough and energy-consuming as reviewing and exchanging ideas between friends to develop intersubjective agreement or even extensive efforts to place a copy of a finding in another set of data. In other words, the meanings that emerged from other data had to be tested for their truth, robustness, and suitability,

that is, their validity. The final conclusion did not only occur during the data collection process but needed to be verified so that it could truly be accounted for.

So, the initial conclusions put forward were temporary and changes might occur if no supporting evidence was found because of their temporary nature (Sari et al., 2022). But if there was valid and consistent evidence put forward at the outset to support a conclusion, then that conclusion was a credible conclusion.

#### **F. Data Validity Test**

Triangulation was one of the approaches used by the researcher to explore and carry out qualitative data processing techniques. The triangulation technique could be thought of as a technique for checking the validity of data by comparing interview results with the research object (Rahardjo, 2010). The triangulation technique was a data collection technique that combined existing data sources and data collection techniques (Agusta, 2003). According to Sugiyono, (2010) it was defined as a technique that combined various existing data collection techniques and data sources.

The researcher carrying out triangulation certainly had a specific purpose that they wanted to carry out. This was because in exploring the truth of information, the researcher went through various techniques such as observation, interviewing, and documentation. In addition, it was said to be a triangulation source because, in exploring the truth of the information, the researcher interviewed by the teacher. Detailed triangulation technique of triangulation of sources, techniques, and time. Source triangulation tested the reliability of information by verifying information from various sources related to the research topic. Triangulation was a data testing technique by checking data from the same source but using different techniques. By using this technique, the researcher would check the correctness of several data sources related to the implementation of the Project-Based Learning strategy, especially in English language learning. In qualitative research, if there was no difference

between the things studied in the research results and the objects studied in the field, then the data could be said to be valid (Sugiyono, 2010).





## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher presents analysis and discussion data to answer the problem formulation that has been collected by the researcher through interviews, observation and documentation. The important point of this chapter is to analyze how project based learning is implemented and analyze advantage disadvantage of PJBL, especially in learning English in the 10th grade Merdeka Belajar curriculum at SMA N 1 Wanadadi Banjarnegara Regency.

In the implementation of Project Based Learning carried out by the researcher at SMA N 1 Wanadadi, Banjarnegara Regency, this was guided by English teacher at SMA N 1 Wanadadi, especially in 10<sup>th</sup> grade. In this research, the researcher examined 4 classes, namely (D , F, G, J). Research activities begin with observations of the location, teacher and students to see the situation and conditions of the class as the subject and object of research. Next, conduct the first interview with the English teacher as an English teacher, especially in 10<sup>th</sup> grade to obtain information regarding the implementation of the Merdeka Belajar curriculum and using Project Based Learning (PjBL) in English language learning. Before conducting the interview, of course the researcher first discussed the right time to conduct the interview, with the English teacher on Tuesday, 6 December 2022 at 09.00-10.00 WIB.

The results of the interview with the English teacher explained that SMA N 1 Wanadadi had implemented the Merdeka Belajar curriculum since 2021. Initially the Merdeka Belajar curriculum was only applied in 10<sup>th</sup> grade, then the following year it was implemented in grade 11 as well. In addition, the English teacher stated that:

“With the implementation of this curriculum, as a young teacher, I find it easier, more flexible, and makes me try to be a more creative teacher. Apart from that, the implementation of the Merdeka Belajar curriculum emphasizes children's learning in a more meaningful way and how to do it directs children to their strengths and talents.”(interview transcript)

From the explanation above, teacher feel the ease of implementing the Merdeka Belajar curriculum, especially at SMA N 1 Wanadadi. Then, following is the teacher's further explanation regarding the continuation of the ease of the Merdeka Belajar curriculum;

"With the Merdeka Belajar curriculum policy which is in accordance with government regulations, it provides a change from a more flexible curriculum structure. If in the previous curriculum lesson hours were determined every week, the Merdeka Belajar curriculum is targeted to be fulfilled in one year. Then, in this curriculum the focus is more on essential material, learning outcomes are arranged per phase, not every year. I also feel that there is teacher freedom in using teaching tools, approaches, and learning strategy. However, apart from this freedom, you must still pay attention to and adapt to government policies. And another thing is the implementation of technology in the learning process. This certainly makes it easier for teacher and students to achieve learning goals, especially in learning English." (interview transcript)

Apart from that, there is another explanation regarding the difficulties of the Merdeka Belajar curriculum;

"Each curriculum definitely has its own advantages and disadvantages. I feel that in implementing it, as a teacher I realize that each student has their own abilities, all forms of innovation in approaches, strategies, media and other things during the learning process must still balance students, so I still don't force it, for example in the learning process using the technological medium is a cellphone, but in reality there are students who have cellphones that lack support, I am still looking for a solution to this. Apart from that, there are some students who have less than optimal creativity, in this case, of course I as a teacher must help students to encourage creativity without forcing them." (interview transcript)

The project based learning research was carried out by the researcher because they saw one of the teacher implementing this strategy which was carried out in the previous curriculum, namely the 2013 curriculum at SMA N 1 Wanadadi, Banjarnegara district. This observation was obtained through direct observation in the classroom by the researcher by observing teacher activities in the classroom, student activities in the learning process, and the results of learning evaluations carried out using the Project Based Learning strategy. The following are the implementation steps for project based learning in English language learning, The description of each research step is as follows:

### **A. Project-Based Learning Strategy Planning Stage**

In English learning, the initial implementation activities carried out by the teacher are the planning stage. This planning is a preparation for teaching and learning which is prepared in the form of a lesson plan which will be implemented by the teacher and students. The planning in this research was carried out to prepare things that would be carried out in implementation through Project Based Learning (PjBl) carried out by 10<sup>th</sup> grade students at SMA N 1 Wanadadi, Banjarnegara Regency.

In this lesson plan, the implementation of Project Based Learning is structured, including the planning, implementation and evaluation process of Project Based Learning, then learning objectives, learning methods, media tools and learning resources, and learning steps, student worksheets/ assessment with the following details:

#### **1. Determine learning objectives**

In the process of formulating learning objectives, they are adjusted to students' needs. When displayed to students, learning objectives set student expectations, guide their learning processes, and help them focus their study. The teacher determines the learning objectives in the lesson plan. According to Ministry of Education and Culture, (2022) a lesson plan is a teaching tool, in the form of a document containing learning objectives, steps and media, as well as assessments required in one unit or topic based on the learning objectives flow (ATP).

The teacher makes a lesson plan for English learning, especially for descriptive text material using the Project-Based Learning strategy. This lesson plan aims to simplify, expedite and improve the quality of learning; become a reference for teachers in carrying out learning activities; becomes a framework that describes the procedures and organization of learning according to learning outcomes. Apart from that, the lesson plan is designed according to the learning flow. So, the teacher will be more focused in the learning process. The following is the lesson plan made by the teacher,

**MODUL AJAR KURIKULUM MERDEKA BELAJAR**  
**BAHASA INGGRIS KELAS X SMA N 1 WANADADI**

<b>INFORMASI UMUM</b>	
<b>A. IDENTITAS MODUL 1</b>	
Nama Penyusun	: Unggul Dina Naranita, S.Pd.
Instansi	: SMA N 1 Wanadadi
Tahun Penyusunan	: 2022/2023
Jenjang Sekolah	: SMA
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Genap
Alokasi Waktu	: 45 Menit
Materi	: Descriptive Text
<b>B. KOMPETENSI AWAL</b>	
Peserta didik memiliki pengetahuan awal tentang Teks deskriptif dalam kehidupan sehari-hari, berdasarkan tes diagnostic yang diberikan.	
<b>C. PROFIL PELAJAR PANCASILA</b>	
Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia - Gotong Royong - Mandiri - Bernalar Kritis - Kreatif - Nasionalisme	
<b>D. SARANA DAN PRASARANA</b>	
Pembelajaran menggunakan media/Alat:Laptop/komputer, LCD, Contoh project di tahun lalu	
<b>E. TARGET PESERTA DIDIK</b>	
Peserta Didik kelas X SMA N 1 Wanadadi	
<b>F. JUMLAH PESERTA DIDIK</b>	
40 siswa	
<b>G. STRATEGI PEMBELAJARAN</b>	
Project-Based Learning	
<b>KOMPONEN INTI</b>	
<b>A. TUJUAN PEMBELAJARAN</b>	
Melalui model pembelajaran Project base Learning menggunakan media PPT, contoh project siswa mampu :	
1. Setelah melihat video peserta didik mampu Mengidentifikasi Characteristiet suatu tempat (C1)	
2. Setelah diskusi kelompok peserta didik mampu Menganalisis secara kontekstual social function , generic structure and language feature descriptive text (C4)	
3. Peserta didik mampu mengevaluasi descriptive text (C5)	
5. Peserta didik mampu menghasilkan sebuah teks descriptive baik dalam bentuk text. (C6)	
6. Peserta didik dapat membuat hasil produk dari teks descriptive yang dibuat	
7. Meningkatkan motivasi dan pembentukan karakter peserta didik (Profil Pelajar Pancasila)	
<b>PEMAHAMAN BERMAKNA</b>	
Setelah mempelajari modul ini, peserta didik mengetahui	
1. mendeskripsikan suatu tempat sesuai dengan karakteristiknya	
2. Membuat produk dari teks-deskripsi yang dibuat	
<b>PERTANYAAN PEMANTIK</b>	
4. Deskripsikan bagaimana lingkungan sekolahmu dan kelasmu	
<b>KEGIATAN PENDAHULUAN</b>	
1. Pendidik memberi salam (greeting).	
2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan)	
3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman,bertaqwa kepada Tuhan YME)	
4. Pendidik memeriksa kehadiran peserta didik	
5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya	
6. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan( bernalar kritis)	
<b>KEGIATAN INTI</b>	
<b>Pertanyaan Mendasar</b>	
<ul style="list-style-type: none"> <li>• Apa kalian pernah membaca teks deskripsi? Atau pernahkah kalian mendeskripsikan suatu tempat, orang, dan lainnya?</li> <li>• Apa saja struktur dari descriptive text?</li> <li>• Pernahkah kalian membuat sebuah project?</li> </ul>	
<b>Mendesain Perencanaan Proyek</b>	
1. Pendidik menanyakan apakah project dilakukan secara individu atau kelompok.	
2. Peserta didik memilih individu.	
3. Peserta didik berdiskusi menyusun rencana pembuatan proyek pemecahan masalah meliputi pembagian tugas, persiapan alat, bahan, media, sumber yang dibutuhkan.	
<b>Menyusun Jadwal Pembuatan</b>	
1. Peserta didik dibimbing oleh guru membuat kesepakatan tentang jadwal pembuatan proyek (tahapan-tahapan dan pengumpulan)	
2. Peserta didik menyusun jadwal penyelesaian proyek dengan memperhatikan batas waktu yang telah ditentukan bersama	
<b>KEGIATAN PENUTUP</b>	

1. Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
2. Menyimpulkan apa yang dipelajari hari ini.
3. Melakukan refleksi terhadap pembelajaran hari ini
4. Menyampaikan agenda pertemuan berikutnya
5. Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah.

#### LKPD

Describing Place	
Name :	
Title:	
Social Function:	
Generic Structure:	
Material & Tools of the Project:	
MIND MAPPING	

#### ASSESSMENT OF THE PRODUCT

No	Aspek yang diamati	Skala yang diamati	Deskripsi (indikator)	Checklist
1.	Ide project	Sangat baik	Memiliki ide project yang sangat menarik sesuai dengan topik atau permasalahan	
		Baik	Memiliki ide project yang menarik dan sesuai dengan topik atau permasalahan	
		Cukup	Memiliki ide project yang cukup menarik namun kurang sesuai dengan topik atau permasalahan	
		Kurang	Memiliki ide project yang kurang menarik dan kurang sesuai dengan topik atau permasalahan	
2.	Keluesan	Sangat baik	Proyek yang dihasilkan memiliki estetika tinggi yaitu perpaduan, keserasian dalam penempatan objek, dan memiliki kerapian proyek.	

		Baik	Proyek yang dihasilkan memiliki estetika yaitu perpaduan, keserasian dalam penempatan objek, dan tidak mempunyai kerapian proyek	
		Cukup	Proyek yang dihasilkan kurang memiliki estetika yaitu tidak ada perpaduan dan keserasian dalam penempatan objek, namun tidak mempunyai kerapian proyek	
		Kurang	Proyek yang dihasilkan kurang dalam segala aspek keluesan	
3.	Kelancaran	Sangat baik	kalimat yang digunakan sangat tepat, mudah dimengerti dan penjelasannya detail.	
		Baik	Kalimat yang digunakan tepat, mudah dimengerti dan penjelasannya detail.	
		Cukup	Kalimat yang digunakan sederhana, cukup mudah dimengerti, penjelasannya cukup.	
		Kurang	Kurang dalam aspek kelancaran	
4.	Elaborasi	Sangat baik	Terampil dalam memilih dan menggunakan alat, bahan, kreatif dalam mengembangkan ide	
		Baik	Terampil dalam memilih dan menggunakan bahan, tidak kreatif dalam mengembangkan ide	
		Cukup	Terampil dalam memilih bahan, tidak terampil dalam menggunakan bahan, dan tidak kreatif dalam mengembangkan ide.	
		Kurang	Kurang dalam aspek elaborasi	
5.	Keaslian	Sangat baik	Memahami materi, penjelasan luas dan jelas dengan bahasa sendiri, pembagian tugas adil	
		Baik	Memahami materi, menjelaskan dengan bahasa sendiri, pembagian tugas untuk semua anggota kelompok tidak merata.	
		Cukup	Kurang memahami materi, menjelaskan dengan membaca buku, pembagian tugas untuk semua anggota kelompok adil (merata)	
		Kurang	Kurang memahami dari segala aspek	

Total point	25 X 4 = 100
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## 2. Determine learning material

Project-based learning material, namely descriptive text. Descriptive text is text that explains or describes people, animals or objects. This explanation or description includes shape, nature, quantity, etc (Argawati & Suryani, 2020). The results of the observations carried out by the researcher found that in determining the material, the teacher considered the potential of the students, the usefulness of the students, the relevance to the needs of the students and the demands of the environment because the material that the teacher would deliver was related to things that existed in the students' daily lives.

## 3. Determine learning strategies

In this case, the teacher chooses a Project-Based Learning strategy by considering student needs. In accordance with education policy, learning must make students active, free to explore and adapt. Apart from that, according to the teacher's explanation, learning strategies must be adapted to the learning material so that it can make it easier for the teacher to convey all the material that will be delivered in accordance with the learning objectives. Apart from that, learning must be fun so that students do not get bored in the learning process. According to the teacher, the Project Based Learning strategy is a suitable strategy to be implemented in English language learning, especially in the Merdeka Belajar curriculum, especially for 10<sup>th</sup> grade students.

"students 10<sup>th</sup> grade are students who need real learning, they tend to prefer creative and interesting learning. "With this strategy, which will later produce a product or project, it will certainly make students more enthusiastic in the learning process." (interview transcript)

## 4. Learning Approach

The approach used is a scientific approach. According to (Ministry of Education number 103, 2014) regarding learning in primary education and secondary education, scientific education is operationalized in the form of learning activities which include learning experiences in the form of

observing, asking, collecting information (trying), reasoning (associating), and communicating.

The scientific approach has goals and characteristics, namely student-centered, involving scientific process skills in constructing concepts, laws or principles, involving cognitive processes that have the potential to stimulate intellectual development, especially students' higher-order thinking skills, and can develop student character.

From the results of interviews conducted by the researcher, it was found that the learning approach used in the learning process was observing nearby places for the descriptive text project, asking about unknown things, gathering as much information as possible, processing information on the chosen place, and The last thing is to communicate it to the teacher.

#### 5. Determine learning media

Learning media are all objects or devices used by teacher in the teaching and learning process to make it easier for teacher and students to achieve learning goals (Hasan et al., 2021). In this case, there are several steps in the learning process, namely there are 3 meetings, at the beginning of the meeting the teacher uses the LCD projector learning media to present a little material about descriptive text. Apart from that, teacher also use cellphones with students to search for information and make mapping plans.

Then in the second meeting, the teacher gives students freedom to use learning media according to the mapping plan, for example some use t-shirts, some use tote bags, and others. And at the last meeting, the media used was the product presented in public.

"I chose interesting learning media, because this is project based learning, I free students to be as creative as possible. However, at the start I chose gadget media by collaborating with technology, they are smart students, they have the ability to utilize the latest applications to support the learning process." (interview transcript)

#### 6. Determine the steps for learning activities

Preliminary Activities, the lesson begins with a prayer greeting and singing one of the mandatory songs to increase the feeling of nationalism. Then the teacher asks about the news, checks the students' attendance. To improve discipline, teacher check students' neatness and class cleanliness. Then the teacher provides an explanation to the students regarding the goals and benefits of studying the lessons they will study and links the material they will study with the students' experiences as apperception.

The core activity begins with students reading and observing material about descriptive text. Then the teacher asks simple questions related to the material. To strengthen students' understanding, the teacher asks them to make a mapping plan using design applications such as Canva and others. After that, students presented the results of the mapping plan to the front of the class and were challenged by the teacher and other students. After that, students can start creating the projects they have designed. In the middle of the project, students can have a consultation with the teacher or what is called a coaching clinic. Then for the final stage, students present the results of their project in front of the class, accompanied by rebuttals from the teacher and other students.

In the closing activity, to determine the level of students' understanding of the learning material, students reflect on their learning with questions and answers. The teacher concludes the learning results and explains the learning activities that will be studied at the next meeting. Then the lesson closed with praying together and greetings.

#### 7. Determine the implementation time and allocation of required time

The learning implementation time is carried out in 3 meetings. Each meeting contains several steps that must be completed according to the learning plan. In determining the time allocation, it is adjusted to the effective number of weeks by considering the level of difficulty and importance of the project which is made according to the student's abilities.

And the results of observations made by the researcher in determining the time used were around 4 weeks.

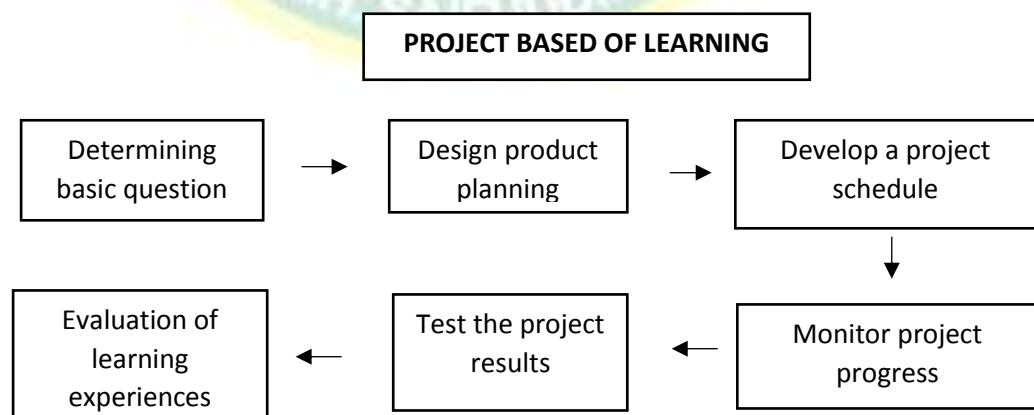
In the planning process the teacher must make a clear and systematic lesson plan. The planning process contains, among other things, learning objectives, learning materials, learning methods, learning media and resources, steps for implementing learning, time allocation.

The planning process carried out by the teacher is determining learning objectives, learning materials, learning methods, learning media and resources, steps for implementing learning, time allocation. Apart from that, teacher must also plan the approach used to make it easier to research learning steps so that they are more optimal in accordance with the applicable curriculum. As stated by the class teacher:

"The planning process that I carry out is making a lesson plan, by determining learning objectives, learning materials, learning methods, learning approaches, learning media and resources, steps for implementing learning and time allocation." (interview transcript)

### **B. Process Learning (Core Activity) Stage using Project-Based Learning**

In this stage, there are several steps that must be taken, especially in learning using the Project-Based Learning strategy. The following are the steps in implementing Project-Based Learning,



*Chart 4.1. Steps of Project-Based Learning*

Process learning is the core part after planning. After creating a description of the implementation of learning, the implementation of learning must be carried out well. The following is an explanation of the implementation of Project Based Learning which was carried out in the 10th grade of SMA N 1 Wanadadi, Banjarnegara Regency.

#### 1. Preliminary Activities

From the results of observations carried out by the researcher, the preliminary activities carried out will be described in the research results as follows:

- a. The class opened with greetings and continued with prayer led by one of the students. In this activity, it is intended that students can improve their religious attitudes which are included in the assessment of students' attitudes.

In its implementation, the teacher has opened the lesson well from classes D, F, G, J. The teacher greets and prays together.

- b. Sing mandatory songs according to the schedule together.

In its implementation, the classes that get the first hour (in the morning) are classes D and F. The song sung is "Indonesia Raya". In this activity, it is intended that students can increase their attitude of nationalism.

- c. The teacher asks how things are going, and checks the students' attendance.

As stated by teacher like

"How are the students today? Are they all here?"(observation interview)

- d. The teacher checks the neatness and cleanliness of the class.

This activity is intended with the aim of implementing disciplinary behavior, becoming a child who always pays attention to his own neatness and always maintains the cleanliness of the class so that when



learning the class is always clean and comfortable to use for learning.

This is proven by what the teacher said, namely:

"Please sit neatly and check your neatness. Please clean up the rubbish around you and throw it in the trash."(observation interview)

- e. Students pay attention to the teacher's explanation about the goals, benefits and learning activities that will be carried out (Motivation)
- f. The teacher links the material to be studied with the students' experiences as a form of apperception. An example of the relationship between material presented by the teacher is as follows:

"Have you ever described a person, place or thing?"(observation transcript)

- g. Check the tools and materials needed to create work in the Project Based Learning process

## 2. Core activities

In this research on the implementation of the Project Based Learning strategy the researcher will present the research results, especially the Project-Based Learning steps. The following are the steps for learning English for 10<sup>th</sup> grade at SMA N 1 Wanadadi, Banjarnegara Regency according to the Merdeka Belajar curriculum:

- a. Determining basic question

In implementing this step, the teacher asks simple questions related to daily life in the surrounding environment, these questions are of course adapted to English language material. The teacher chose descriptive text material, this was because the teacher asked students questions such as whether the students had ever described a thing, person, place and so on. Then the student answered that he had done it at the junior high school level. Then the teacher asks whether students have ever done a project in everyday life or in the school environment? and students answered that they had done science assignments in junior high school.

These questions certainly increase students' critical thinking, it is proven that students are very enthusiastic in answering questions asked by the teacher. Apart from that, the teacher also asked other questions, namely;

“Would you like it if this lesson uses a project? What do you think about this?”(observation transcript)



*(Picture. 4.1., planning stage, 16<sup>th</sup> October 2023)*

From this, this stage (determining basic question) is a basic stage that can improve students' critical thinking in collaboration with questions originating from students' experiences.

b. Design product planning

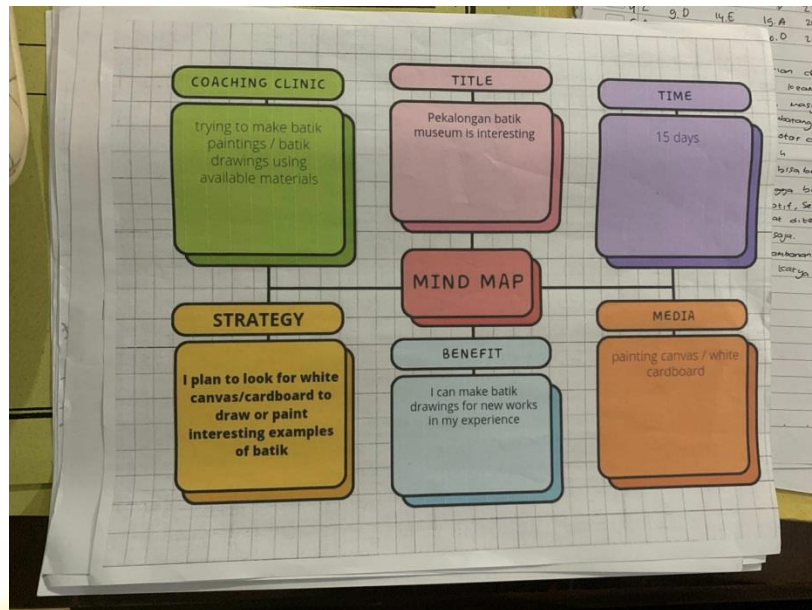
In this step, the teacher designs plans. This planning is preparation for teaching and learning which is prepared in the form of a lesson plan which will be implemented by the teacher. The planning in this research was carried out to prepare things that would be carried out in implementation through Project Based Learning (PjBl) carried out by students 10<sup>th</sup> grade at SMA N 1 Wanadadi, Banjarnegara Regency. From the results of observations made by the researcher, the activities carried out by teacher in the planning process, namely, research designs plans made by teacher involving students. This is because it is in accordance with the learning approach where students are made central to the learning process.

The results of observations made by the researcher found that at the planning stage this project included collaboration between teacher and students in making the project related to the delivery of implementation rules and the tools and materials used. The implementation process is also the same as the plan that has been designed, namely using a Project Based Learning strategy with the results of the mapping plan. Apart from that, the teacher has brought students to implement learning using a scientific approach, namely by observing material related to descriptive text, asking about the freedom of the mind map strategy and the content in the descriptive text, trying to create a project related to the material, reasoning about things that should be included in the mind map, and communicate the results of the work in front of the class.



*(picture 4.2., design planning, 19<sup>th</sup> October 2023)*

Apart from that, teacher and students also design learning, starting with determining learning material, and the result is descriptive text material. After that, the teacher gives other options regarding learning plans that will be carried out individually or in groups. And the results are done individually.



(picture 4.3., mind mapping, 17<sup>th</sup> October 2023)

c. Develop a project schedule

In this case, the researcher get research results in the form of making a schedule. In this research there are 3 stages, the first is planning in the form of making a mapping plan which is carried out in the first week, namely 16 October - 20 October 2023, the second stage is in the second week, 23 October 2023 - 27 October 2023, and the last stage is the presentation of the results. project on November 13, 2023 – November 16, 2023.

Determining the schedule or determining the allocation of deadlines for collecting work results according to the level of difficulty of using the tools and materials used as well as the process of implementing the project. As explained by the English teacher in the interview,

"Determining the allocation for collecting assignments is adjusted to the level of difficulty in finding tools and materials as well as the process of implementing the learning because if the process is"(observation transcript)





(picture 4.4., develop project schedule 16<sup>th</sup> October 2023)

d. Monitor project progress

In this stage, the teacher monitors and supervises the implementation of the project creation by guiding and facilitating the project creation stage by stage from the beginning, starting from observing activities to the activity of trying to collect information in the reading in the form of a mind map. In this stage the teacher is truly responsible for the process of creating students' projects from start to finish.

In contrast to research from (Rahmawati, S.R., 2015) whereas in the previous curriculum we still used face-to-face methods or consultations, in this research, especially the Merdeka Belajar curriculum uses a new method, that is the consultation or project guidance stage can be done hybridly, in person and online. So, it is more flexible for both students and teacher. With the Merdeka Belajar curriculum regulations, which freedom students to learn, this is certainly part of a good idea. At this stage, the teacher uses a coaching clinic via the WhatsApp group, and the teacher allows all students to consult.

Apart from that, teacher also give students the opportunity to carry out the coaching clinic stage. Coaching clinics is the form of brief guidance in the form of training according to certain fields. The



coaching clinic is a new infrastructure implemented by English teacher at SMA N 1 Wanadadi, Banjarnegara Regency.

"Coaching clinic is a forum for providing guidance and consultation in the learning process, this has only been implemented by a few teacher, because I got it from coaching teacher educators, where young teacher are required to be better prepared to become school principals. I hope students can make the best use of this opportunity." (interview transcript)



(picture 4.5., coaching clinic, 23th October 2023))

In this coaching clinic, students can consult about deficiencies or errors in preparing projects. So there is still control from the teacher. And this coaching clinic can be done in person or online. The online consult can be by WA group or private chat.

#### e. Test the project results

In this stage, the teacher tests the results of the project, then measures standard performance, participates in evaluating the progress of each student, provides feedback about the level of understanding that students have achieved, helps the teacher develop further learning strategies.



*(picture 4.6., test the project, 6<sup>th</sup> November 2023)\*

The results assessment stage carried out by the teacher is to assess and evaluate the students' project results to measure the achievement of minimum completeness criteria. The teacher invites students to collect the results they have made. Then students present the results of the project, and are responded to by the teacher and other students.



*(picture 4.7, the result of project, 8<sup>th</sup> November 2023)*

f. Evaluation of learning experiences

In this stage, students are asked to express their feelings and experiences while completing the project. Teacher and students develop discussions to improve their performance during the learning

process, ultimately discovering new insights that answer questions asked in the early stages of learning.

The final stage of learning carried out by the teacher is to reflect on learning to evaluate students' experiences by asking questions which are answered in a timely manner to assess student activity. At this stage, students begin to understand the questions asked in the initial stages of implementing the Project Based Learning strategy.

From the research results it can be said that the evaluation process is the same as that in the research, namely that the teacher reflects on the learning that has been implemented which is proven by the sentence spoken by the class teacher that:

"With the end of today's presentation, can you explain a little about what you got from this learning? Especially in the project process that you worked on, did you enjoy the learning? Do you understand the descriptive text material? And are there any difficulties in doing it?" (interview transcript)

From the questions above, the teacher got a good response from the students. Students prefer project-based learning, they feel they learn more, then they feel they can be more creative according to their wishes. After the project is completed the teacher provides reinforcement of the content contained in the project assignments that have been carried out.

### 3. Closing Activities

According to the research results, this activity was carried out after carrying out the core learning activities, the implementation was carried out for 15 minutes. In this activity carried out by the teacher are as follows:

- a. Students and teacher reflect on the learning that has taken place, namely

"What have you learned from today's activities? Was today's lesson funny? What lesson can we learn today?"(observation transcript)

- b. Students and teacher summarize today's learning outcomes.
- c. Students listen to the teacher's explanation about learning activities at the next meeting.
- d. Students and teacher clean the classroom environment so that the class is clean and comfortable.

The implementation of learning in the Merdeka Belajar curriculum prioritizes project-based learning in order to realize the Pancasila Student Profile. The Merdeka curriculum concept is expected to form students who think critically, have quality competencies, are expressive in innovating, and are progressive in increasing their interests and talents. The Merdeka curriculum has three main characteristics, namely: simplification of content and focus on essential material. Next is project-based learning to improve students' soft skills and character in accordance with the Pancasila student goals. In this project, students need to collaborate and be applicable, and can choose subjects of interest. Furthermore, teacher flexibility in differentiating learning based on students' abilities in a more flexible number of lesson hours.

From this explanation, of course it is very related to the implementation of the Project-Based Learning strategy. In its implementation, Project-Based Learning is in line with the Merdeka Belajar curriculum. The researcher found the results were obtained regarding the differences in the implementation of Project-Based Learning in the 2013 curriculum and the Merdeka Belajar curriculum, namely that in the Merdeka Belajar curriculum the emphasis is more on PSE (Social Emotional Learning). Merdeka Belajar offers new things related to efforts to improve learning. For example, differentiated learning. Differentiated learning is learning that recognizes that each student has different needs and abilities (Purnawanto, A.T., 2023). Efforts to fulfill these emotions can be done through implementing Social Emotional Competencies (KSE) into Differentiated Learning.



These social-emotional related competencies include self-awareness, self-management, social awareness, relationship competence, and responsible decisions. Each competency has a positive impact on the school ecosystem and students.

"There is a prominent difference in the implementation of Project-Based Learning in the Merdeka curriculum, as it is known that the Merdeka Belajar curriculum is a curriculum that focuses on aspects of the student's character, so this PSE has a strong influence on student learning success. If previously project-based learning only produced products from learning outcomes, in the Merdeka Belajar curriculum it also produces positive impacts in the form of social and emotional outcomes."(interview transcript)

"Apart from that, students have more freedom in learning, and there is additional reflection in learning," (observation transcript)

From this explanation, apart from PSE, the Merdeka Belajar curriculum also includes students' freedom to learn by continuing to follow the learning stages. The freedom in question is, for example, teacher and students can make an agreement together in the planning process (before project implementation). So, learning remains student-centered, where student voices are highly valued in the learning process.

Project Based Learning is learning that begins with basic questions in the form of questions that are motivating and related to students' daily lives which are related to the learning that will be studied so that it is easier to understand. Next, the teacher and students determine the implementation rules, tools and materials used in learning to create projects and create project planning designs.

After that, determine the implementation schedule and target deadlines to complete the project you will create. The next stage, the teacher is responsible for the process of creating and producing students' projects, namely by monitoring and supervising the implementation of project creation by guiding and facilitating the project creation step by step. The next step is for the teacher to assess and evaluate the students' project results to measure the achievement of the minimum completeness criteria. And finally, the teacher carries out an evaluation or reflection on



learning to evaluate the experiences of students individually and in groups so that students can answer the questions asked at the beginning of the implementation as proof of achieving the learning objectives.

### **C. The Advantage and Disadvantage of Project-Based Learning**

From the results of implementing the Project Based Learning strategy that has been implemented, several advantages and disadvantages were found, namely as follows:

1. The advantages of learning through the Project Passed Learning strategy:
  - a. Students were involved in real activities

In implementing the Project-Based Learning strategy, students were involved in real activities. This is because students will learn more in real terms, then students will have learning experience and achieve maximum learning results. This is in accordance with the teacher's explanation,

“First, there are real activities. So in the process students will carry out learning that is directly involved in actual activities, students also learn from experience, and this makes students remember old distance learning” (interview transcript)

From above, related with the theory from John Dewey (1916) about “learning by doing”. Dewey's project approach is said to be a learning by doing learning strategy. This means that the learning process is obtained through activities or activities carried out alone or in groups, with the understanding of how children carry out work according to certain steps and sequences of behavior. The knowledge gained from doing it yourself makes children able to remember the experience, build a deeper understanding, improve the curiosity, and gain special appreciation for the child. Furthermore, Project Based Learning is a training strategy that is oriented towards CTL or contextual teaching and learning process (Jones, Rasmussen and Moffit, 1997). CTL is a learning concept that helps the teacher connect the learning material

with real world situations and encourages students to use the knowledge they have to apply it to students' lives as members of society.

Apart from that, the results of this research are also in accordance with research conducted by Halimatusyadiyah., (2022) where the Project-Based Learning is related to real activities. So, students learn and understand the material more directly. Students also gain experience and carry out experiments that enable students to discover principles and construct understanding independently. Project-based learning develops productive thinking skills, through collaborative learning students learn from each other which will later increase conceptual mastery as well as technical, interdisciplinary and realistic skills.

b. PJBL can make students remember long-term learning

This is caused by the factors above. In accordance with John Dewey's theory, "learning by doing" will be better remembered and understood by students. Make it easier for students to understand the material they have studied. Besides that, Project Based Learning is learning that places more emphasis on solving authentic problems that occur every day through direct practical learning experiences in the community (John, 2008: 374). Project Based Learning has also been referred to by other names, such as project-Based teaching, experience-Based education, authentic learning or anchored instruction (Arends 1997:156). Project Based Learning can also be interpreted as project-based learning, experience-based education, learning authentic learning that is rooted in real life problems. Gibels (2005:29) states that Project Based Learning is used to refer to many contextualized approaches to instruction that anchor much of learning and teaching in concrete. This focus on concrete problems of initiating the learning process is central in most definitions of Project Based Learning.

From the theory above, the advantages found by researchers are also confirmed by research from Krisnoviani & Sulistyani, (2022) where

students remember the material better in the long term using the Project-Based Learning strategy. With a series of activities carried out by students, students will understand the material well. Apart from that, students can master English language skills with a series of Project-Based Learning activities.

c. PJBL can improve collaboration between students and teacher

The freedom and opportunity given by teacher to students to choose what designs they like makes the bond of collaboration between teacher and students stronger. Create active learning and attract students' attention.

“And teacher can actively collaborate on both PjBL ideas and processes”(interview transcript)

From this explanation, it shows that the Project-Based Learning strategy can increase collaboration between students and teachers. The collaboration in question is related to the learning process at the stages of the Project-Based Learning strategy, for example in project design preparation, where students and teachers share ideas and desires with each other regarding projects, then project selection is carried out individually or in groups. And from this, of course it increases good relations between students and teachers because the project is carried out collaboratively. Collaborative learning makes it easier for students to learn and work together, contribute ideas to each other and take responsibility for achieving learning outcomes as a group and individually.

d. PJBL can improve student creativity and critically

In the process of working on a project, it certainly increases students' critical thinking and creativity. Starting from an idea - producing a product. Students understand the learning material better.

“The teacher are required to be more active and creative in terms of planning, core activities and evaluation. Teacher creativity is what makes learning more enjoyable. Apart from that, students are also

required to be more creative, so teachers and students have the same position, that they both have to be creative."(interview transcript)

From the explanation above, it proves that the Project-Based Learning strategy increases student creativity. This is also supported by the theory from Johnson & Lamb (2007) which states that Project-Based Learning has the advantage of increasing student creativity through a series of learning activities with appropriate steps. Apart from theory, the results of this research are strengthened by research from Asni (2018) Project Based Learning (PjBL), directly or indirectly, can help students to carry out the learning process of high order thinking (HOT) in an effort to implement scientific learning according to the 2013 curriculum which consists of observing, associating, trying, discussing and communicating skills. as well as 21st century learning which consists of 4C, namely: Critical thinking, Collaboration, Creative, and Communication.

In this case, of course project based learning can increase student creativity and critical thinking (Hikmah et al., 2016). The increase in students' critical thinking abilities taught with the Project Based Learning (PjBL) strategy is because in the project work process, students are involved in constructive investigations in the form of design processes, decision making, problem discovery, and problem solving. Apart from that, increasing students' critical thinking skills taught with the Project Based Learning (PjBL) strategy is supported by the activity of asking questions which requires students to be able to provide arguments for these questions and provide deductive or inductive conclusions on a given problem.

From the explanation above, researchers conclude that Project-Based Learning has many advantages. These advantages provide evidence that Project-Based Learning is good to implement in English language learning, and is in accordance with the policy of Ministry of Education and Culture, (2020) about Merdeka Belajar curriculum.

2. The Disadvantages of Project Based Learning are:

a. This research requires quite a lot of money.

In Project-Based Learning research, it has a weakness, namely that the project work process requires a lot of money. At the beginning of the lesson, the English teacher said not to use expensive materials and tools, but the students were willing. Students choose tools and materials according to their abilities. It takes a long time in the learning process.

“The students here seem enthusiastic about working on this project, so they want to get the best project results. And because of this, students spend more money to buy the necessary materials and tools. However, as a teacher, I never force students. I always ask whether students are okay with spending money and whether their parents allow this.”(interview transcript)

From this explanation, the researcher concluded that in implementing Project-Based Learning, this strategy has shortcomings, however, students and teachers must communicate this openly so that no party feels disadvantaged. Teachers and students must adjust the project design in the form of tools and materials according to the students' financial capabilities.

b. Requires a lot of materials and tools

From the results of the research conducted, it was found that learning English using this strategy has many advantages, both for students and teacher. But behind these advantages, of course there are disadvantages. From this weakness, it does not make student teacher as research subjects not feel this way because the projects are made using tools and materials that are available in the students' environment and are easy to obtain.

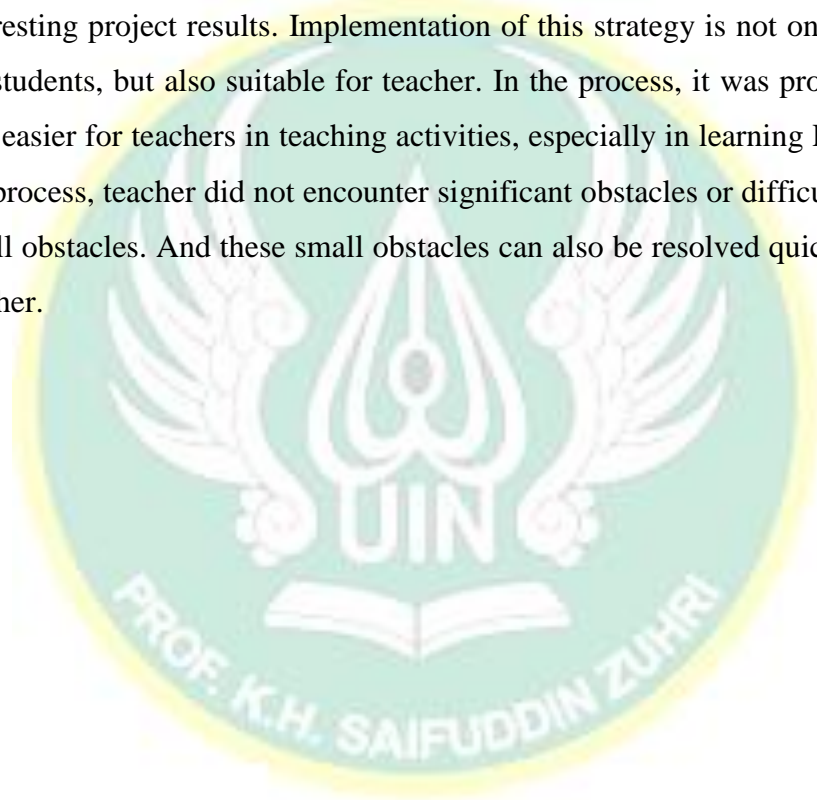
“Apart from money, students are also required to need more tools and materials” (interview transcript)

From that, requires adequate facilities, equipment and materials. This method is also not suitable for students who give up easily and do not have the required knowledge and skills, and have difficulty involving



all students. These results are also strengthened by research conducted by Haerani & Jatiraga, (2019) states that the more complex a project is, the more materials and tools will be needed. It's the same with project results.

Apart from that, results were also found which showed that Project-Based Learning is a good strategy for learning English, especially in learning English. This is proven by the learning process that students like, students tend to enjoy it more, it is easier to understand the material and it is proven by creative and interesting project results. Implementation of this strategy is not only suitable for students, but also suitable for teacher. In the process, it was proven that it was easier for teachers in teaching activities, especially in learning English. In the process, teacher did not encounter significant obstacles or difficulties, only small obstacles. And these small obstacles can also be resolved quickly by the teacher.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of research conducted by researcher regarding the learning strategy using Project Based Learning (PjBL) in English language learning in the 10<sup>th</sup> grade of SMA N 1 Wanadadi, Banjarnegara Regency through the results of observations, interviews and documentation. From this several of techniques, the researcher obtained research results related to the implementation of Project-Based Learning. Apart from that, researchers also related with this strategy to English language learning in the Merdeka Belajar curriculum. Apart from that, researchers also found results in the form of advantages and disadvantages from implementing Project-Based Learning. This was discovered from a series of learning processes and interviews conducted by researchers with English teacher.

Project-Based Learning is a strategy that encourages students to apply critical thinking, problem-solving skills, and gain knowledge about real problems and issues that exist around them. (Ratnawati, 2020). There are 3 stages in learning implementation, namely the planning stage, implementation stage, and evaluation stage. And for the Project-Based Learning has 6 steps, determining basic question, design product planning, develop a project schedule, monitor project progress, test the project result, and evaluation of learning experiences. The planning activities implemented by the teacher are lesson plan research by preparing learning materials to be studied, learning objectives that must be achieved, learning methods used, media tools and learning resources that must be prepared, and learning steps, time allocation.

The learning implementation stage is the core part after planning. After creating a description of the implementation of learning, the implementation of learning must be implemented optimally. The implementation of learning is structured into 3 stages, namely preliminary activities, core activities and closing activities. Preliminary activities are carried out before starting the core

learning activities. Implementation of the core activities is implementing a Project Based Learning strategy with learning steps consisting of asking basic questions, determining implementation rules, setting schedules, monitoring participants, monitoring the project creation process, assessing results, and evaluating learning.

The Evaluation stage was carried out to test the implementation of learning using the Project Based Learning strategy. The results of the evaluation of the implementation of learning with this Project strategy contain advantages and disadvantages. The advantages of the Project Based Learning strategy are that learning is interesting, can make students remember long-term learning, increases students' creativity levels, makes it easier for students to understand the material they have studied, increases collaboration between students and students and teacher, creates active and fun learning. Meanwhile, the disadvantage is that it takes a long time to create a project.

Even though there are many studies discussing the implementation of Project-Based Learning, this research has differences. In contrast to research from Rahmawati, (2015) whereas in the previous curriculum we still used face-to-face methods or consultations, in this research, especially the Merdeka Belajar curriculum uses a new method, that is the consultation or project guidance stage can be done hybridly, in person and online. So, it is more flexible for both students and teacher. Apart from that, researchers discuss that the implementation of Project-Based Learning in the Merdeka Belajar curriculum produces creative and innovative learning. Student and teacher creativity is needed in realizing learning objectives that are in accordance with the Merdeka Belajar curriculum.

Apart from that, this research discusses more specifically the implementation of Project-Based Learning in the Merdeka Belajar curriculum the emphasis is more on PSE (Social Emotional Learning). Merdeka Belajar offers new things related to efforts to improve learning. For example, differentiated learning. Differentiated learning is learning that recognizes that each student has different needs and abilities.

From the discussion above, the researcher concludes that the implementation of Project-Based Learning in English language learning in the Merdeka Belajar curriculum prioritizes project-based learning in order to realize the Pancasila Student Profile. The Merdeka curriculum concept is expected to form students who think critically, have quality competencies, are expressive in innovating, and are progressive in increasing their interests and talents.

### **B. Limitation of the Study**

The researcher realize that this research has limitations even though it has been carried out in as much detail as possible. In the research process, namely data collection, the researcher have the disadvantage of limited observation time. In this case, the researcher obtained limited information from observations in the learning process. This happened because there were obstacles in determining the schedule for implementing the observation class. The implementation schedule is based on the teacher's decision. Besides that, the researcher obtained limited of the design.

### **C. Suggestion**

Based on the results of research related to the implementation of learning through the Project Based Learning strategy which was carried out by the researcher in the 10th class of SMA N 1 Wanadadi, Banjarnegara Regency, the researcher conveyed the following suggestions:

1. Teacher should maintain skills in making better use of time with varied learning strategy, especially Project Based Learning strategies.
2. Schools should provide facilities that support learning activities, especially in class 10 of SMA N 1 Wanadadi.
3. It is hoped that future the researcher will make a better contribution to this research.

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## **Appendix 1**

### **Transcript of Interview**

Date : Tuesday, 6<sup>th</sup> December 2022  
Class : X  
Teacher : Anonymous  
Researcher : Indriana Nur Vantari  
Research Title : The Implementation of Project-Based Learning in English Language Teaching on the Merdeka Belajar curriculum at 10<sup>th</sup> grade of SMA N 1 Wanadadi, Banjarnegara Regency

#### **A. The teachers' perceptions of the Merdeka Belajar curriculum**

##### **a. What do you know about the Merdeka Belajar curriculum?**

“Merdeka Belajar curriculum is a curriculum that provides freedom of learning to students and teacher. In my opinion, this curriculum can increase student creativity. With the Merdeka Belajar curriculum policy which is in accordance with government regulations, it provides a change from a more flexible curriculum structure. If in the previous curriculum lesson hours were determined every week, the Merdeka Belajar curriculum is targeted to be fulfilled in one year. Then, in this curriculum the focus is more on essential material, learning outcomes are arranged per phase, not every year. I also feel that there is teacher freedom in using teaching tools, approaches, and learning models. However, apart from this freedom, you must still pay attention to and adapt to government policies. And another thing is the implementation of technology in the learning process. This certainly makes it easier for teacher and students to achieve learning goals, especially in learning English.

Each curriculum definitely has its own advantages and disadvantages. I feel that in implementing it, as a teacher I realize that each student has their own abilities, all forms of innovation in approaches, strategies, media and other things during the learning process must

still balance students, so I still don't force it, for example in the learning process using the technological medium is a cellphone, but in reality there are students who have cellphones that lack support, I am still looking for a solution to this. Apart from that, there are some students who have less than optimal creativity, in this case, of course I as a teacher must help students to encourage creativity without forcing them."

**b. The English position in the Merdeka Curriculum**

"English has an important position in the Merdeka Belajar curriculum. The more times change, the more skills that students must master. English has an important role, especially in dealing with the international world, because English has become standard in the international world."

**c. What approach do you apply in learning, especially in the Merdeka Belajar curriculum?**

"I use a scientific approach."

**B. The teachers' perception of the Project-Based Learning**

**a. What strategies do you apply in learning, especially in the Merdeka Belajar curriculum? and why did you choose them?**

"I use a Project-Based of Learning strategy. I chose it because I have used this strategy in the previous curriculum, and I think as a teacher, this strategy is very good to use in the current curriculum, especially the Merdeka Belajar curriculum. Apart from that, students are also interested in project-based learning."

**b. What is the difference between project based planning in Merdeka Belajar curriculum and the previous curriculum?**

"There is a prominent difference in the implementation of Project-Based Learning in the Merdeka curriculum, as it is known that the Merdeka Belajar curriculum is a curriculum that focuses on aspects of the student's character, so this PSE has a strong influence on student learning success. If previously project-based learning only produced products from learning outcomes, in the

Merdeka Belajar curriculum it also produces positive impacts in the form of social and emotional outcomes. Apart from that, students have more freedom in learning, and there is additional reflection in learning,”

**c. What is the steps on Project Based Learning strategy?**

There are 6, determining basic question, design product planning, develop a project schedule, monitor project progress, test the project results, and evaluation of learning experiences.

**d. What did you (the teacher) do to prepare for designing the project?**

Determining the topic, determine the material, design the learning media, design the project such as tools and materials and prepare whatever is needed. So we also adapt it to the needs of the class, because each class has a different teaching method.

**e. What did you do to determining basic question?**

Giving simple questions that interest students to think critically.

**f. What did you do to design product planning?**

Prepare design planning with students

**g. What did you do to develop a project schedule?**

Create a schedule and time allocation for project work.

**h. What did you do to monitor project progress?**

As a teacher, you have the task of being a facilitator to monitor the progress of your project.

**i. What do you do at the test the project results stage?**

Test project results and present project results in front of the class

**j. What do you do in the project evaluation stage?**

Provide criticism, suggestions and appreciation of the work

**k. Is the project carried out in groups or individually?**

If in the previous curriculum I decided it was different from the Merdeka curriculum, students could also freely express their opinions and choose whether they would be in groups or individuals.

**l. Did you encounter any obstacles when implementing Project-Based Learning strategies in the previous curriculum?**

Yes, in the previous curriculum I encountered problems when working on time, so the implementation was not in accordance with the planned schedule.



## Appendix 2

### Transcript of Interview Advantages and Disadvantages

Date : Tuesday, October 17<sup>th</sup> 2023  
Class : X  
Teacher : Anonymous  
Researcher : Indriana Nur Vantari  
Research Title : The Implementation of Project-Based Learning in English Language Teaching on the Merdeka Belajar curriculum at 10<sup>th</sup> grade of SMA N 1 Wanadadi, Banjarnegara Regency

#### A. Advantages of Project-Based of Learning

Q: "Are there any advantages and disadvantages that you feel in PjBL?"

A: " Yes. There is. Because previously this strategy had been implemented in the 2013 curriculum."

Q: Yes. There is. Because previously this strategy had been implemented in the 2013 curriculum

A: "Yes. There is. In this curriculum, there is more focus on PSE development, there is reflection at the end of learning, in this curriculum students are given freedom. And teachers can actively collaborate on both PjBL ideas and processes"

Q: " What are the advantages of the characteristics of this PJBL strategy?"

A: "First, there are real activities. So in the process students will carry out learning that is directly involved in actual activities, students also learn from experience, and this makes students remember old distance learning"

Q : " Can PJBL increase teacher creativity?"

A : " Yes. I feel it. The teacher are required to be more active and creative in terms of planning, core activities and evaluation. Teacher creativity is what makes learning more enjoyable. Apart from that, students are



also required to be more creative, so teachers and students have the same position, namely that they both have to be creative."

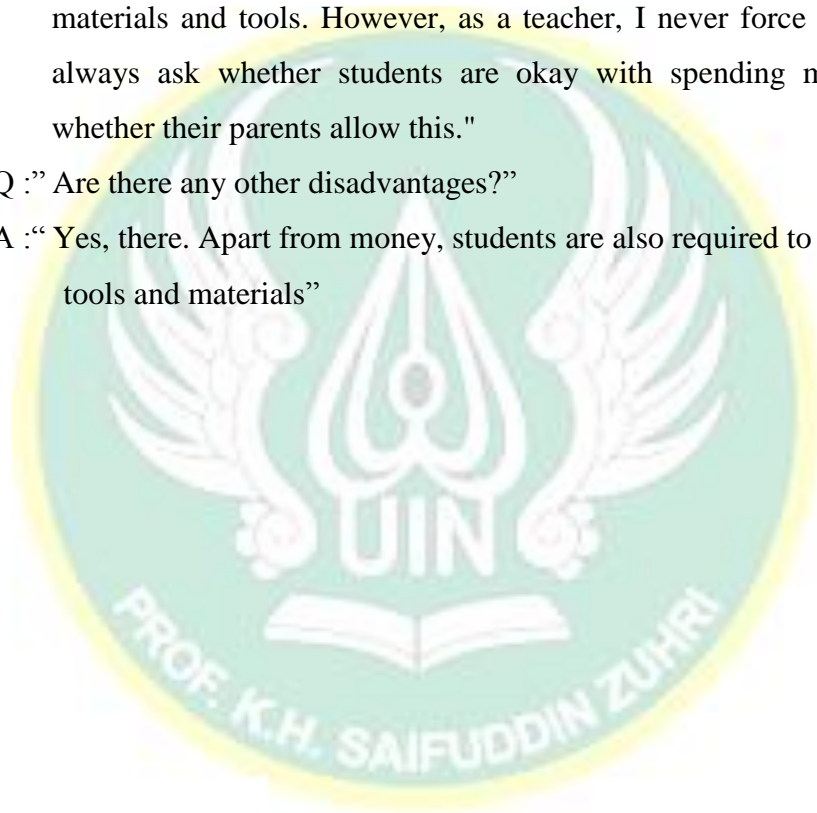
### **B. Disadvantages of Project-Based Learning**

Q : "Apart from the advantages, are there any perceived disadvantages in the PJBL strategy?"

A : " Yes. There is. As is known, the students here seem enthusiastic about working on this project, so they want to get the best project results. And because of this, students spend more money to buy the necessary materials and tools. However, as a teacher, I never force students. I always ask whether students are okay with spending money and whether their parents allow this."

Q : " Are there any other disadvantages?"

A : " Yes, there. Apart from money, students are also required to need more tools and materials"





**CHECKLIST LEMBAR OBSERVASI SISWA PROJECT-BASED LEARNING**

Hari / Tanggal :

Kelas  
No. observasi : 1

No	Aspek	Keterlaksanaan		Deskripsi/uraian kegiatan peserta didik
		Ya	Tidak	
1.	Pendahuluan	✓		<ul style="list-style-type: none"> <li>Siswa menjawab salam guru dan berdoa</li> <li>Siswa melakukan presensi</li> <li>Siswa menjawab terkait kabar</li> </ul>
2.	Siswa mengidentifikasi dan menjawab pertanyaan dari guru terkait permasalahan atau topik	✓		Menjawab namun hanya beberapa saja
3.	Siswa dan guru membuat persetujuan terkait pengerjaan project (individu atau kelompok)	✓		Iya. Siswa mulai aktif dalam berkolaborasi dengan teman
4.	Siswa (individu atau kelompok) mendesain proses untuk menemukan solusi dari permasalahan atau topik	✓		Siswa meminta individu dengan alasan terlalu banyak tugas kelompok
5.	Peserta didik secara kolaboratif bertanggungjawab untuk mengakses dan mengelola informasi untuk memecahkan permasalahan		x	hanya kolaboratif.
6.	Peserta didik menyiapkan alat, materi, media dan sumber yang dibutuhkan dalam project tersebut	✓		Iya. Guru sudah mempersiapkan ada yg menyiapkan tabel, gelas, gambar, kuis dll
7.	Siswa dan guru membuat persetujuan atas schedule untuk membuat project (stages and collection)	✓		Iya.
8.	Siswa memulai project dengan persiapan yang telah dilakukan	✓		Iya. Dimulai dengan membuat mind mapping - altar
9.	Siswa mengerjakan proyek secara optimal dan bekerja secara efektif dan efisien dalam kelompok individu	✓		Iya. Menaruh semangat dan motivasi enjoy.
10.	Siswa meminta arahan kepada guru jika mengalami kesulitan	✓		Iya. melalui coaching clinic (ditanya di via group pc)
11.	Siswa melakukan presentasi di depan kelas	✓		Iya. Namun tidak semua
12.	Siswa mendengarkan dan menjawab evaluasi dari guru		x	Ada beberapa yg berbicara sendiri

11.	Guru memberikan apresiasi kepada siswa (kelompok project terbaik dan seluruh siswa)	✓		Iya. membuat apresiasi
12.	Guru meminta kesimpulan dari apa yang sudah dipelajari kepada siswa		x	Tidak
13.	Guru memberikan kesimpulan dari keseluruhan project yang telah dilakukan		x	Tidak
14.	Guru memotivasi siswa untuk tetap semangat belajar	✓		Guru memberikan semangat
15.	Guru menutup pembelajaran	✓		Demikian salam

Kelemahan = - Guru tidak membuat kesimpulan di akhir  
- Guru lupa akan men

Guru : "Berhenti semangat yg ada di sekitar kalian"

CHECKLIST LEMBAR OBSERVASI SISWA PROJECT-BASED LEARNING

Hari / Tanggal :  
 Kelas : F  
 Pertemuan ke :

No	Aspek	Keterlaksanaan		Deskripsi/uraian kegiatan peserta didik
		Ya	Tidak	
1.	Pendahuluan.	✓		<ul style="list-style-type: none"> <li>Siswa menjawab salam guru dan berdoa</li> <li>Siswa melakukan presensi</li> <li>Siswa menjawab terkait kabar</li> </ul>
		40 min ✓		
2.	Siswa mengidentifikasi dan menjawab pertanyaan dari guru terkait permasalahan atau topik	✓		Guru memberikan petunjuk basic terkait materi Descriptive
3.	Siswa dan guru membuat persetujuan terkait pengerjaan project (individu atau kelompok)	✓		lg. guru sebagai fasilitator
4.	Siswa (individu atau kelompok) mendesain proses untuk menemukan solusi dari permasalahan atau topik	✓		lg. Siswa membuat Individu
5.	Peserta didik secara kolaboratif bertanggungjawab untuk mengakses dan mengelola informasi untuk memecahkan permasalahan	✓		lg. Siswa aktif bertanya, siswa mencari dan aktif mencari informasi di google
6.	Peserta didik menyiapkan alat, materi, media dan sumber yang dibutuhkan dalam project tersebut	✓		lg. Siswa telah dan aktif dengan partner atau dll.
7.	Siswa dan guru membuat persetujuan atas schedule untuk membuat project (stages and collection)	✓		lg. Tanggal 6 Nov.
8.	Siswa memulai project dengan persiapan yang telah dilakukan	✓		lg. membuat design mind mapping
9.	Siswa mengerjakan proyek secara optimal dan bekerja secara efektif dan efisien dalam kelompok.	✓		Ya. bekerja mandiri
10.	Siswa meminta arahan kepada guru jika mengalami kesulitan	✓		Ya. Melaku coaching dan kebingungan tangtun
11.	Siswa melakukan presentasi di depan kelas	✓		lg. Siswa sudah (dijaga oleh)
12.	Siswa mendengarkan dan menjawab evaluasi dari guru	✓		Ya. Menjawab pertanyaan dengan sebisanya

Hari / Tanggal :  
 Kelas : F  
 Pertemuan ke :

No	Aspek	Keterlaksanaan		Deskripsi/uraian kegiatan peserta didik
		Ya	Tidak	
1.	Pendahuluan	✓		<ul style="list-style-type: none"> <li>Kemampuan guru dalam membuka pembelajaran (memberikan salam)</li> <li>Guru mengecek kehadiran siswa</li> <li>Guru menanyakan terkait kabar siswa</li> <li>Guru melakukan evaluasi pembelajaran di pertemuan sebelumnya</li> <li>Guru menyampaikan tujuan pembelajaran</li> </ul>
		Jam ke-10 ✓		
2.	Guru mengajukan permasalahan atau topik terkait penguasaan kompetensi	✓		lg. Guru mengajukan
3.	Guru dan peserta didik membuat keputusan tentang sebuah kerangka kerja (individu/kelompok)	✓		lg. Menentukan hasilnya Individu
4.	Guru sebagai fasilitator terhadap siswa untuk mengarahkan dan memastikan ketersediaan alat, materi, media dan sumber yang dibutuhkan dalam project tersebut	✓		lg. Guru memastikan fasilitator tempat kerja, alat & bahan. dll.
5.	Guru dan siswa membuat persetujuan atas schedule untuk membuat project (stages and collection)	✓		lg. Menentukan hasil schedule. Tanggal 6 Nov
6.	Guru memonitor di setiap progress project secara kontinyu	✓		Coaching (ditanya oleh)
7.	Guru memfasilitasi siswa jika dalam prosesnya mengalami kesulitan	✓		lg. Menjawab pertanyaan
8.	Guru mampu mengarahkan siswa untuk mempresentasikan hasil project siswa di depan kelas	✓		lg. Guru membimbing
9.	Guru memberikan penilaian atas hasil presentasi project siswa	✓		Membantu secara pribadi
10.	Guru melakukan evaluasi serta refleksi mulai dari ide, persiapan, proses project, kerja sama dan hasil project	✓		lg. Guru memberikan evaluasi

CHECKLIST LEMBAR OBSERVASI GURU PROJECT-BASED LEARNING

Hari / Tanggal :

Kelas  
Pertemuan Ke : 6

No	Aspek	Keterlaksanaan		Deskripsi/uraian kegiatan peserta didik
		Ya	Tidak	
1.	Pendahuluan  Jam kegiatan →	✓		• Kemampuan guru dalam membuka pembelajaran (memberikan salam)
			✗	• Guru mengecek kehadiran siswa
		✓		• Guru menanyakan terkait kabar siswa
		✓		• Guru melakukan evaluasi pembelajaran di pertemuan sebelumnya
		✓		• Guru menyampaikan tujuan pembelajaran
2.	Guru mengajukan permasalahan atau topik terkait penguasaan kompetensi	✓		
3.	Guru dan peserta didik membuat keputusan tentang sebuah kerangka kerja (individu/kelompok)	✓		Guru menangkan apakah individu / kelompok
4.	Guru sebagai fasilitator terhadap siswa untuk mengarahkan dan memastikan ketersediaan alat, materi, media dan sumber yang dibutuhkan dalam project tersebut	✓		Tersedia dalam LCD Proyektor nya yg mah.
5.	Guru dan siswa membuat persetujuan atas schedule untuk membuat project (stages and collection)	✓		lg-
6.	Guru memonitor di setiap progress project secara kontinyu	✓		Melalui coaching clinic.
7.	Guru memfasilitasi siswa jika dalam prosesnya mengalami kesulitan	✓		lg-. melalui group work
8.	Guru mampu mengarahkan siswa untuk mempresentasikan hasil project siswa di depan kelas	✓		lg-. Guru mengarahkan beberapa presentasi.
9.	Guru memberikan penilaian atas hasil presentasi project siswa	✓		
10.	Guru melakukan evaluasi serta refleksi mulai dari ide, persiapan, proses project, kerja sama dan hasil project	✗	✗	Kurang pada evaluasi karena waktunya

11.	Guru memberikan apresiasi kepada siswa (kelompok project terbaik dan seluruh siswa)	✓		Guru mengapresiasi siswa yg mau maju presentasi
12.	Guru meminta kesimpulan dari apa yang sudah dipelajari kepada siswa	✓		lg-. Guru melakukan
13.	Guru memberikan kesimpulan dari keseluruhan project yang telah dilakukan	✓		lg-.
14.	Guru memotivasi siswa untuk tetap semangat belajar	✓		lg-
15.	Guru menutup pembelajaran		✗	Tidak karena waktu.

Kelebihan : - lg- tidak menutup pembelajaran, lg- evaluasi karena kebutuhan waktu  
- lg- tidak absensi



6

## CHECKLIST LEMBAR OBSERVASI SISWA PROJECT-BASED LEARNING

Hari / Tanggal :

Kelas :  
Pertemuan ke :

No	Aspek	Keterlaksanaan		Deskripsi/uraian kegiatan peserta didik
		Ya	Tidak	
1.	Pendahuluan	✓		• Siswa menjawab salam guru dan berdoa
			X	• Siswa melakukan presensi
		✓		• Siswa menjawab terkait kabar
2.	Siswa mengidentifikasi dan menjawab pertanyaan dari guru terkait permasalahan atau topik	✓		
3.	Siswa dan guru membuat persetujuan terkait pengerjaan project (individu atau kelompok)	✓		
4.	Siswa (individu atau kelompok) mendesain proses untuk menemukan solusi dari permasalahan atau topik	✓		
5.	Peserta didik secara kolaboratif bertanggungjawab untuk mengakses dan mengelola informasi untuk memecahkan permasalahan	✓	X	(sisa yang aktif dalam kolaborasi memecahkan permasalahan)
6.	Peserta didik menyiapkan alat, materi, media dan sumber yang dibutuhkan dalam project tersebut			
7.	Siswa dan guru membuat persetujuan atas schedule untuk membuat project (stages and collection)	✓		
8.	Siswa memulai project dengan persiapan yang telah dilakukan	✓		Revisi
9.	Siswa mengerjakan proyek secara optimal dan bekerja secara efektif dan efisien dalam kelompok.	✓		Harus bagus dan menarik
10.	Siswa meminta arahan kepada guru jika mengalami kesulitan	✓		
11.	Siswa melakukan presentasi di depan kelas	✓		
12.	Siswa mendengarkan dan menjawab evaluasi dari guru		X	Waktu terbatas.



CHECKLIST LEMBAR OBSERVASI GURU PROJECT-BASED LEARNING

Hari / Tanggal :

Kelas  
Pertemuan Ke : 1

No	Aspek	Keterlaksanaan		Deskripsi/uraian kegiatan peserta didik
		Ya	Tidak	
1.	Pendahuluan	✓		<ul style="list-style-type: none"> <li>Kemampuan guru dalam membuka pembelajaran (memberikan salam)</li> <li>Guru mengecek kehadiran siswa</li> <li>Guru menanyakan terkait kabar siswa</li> <li>Guru melakukan evaluasi pembelajaran di pertemuan sebelumnya</li> <li>Guru menyampaikan tujuan pembelajaran</li> </ul>
2.	Guru mengajukan permasalahan atau topik terkait penguasaan kompetensi	✓		melalui PPT
3.	Guru dan peserta didik membuat keputusan tentang sebuah kerangka kerja (individu/kelompok)	✓		Guru membacakan keabsahan kepd siswa kelompok / tentukan kelas D → individu
4.	Guru sebagai fasilitator terhadap siswa untuk mengarahkan dan memastikan ketersediaan alat, materi, media dan sumber yang dibutuhkan dalam project tersebut	✓		<ul style="list-style-type: none"> <li>Guru mengecek apakah LCD proyektor on diteliti x D.</li> <li>Guru bertanya apakah siswa tidak keberatan dengan yg dipilih.</li> </ul>
5.	Guru dan siswa membuat persetujuan atas schedule untuk membuat project (stages and collection)	✓		Guru membuat persetujuan di tangan / tanggal presentasi project, coaching ulang dll.
6.	Guru memonitor di setiap progress project secara kontinyu	✓		Guru memonitor saat di pertemuan saat mengecek HP siswa sb dan kinestetik
7.	Guru memfasilitasi siswa jika dalam prosesnya mengalami kesulitan	✓		yg. guru memberikan solusi
8.	Guru mampu mengarahkan siswa untuk mempresentasikan hasil project siswa di depan kelas	✓		yg. Di tahap terakhir guru membuat persentasi besar kelas semua dan membuat 1 menit
9.	Guru memberikan penilaian atas hasil presentasi project siswa	✓		yg. Namun secara pribadi
10.	Guru melakukan evaluasi serta refleksi mulai dari ide, persiapan, proses project, kerja sama dan hasil project	✓		yg. guru melakukan evaluasi, guru selalu bertanya dari awal - akhir tentang project

PPT ←  
Glowes part

part dan kinestetik

1 menit

11.	Guru memberikan apresiasi kepada siswa (kelompok project terbaik dan seluruh siswa)	✓		Iya. diakhir. Guru mengucapkan pamit dan <del>berkhotbah</del> <del>project</del>
12.	Guru meminta kesimpulan dari apa yang sudah dipelajari kepada siswa	✓		Iya. guru menanyakan 1 siswa.
13.	Guru memberikan kesimpulan dari keseluruhan project yang telah dilakukan	✓		Iya. guru memberikan kesimpulan dari keseluruhan
14.	Guru memotivasi siswa untuk tetap semangat belajar		x	
15.	Guru menutup pembelajaran			Menutup dengan salam

Kel J

g.

CHECKLIST LEMBAR OBSERVASI SISWA PROJECT-BASED LEARNING

Hari / Tanggal :

Kelas :  
 Pertemuan ke : 7

No	Aspek	Keterlaksanaan		Deskripsi/uraian kegiatan peserta didik
		Ya	Tidak	
1.	Pendahuluan  40 siswa	✓		• Siswa menjawab salam guru dan berdoa
		✓		• Siswa melakukan presensi
		✓		• Siswa menjawab terkait kabar
2.	Siswa mengidentifikasi dan menjawab pertanyaan dari guru terkait permasalahan atau topik	✓		Menjawab namun hanya beberapa saja
3.	Siswa dan guru membuat persetujuan terkait pengerjaan project (individu atau kelompok)	✓		lgg. siswa mulai aktif dalam berkolaborasi dgn teman
4.	Siswa (individu atau kelompok) mendesain proses untuk menemukan solusi dari permasalahan atau topik	✓		Siswa meminta individu dgn alasan terlewat bangun bangun kelompok
5.	Peserta didik secara kolaboratif bertanggungjawab untuk mengakses dan mengelola informasi untuk memecahkan permasalahan		x	hanya kolaboratif.
6.	Peserta didik menyiapkan alat, materi, media dan sumber yang dibutuhkan dalam project tersebut	✓		lgg. siswa sudah menyiapkan ada yg menyiapkan tabel, gelas, gantungan kunci, dll
7.	Siswa dan guru membuat persetujuan atas schedule untuk membuat project (stages and collection)	✓		lgg.
8.	Siswa memulai project dengan persiapan yang telah dilakukan	✓		lgg. dimulai dgn membuat mind mapping - akhir
9.	Siswa mengerjakan proyek secara optimal dan bekerja secara efektif dan efisien dalam kelompok. <i>individu</i>	✓		Ya. Menetap (sangat antusias dan merasa enjoy).
10.	Siswa meminta arahan kepada guru jika mengalami kesulitan	✓		lgg. melalui coaching client (dilakukan di wa group/pc)
11.	Siswa melakukan presentasi di depan kelas	✓		lgg. Namun tidak teman
12.	Siswa mendengarkan dan menjawab evaluasi dari guru		x	Ada beberapa yg berbicara sendiri

13.	Siswa menarik kesimpulan dari apa yang sudah dipelajari		x	Tidak
14.	Siswa mendengarkan motivasi yang diberikan oleh guru kepada siswa		x	Tidak
15.	Siswa berdoa untuk mengakhiri pembelajaran	✓		Ya - Dan kemudian

Siswa : - lebih aktif  
 - lebih antusias  
 - Hziul ~~project~~ project memusat



## Appendix 4

### Lesson Plan

#### A. Teaching Module

##### MODUL AJAR KURIKULUM MERDEKA BELAJAR

##### BAHASA INGGRIS KELAS X SMA N 1 WANADADI

<b>INFORMASI UMUM</b>
<b>A. IDENTITAS MODUL 1</b> Nama Penyusun : Unggul Dina Naranita, S.Pd. Instansi : SMA N 1 Wanadadi Tahun Penyusunan : 2022/2023 Jenjang Sekolah : SMA Mata Pelajaran : Bahasa Inggris Kelas / Semester : X / Genap Alokasi Waktu : 45 Menit Materi : Descriptive Text
<b>B. KOMPETENSI AWAL</b> Peserta didik memiliki pengetahuan awal tentang Teks deskriptif dalam kehidupan sehari-hari, berdasarkan tes diagnostic yang diberikan.
<b>C. PROFIL PELAJAR PANCASILA</b> Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia - Gotong Royong - Mandiri - Bernalar Kritis - Kreatif - Nasionalisme
<b>D. SARANA DAN PRASARANA</b> Pembelajaran menggunakan media/Alat:Laptop/komputer, LCD, Contoh project di tahun lalu
<b>E. TARGET PESERTA DIDIK</b> Peserta Didik kelas X SMA N 1 Wanadadi
<b>F. JUMLAH PESERTA DIDIK</b> 40 siswa
<b>G. STRATEGI PEMBELAJARAN</b> Project-Based Learning
<b>KOMPONEN INTI</b> <b>A. TUJUAN PEMBELAJARAN</b> Melalui model pembelajaran Project base Learning menggunakan media PPT, contoh project siswa mampu : 1. Setelah melihat video peserta didik mampu Mengidentifikasi Characteristic suatu tempat (C1) 2. Setelah diskusi kelompok peserta didik mampu Menganalisis secara kontekstual social function, generic structure and language feature descriptive text (C4) 3. Peserta didik mampu mengevaluasi descriptive text (C5)

5. Peserta didik mampu menghasilkan sebuah teks descriptive baik dalam bentuk text. (C6)
6. Peserta didik dapat membuat hasil produk dari teks descriptive yang dibuat
7. Meningkatkan motivasi dan pembentukan karakter peserta didik (Profil Pelajar Pancasila)

#### **PEMAHAMAN BERMAKNA**

Setelah mempelajari modul ini, peserta didik mengetahui

1. mendeskripsikan suatu tempat sesuai dengan karakteristiknya
2. Membuat produk dari teks deskripsi yang dibuat

#### **PERTANYAAN PEMANTIK**

♣ Deskripsikan bagaimana lingkungan sekolahmu dan kelasmu

#### **KEGIATAN PENDAHULUAN**

1. Pendidik memberi salam (greeting).
2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan)
3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME)
4. Pendidik memeriksa kehadiran peserta didik
5. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari-harinya
6. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan (bernalar kritis)

#### **KEGIATAN INTI**

##### **Pertanyaan Mendasar**

- Apa kalian pernah membaca teks deskripsi? Atau pernahkah kalian mendeskripsikan suatu tempat, orang, dan lainnya?
- Apa saja struktur dari descriptive text?
- Pernahkah kalian membuat sebuah project?

##### **Mendesain Perencanaan Proyek**

1. Pendidik menanyakan apakah project dilakukan secara individu atau kelompok.
2. Peserta didik memilih individu.
3. Peserta didik berdiskusi menyusun rencana pembuatan proyek pemecahan masalah meliputi pembagian tugas, persiapan alat, bahan, media, sumber yang dibutuhkan.

##### **Menyusun Jadwal Pembuatan**

1. Peserta didik dibimbing oleh guru membuat kesepakatan tentang jadwal pembuatan proyek (tahap-tahapan dan pengumpulan)
2. Peserta didik menyusun jadwal penyelesaian proyek dengan memperhatikan batas waktu yang telah ditentukan bersama

#### **KEGIATAN PENUTUP**

1. Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
2. Menyimpulkan apa yang dipelajari hari ini.
3. Melakukan refleksi terhadap pembelajaran hari ini
4. Menyampaikan agenda pertemuan berikutnya
5. Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah.

### LKPD

<b>Describing Place</b>
<b>Name :</b>
<b>Title:</b>
<b>Social Function:</b>
<b>Generic Structure:</b>
<b>Material &amp; Tools of the Project:</b>
<b>MIND MAPPING</b>

### ASSESMENT OF THE PRODUCT

No	Aspek yang diamati	Skala yang diamati	Deskripsi (indikator)	Checklist
<b>1.</b>	<b>Ide project</b>	Sangat baik	Memiliki ide project yang sangat menarik sesuai dengan topik atau permasalahan	
		Baik	Memiliki ide project yang menarik dan sesuai dengan topik atau permasalahan	
		Cukup	Memiliki ide project yang cukup menarik namun kurang sesuai dengan topik atau permasalahan	
		Kurang	Memiliki ide project yang kurang menarik dan kurang sesuai dengan topik atau permasalahan	
<b>2.</b>	<b>Keluesan</b>	Sangat baik	Proyek yang dihasilkan memiliki estetika tinggi yaitu perpaduan, keserasian dalam penempatan objek, dan memiliki kerapian proyek.	

		Baik	Proyek yang dihasilkan memiliki estetika yaitu perpaduan, keserasian dalam penempatan objek, dan tidak mempunyai kerapian proyek	
		Cukup	Proyek yang dihasilkan kurang memiliki estetika yaitu tidak ada perpaduan dan keserasian dalam penempatan objek, namun tidak mempunyai kerapian proyek	
		Kurang	Proyek yang dihasilkan kurang dalam segala aspek keluesan	
<b>3.</b>	<b>Kelancaran</b>	Sangat baik	kalimat yang digunakan sangat tepat, mudah dimengerti dan penjelasannya detail.	
		Baik	Kalimat yang digunakan tepat, mudah dimengerti dan penjelasannya detail.	
		Cukup	Kalimat yang digunakan sederhana, cukup mudah dimengerti, penjelasannya cukup.	
		Kurang	Kurang dalam aspek kelancaran	
<b>4.</b>	<b>Elaborasi</b>	Sangat baik	Terampil dalam memilih dan menggunakan alat, bahan, kreatif dalam mengembangkan ide	
		Baik	Terampil dalam memilih dan menggunakan bahan, tidak kreatif dalam mengembangkan ide	
		Cukup	Terampil dalam memilih bahan, tidak terampil dalam menggunakan bahan, dan tidak kreatif dalam mengembangkan ide.	
		Kurang	Kurang dalam aspek elaborasi	
<b>5.</b>	<b>Keaslian</b>	Sangat baik	Memahami materi, penjelasan luas dan jelas dengan bahasa sendiri, pembagian tugas adil	
		Baik	Memahami materi, menjelaskan dengan bahasa sendiri, pembagian tugas untuk semua anggota kelompok tidak merata.	
		Cukup	Kurang memahami materi, menjelaskan dengan membaca buku, pembagian tugas untuk semua anggota kelompok adil (merata)	
		Kurang	Kurang memahami dari segala aspek	

Total point	25 X 4 = 100

## Appendix 5 (Observation of Reaserch)

PEMERINTAH PROVINSI JAWA TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SEKOLAH MENENGAH ATAS NEGERI 1 WANADADI**  
Jalan Raya Tapen, Wanadadi, Banjarnegara Kode Pos. 53461 | Telp. 0286597138  
Faksimili : 0286-597138 e-mail : sman1wanadadi@gmail.com website : sman1wanadadi.com

**SURAT KETERANGAN**  
NO: 423.4/561.1/XII/2022

Yang bertanda tangan dibawah ini :

Nama : ANTONO ARIBOWO, S.Pd.,M.M  
NIP : 19680118 199512 1 003  
Jabatan : Kepala Sekolah  
Nama Sekolah : SMA Negeri 1 Wanadadi, Kabupaten Banjarnegara,  
Provinsi Jawa Tengah.  
Alamat : Jln. Raya Tapen-Wanadadi, Banjarnegara Kode Pos.  
53461. Telp.0286597138.

Dengan ini menerangkan bahwa mahasiswa di bawah ini:

Nama : INDRIANA NUR VANTARI  
NIM : 2017404060  
Prodi : TADRIS BAHASA INGGRIS (TBI)  
Jenjang : 2021/2022

Benar-benar telah selesai melakukan penelitian di SMA Negeri 1 Wanadadi, Banjarnegara pada tanggal 06 Desember 2022 s/d 07 Desember 2022 guna melengkapi data pada penyusunan skripsi yang berjudul sebagai berikut: "THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN ENGLISH LANGUAGE TEACHING ON THE MERDEKA CURRICULUM AT 10<sup>th</sup> GRADE OF SMA N 1 WANADADI BANJARNEGARA REGENCY" (Studi Deskriptif di Kelas X SMA Negeri 1 Wanadadi Kabupaten Banjarnegara"

Demikian surat keterangan ini dibuat dengan sebenarnya, kemudian untuk dapat dipergunakan sebagaimana mestinya.

Wanadadi, 07 Desember 2022  
Kepala Sekolah  
  
DISDIPLOMA ARIBOWO, S.Pd., M.M  
NIP. 19680118 199512 1 003

PEMERINTAH PROVINSI JAWA TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SEKOLAH MENENGAH ATAS NEGERI 1 WANADADI**  
Jalan Raya Tapen, Wanadadi, Kabupaten Banjarnegara, Jawa Tengah | Kode Pos. 53461  
Faksimili: 0286-597138 e-mail : sman1wanadadi@gmail.com website : sman1wanadadi.com  
Jl. Banjaranrejoanandib, B. : sman1wanadadi, banjar : sman1wanadadi, yt : sman1wanadadi

**SURAT KETERANGAN PENELITIAN**  
Nomor : 423.4/512.1/XII/2023

Yang bertanda tangan di bawah ini :

Nama : HERI SUHARYANA, S.Pd  
NIP : 19650213 198902 1 001  
Pangkat/Golongan : Pembina - IV/a  
Jabatan : Kepala Sekolah  
Unit Kerja : SMA Negeri 1 Wanadadi, Kabupaten Banjarnegara, Jawa Tengah  
Alamat : Jalan Raya Tapen Wanadadi Telp. (0286) 597138

Menerangkan dengan sesungguhnya bahwa:

Nama : INDRIANA NUR VANTARI  
NIM : 2017404060  
Pendidikan : Tadris Bahasa Inggris

Adalah pernah dan selesai melaksanakan penelitian di SMA Negeri 1 Wanadadi terhitung dari tanggal 16 Oktober – 16 November 2023 dengan judul skripsi "The Implementation of Project Based Learning in English Language Teaching on the Merdeka Belajar Curriculum at 10<sup>th</sup> Grade of SMA N 1 Wanadadi Banjarnegara Regency".

Demikian keterangan ini kami buat, untuk dapat digunakan dengan penuh rasa tanggung jawab.

Wanadadi, 20 November 2023  
Kepala Sekolah  
  
DISDIPLOMA SUHARYANA, S.Pd.  
NIP. 19650213 198902 1 001



## Appendix 6

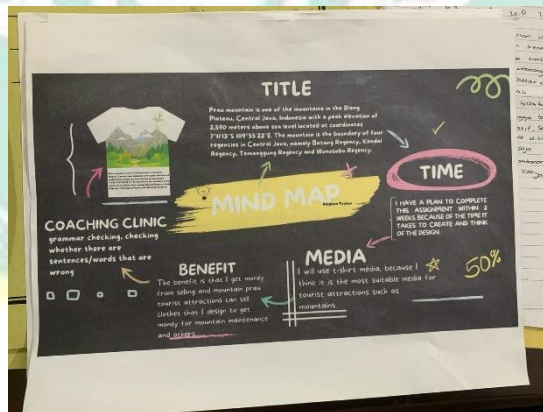
### Documentation of process ELT



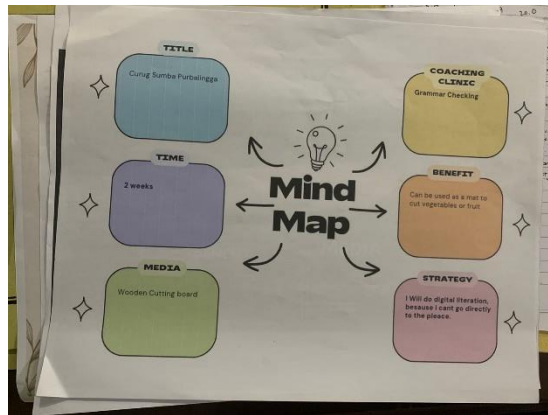
(interview documentation, 6<sup>th</sup> December 2022)



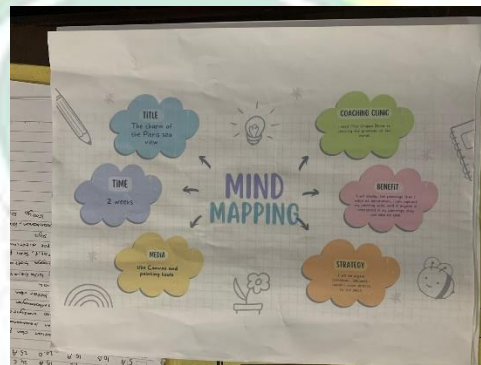
(Planning stage, 16<sup>th</sup> October 2023 )



(Mind Mapping, 17<sup>th</sup> October 2023



*(Mind Mapping, 18<sup>th</sup> October 2023)*



*(mind mapping, 19<sup>th</sup> October 2023)*



*(process of learning in X D, 19<sup>th</sup> October 2023)*



*(Learning process in X F, 18<sup>th</sup> October 2023)*



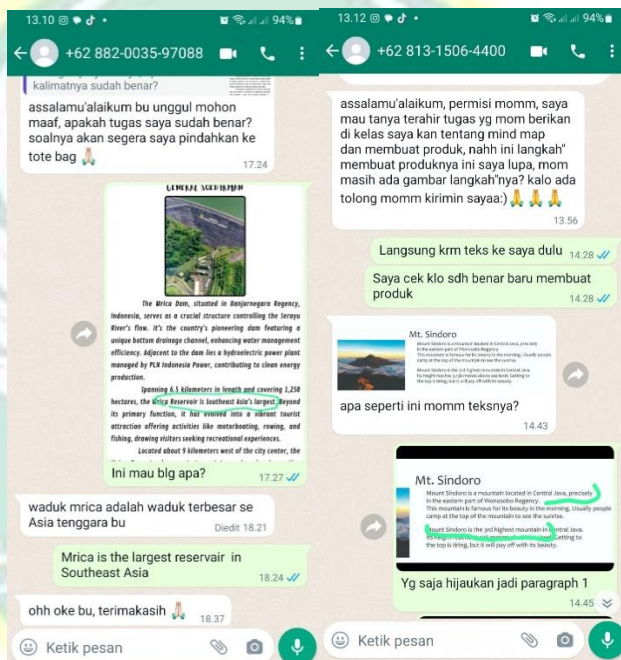
*(Learning process in X G, 17<sup>th</sup> October 2023)*



*(Learning process in X J, 19<sup>th</sup> October 2023)*



(process of the learning)







*(coaching clinic, 23-30<sup>th</sup> November 2023)*



*(Test the project in X D, 8<sup>th</sup> November 2023)*



*(Test the project in X F, 8<sup>th</sup> November 2023)*





*(Test the project in X J, 14<sup>th</sup> November 2023)*



*(Test the project in X G, 16<sup>th</sup> November 2023)*



*(The product)*



(Product documentation)



(product documentation)





*(documentation result of the project, 8<sup>th</sup> November 2023)*



*(documentation result of the project, 8<sup>th</sup> November 2023)*

**Appendix 7**  
**CURRICULUM VITAE**  
**DAFTAR RIWAYAT HIDUP**

1. Identitas Diri

1. Nama Lengkap : Indriana Nur Vantari
2. NIM : 2017404060
3. Tempat/Tgl. Lahir : Magetan, 31 Mei 2002
4. Alamat Rumah : Kecepit RT 08 RW 01, Kec. Punggelan, Kab. Banjarnegara
5. Nama Ayah : Sujarto
6. Nama Ibu : Puji Lestari

B. Riwayat Pendidikan

Pendidikan Formal

- a. SD/MI, tahun lulus : MIM KECEPIT, 2014
- b. SMP/MTS, tahun lulus : SMPN 1 PUNGGELAN, 2017
- c. SMA/MA, tahun lulus : SMA N 1 WANADADI, 2020
- d. S1, tahun lulus : UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2024

B. Organisasi

- PMR WIRA SMA N 1 WANADADI (Bendahara)  
JAVELIN COMMUNITY (Writing Division)  
JAVELIN COMMUNITY (Vice Chairman)  
Teras Bahasa Banyumasan (Secretary 2)

Purwokerto, 29 Desember 2023

Indriana Nur Vantari  
SN. 2017404060