PROJECT-BASED LEARNING: THE HIGHLIGHTING TEACHERS' VIEWS OF TEACHING ENGLISH LANGUAGE IN SECONDARY SCHOOLS

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Article Info	Abstract
	It has been two years since the Ministry of Education and Culture in Indonesia mandated an Emancipated curriculum to foster independent learning after the COVID-19 pandemic. All of the aspects and policies in school need to adapt to the new version of the learning and teaching process. The use of Project-based learning in this era is imperative things which can help students and teachers be more interactive in dealing with global skills. This approach can guide the teachers more easily understand the topic by using projects that relate to their workplace. This research is designed to investigate the teachers' views on practicing project-based learning in classroom activities. This case study used document analysis in the form of a lesson plan to check their understanding of project-based learning. The semi-structured interviews were also held to collect deep data analysis with two teachers at the secondary level who had already implemented project-based learning during the learning process. The findings showed that project-based learning can assist the teacher in developing an engaging and collaborative classroom that supports both the teachers' and students' capacity for critical Thinking. Interestingly, the study revealed that the teachers realized that the challenges in applying Project-based learning might derive from the number of meetings in one project.

INTRODUCTION

Since the beginning of Emancipated Curriculum implementation, teachers' comprehension and execution of Project-based learning have always been emphasized. Grossman, et al. (2019) stated that the analysis of teachers' views on implementing project-based learning revealed that they understand well and can imply this approach based on the roles. Although the teachers' views of Project-based learning which is the essential strategy in Emancipated Curriculum was generally good, the other study revealed that the lesson plan and the teaching and learning process did not reflect the approach (Rostika & prihantini, 2019). Hence, by their level of views and procedural knowledge, it can be inferred that teachers' views tended to be correct and thorough for general curriculum topics. At th it was partial for application concepts (Ahmad & Mardiana, 2014).

Project-based Learning (henceforth PBL), is one of the alternative approaches offered by Emancipated Curriculum has been tried out to see its benefits in promoting higher-order thinking skills (henceforth HOTS). It is a type of teaching approach in which students learn something by completing a project suggested by the teacher. It provides an environment in

which the learning process is more exciting and has a more real-world focus than traditional methods of teaching same time, (Lee, 2014). Project-based learning (PBL) method is a set of teaching methods to design learning situations. It refers to the teaching method of problem-learning or project learning (Xiong, 2021). Based on extensive practical experience, this innovative teaching approach significantly increases students' enthusiasm for learning, fosters autonomous learning, improves oral communicative competencies (Abu-Bakar et al., 2019) and students' comprehensive thinking and creative abilities (Rochmawati, 2015), (Merris, et al., 2021) (Puspitasari, 2020). However, we need to fully understand the development and characteristics of this new model to implement it scientifically

Based on the Minister of Education and Culture's regulation (Permendikbud) 2016 Number 22, the implementation of a teaching strategy like project-based learning should take three factors: attitude, knowledge, and skills. Then, via activities like observing, inquiring, experimenting, associating, sharing, and creating, students should build their knowledge. Therefore, it is advised to use project-based learning to realize those three goals. In the process of learning activities, project-based learning can be carried out in various ways. Students are given the task of developing a theme or topic in learning by conducting a realistic project (Richard & Schmidt, 2010). Another option is for students to undertake their work autonomously, in various situations inside and outside of class, with a mentor or adviser, and with support from teachers or student leaders. Working in teams to accomplish a shared learning objective is a key aspect of project-based learning (Gerlach, 2008). Additionally, when using the project method, students are the focus of the instruction, and the product is working collaboratively. Furthermore, Farouck (2016) found that project-based learning supports independent learning and allows learners to acquire learning goals through different sources.

The outcome of Project-based learning is greater than understanding the topic, deeper learning, high-level reading, and increased motivation to learn; it is a key strategy for creating independent thinkers and learners (Bell, 2010). Five essential components of project-based learning are suggested by Blumenfeld (2006): driving questions, situated inquiry, collaboration, learning technology, and artifacts. The driving questions support the project's organization and direction, give students a framework in which to apply and develop learning objectives, and give the project's whole range of activities continuity and consistency. Project-based learning gives students, educators, and society at large the chance to work together to explore issues and problems. Students can also access real data from the internet and other sources using learning technology. lastly, artifacts are the output of student effort in project-based learning. The artifacts must respond to the central issues, demonstrate how students are learning, and support students in building knowledge related to the project's learning objectives.

Project-based learning is believed to have good effects on students. Some scholars through the years have proven the effectiveness of using project-based learning in a classroom. One of the clear benefits of PBL is the advancement of students' 21st-century abilities(Bedir, 2019; Wongdaeng, 2018). Learning skills, literacy skills, and living skillsare the three broad types of skills. In an educational setting, the most referred and discussedabilities are learning skills, which include critical thinking, creativity, cooperation, and communication, also known as the 4Cs. Given that the (Tracey, 2012) majority of activities are completed by students, either alone or cooperatively, one additional constructivist type may be found in PBL: students as active doers in learning. According to Jalinus (2017), PBLactivities began with formulating the intended learning outcome and continued with understanding the concept of teaching material, training required skills, designing the project theme, creating the project proposal, and completing the project works. The students shall give the project report at the end of the procedure.

Fleming (2000) explains the benefits of using Project-based learning as an instructional strategy in the classroom: (1) Increased motivation. Students 'own the question' and spend more

time working on projects outside of school. (2) Increased autonomy. Students become more responsible and self-directed learners. (3) Increased achievement. Students practice higher levels of thinking through the direct application of factual knowledge in making interpretations, conclusions, and critical ideas. Hence, the benefits of English language instruction have been stressed by Bell, (2010); Killen, (2006); Tsiplakides I, (2009), and others. As seen by their findings, a project-based approach in the EFL classroom might foster a student-centered learning environment while also encouraging interpersonal communication abilities in English.

In the PBL, the voice of students is not just valuable but essential. PBL is an instructional approach that centers around students actively engaging in real-world, complex problems or projects. Thus, incorporating Project-based learning into English Language Teaching has clear benefits for the student's immediate development of language resources, and the fact that Project-based learning has been mandated in the Indonesian education system, English language teachers still appear to have rudimentary views of project-based learning and pedagogies for project-based learning, as discussed in the introduction. It is crucial to learn more about how teachers view and implement Project-based learning in the classroom. Therefore, this study was guided by the following research questions; how are the techers' views on the PBL in the EFL classes? And how do the EFL teachers apply the PBL in their classes?

RESEARCH METHOD

Research Design

The study embarked on a journey to delve into the perspectives of educators regarding Project-based Learning (PBL). Employing a qualitative case study methodology, the research aimed to meticulously address the central query. This methodological choice aligns with the assertion made by Hamied (2017) that qualitative approaches are particularly apt when the objective is to attain profound insights into complex phenomena. Merriam (2009) further elucidates that qualitative research endeavors to unravel the intricate tapestry of human experiences, elucidating how individuals interpret and attribute meaning to their surroundings. In concordance with these principles, this study meticulously considered the intricacies of the educational environment, the specific circumstances, and the broader contextual framework. The utilization of a qualitative case study methodology was therefore deemed most suitable for this inquiry. It facilitated a comprehensive examination of the natural dynamics inherent in teachers' comprehension and instructional practices related to PBL. By employing descriptive elucidation, this approach allowed for a nuanced exploration of the intricate interplay between educators' understanding, teaching methodologies, and the inherent complexities of PBL implementation.

Research Participants

For this study, the participants were specifically chosen from a private junior high school, with a focus on two English teachers who have demonstrated considerable experience in the implementation of the Project-based Learning (PBL) approach within their teaching practices. This selection criteria were informed by recommendations outlined by Kemendikbud in the Emancipated Curriculum. Both participants boast extensive teaching careers, with one having accumulated approximately twenty years of experience, while the other has nine years under their belt. Furthermore, it's noteworthy that both hold teacher professional certificates, underscoring their dedication and proficiency in the field of education. Moreover, the selected participants have actively engaged in continuous professional development, having attended various seminars and training sessions dedicated to enhancing their understanding and application of project-based learning methodologies. Their commitment to ongoing learning is evidenced by their participation in both online and offline learning opportunities. It's important to highlight that despite their varied experiences and backgrounds, both teachers operate within

the framework of the Emancipated Curriculum, albeit at different stages within the curriculum. This commonality in curriculum provides a cohesive foundation for the study, allowing for a focused exploration of their experiences and practices within a shared educational context.

Data Collection and Analysis

The data in this study are collected from various sources to seek rich data, assure authenticity, and minimize the flaws in each data collection method (Merriam, 2009; Hamied, 2017). A document analysis in the form of a Lesson plan was conducted to collect information related to the teachers' understanding of PBL. There were Teachers' lesson plans used as the instruments of this study. This is done to ascertain how consistently teachers employ project-based learning in every topic that has to be taught.

Following the initial phase of data collection through document analysis, the researcher proceeded to employ a semi-structured interview approach. This methodological choice was instrumental in facilitating a deeper and more comprehensive understanding of Project-based Learning (PBL) practices as perceived and implemented by the participants. Through these interview sessions, the researcher aimed to gather nuanced insights and detailed perspectives on various aspects of PBL, thereby enriching the dataset beyond what could be gleaned solely from the examination of lesson plans and related documents. The semi-structured nature of the interviews allowed for flexibility in questioning, enabling the researcher to delve into specific areas of interest while also allowing for emergent themes to be explored in depth. By engaging in dialogue with the participants, the researcher sought to elucidate the rationale behind instructional decisions, the challenges encountered during PBL implementation, and the perceived effectiveness of this approach in facilitating student learning outcomes. Furthermore, the interviews served a complementary role to the data collected from document analysis, particularly in corroborating and contextualizing the information derived from the examination of lesson plans. By triangulating multiple sources of data, the researcher aimed to enhance the credibility and validity of the findings, thereby providing a more robust and holistic understanding of PBL practices within the research context.

Thematic analysis was used to explore the data following recommendations stroller (2006). the document analysis (teachers' lesson plans) is submitted before the teacher holds the teaching and learning process. These lesson plans were chosen because they are prepared by the teacher for the Project-based Learning model. It is also the teaching scenarios and assessment of the lesson plans that are modified into project-based learning model characteristics. The data from the interview was collected after the document analysis was done. In every meeting, the researcher asked some questions related to stages in project-based learning (PBL). During the interview, the questions and answers were recorded. Then, the interview protocols were also used to obtain during the interview.

FINDING AND DISCUSSION

Teachers' perspectives on Project-based Learning (PBL) are shaped by a culmination of knowledge acquired from various sources and experiences. These insights were gleaned through an amalgamation of lesson plan analyses and semi-structured interviews, both of which yielded favorable responses overall. The data collected from these methodologies were meticulously categorized into five key themes extracted from the lesson plans: learning objectives, learning materials, learning approach, learning media, and learning process. These themes, adapted from Kemendikbud (2022) within the framework proposed by Strollers (2006), served as the foundational structure for organizing and interpreting the data.

Table 1 encapsulates the teachers' general perspectives on these thematic elements, providing a succinct overview of their understanding and approach to PBL. This tabulation offers a concise snapshot of their viewpoints, allowing for easy comparison and analysis. Furthermore, the data obtained from the interviews underwent further scrutiny, with an

emphasis on three distinct levels of knowledge: explanation, elaboration, and reflection/application. This multifaceted analysis facilitated a comprehensive examination of the teachers' comprehension and engagement with PBL principles, delving beyond surface-level perceptions to uncover deeper insights into their pedagogical practices and philosophies. Thus, Table 1 serves as a foundational tool for initiating the discussion on teachers' perspectives, laying the groundwork for a nuanced exploration of their views and experiences within the realm of PBL implementation.

Table 1
Lesson Plan Analysis

No	Aspects	Yes	Excerpt
1	Learning objectives	√	Finding concepts through stimulation (Video, audio, etc.)
2	Learning Materials	√	• Related to students' daily life activities • General to specifics • Various sources (book, article, video, etc)
3	Learning Approach/Model / Method	√	Project-based learning (Questions and answers, discussion, observation).
4	Learning Media/ Tools	√	Students' book, PowerPoint, Google Classroom.
5	Learning process		
	• Pre-activities	√	Adding stimulation (Greeting, checking attendance, giving apperception, delivering learning objectives).
	• While activities	√	- Pre-communicative activity asking essential questions, designing the project plan, creating project planning, finishing the project, and assessing the project.
	• Post Activities	√	Giving reflections, delivering a plan for the next meeting, and closing the learning.

Teachers' Explanation of Project-based Learning

The explanation level covers how the teachers perceive the learning process of project-based learning through their reading or studying. The explanation level focuses on the overview of Project-based learning that the teacher has on their mind as well as the theoretical explanation they hold. The explanation level of the teacher's views can be investigated from how the teacher creates the lesson objective of project-based learning in the lesson plan. The teachers formulated the learning objectives in the lesson plan in the form of learning outcomes that be achieved through the learning process. The teacher figures out the learning process based on his idea so, the learning would be meaningful for them as it is mentioned by teacher 1.

"In my opinion, Project-based learning is a learning method that directs children to be more active in the teaching and learning process and children can produce a product from a material at the end of learning. " [Excerpt 1, Teacher 1]

The teacher assumed that the learning objectives in project-based learning were to experience the process of learning to get the essential points. It is believed that this way could give them a deeper understanding of the materials. In his practices, the teacher also points out their views through students' output while using Project-based learning. Teachers' explanation level of view of learning goals was revealed through the lesson plan. The teacher stated that students were expected to be able to create a product with a real-life situation through the material students' knowledge. Teacher 2 gave their assumption about that.

"When applying project-based learning in classroom activity, the significant items are communication and collaboration among students and teachers, students and their partners, or

students with other partners. Project-based learning places equal emphasis on the process of learning as well as the final output or result. Each step will be connected to and have an impact. " [Excerpt 2, Teacher 2]

Thus, communication and collaboration are prominent. Project-based learning is built on relationships between students and teachers as well as between students and their groups. A project is a collaborative task rather than an individual task. Because it demands teamwork so that students don't misunderstand the topic, project-based learning must take place in an active and enthusiastic class. Then, the teacher acts as the facilitator and motivator so the students require collaboration and communication with their team to create appropriate products by themselves. The teacher guided the students to assign the concept and calculate the timeline by leading questions on important points of project-based learning. after that, students work posit on the schedule. It confirmed the explanation level of the students since s/he extended his/her understanding of Project-based learning.

Teachers' Elaboration in Project-based Learning

The teacher elaboration levels were represented by their lesson plan. The elaboration level related to the background knowledge was indicated from the interview in which he revealed two other ways of generating students' background knowledge; connecting the materials and previous learning process to the courtesy from the previous level lesson plan. In the practices, the teacher begins the learning process by engaging students with videos and PowerPoints on the subjects they will be working on. In daily activities, it is hoped students will get a general understanding of this topic. According to the results of the interviews, this stimulation affects the subject matter of the project they will work on. In addition, stimulation encourages student participation in class by asking them to submit ideas for projects. They might even give justifications for choosing the issue. This affects the teacher's fundamental function as a hub of learning. In choosing tasks and assigning them, the teacher just provides broad cues to allow for the children's creative freedom. As a first step in project-based activities, the teacher tries to ask the student about essential issues after giving a stimulus. Teacher 2 clarified that the lack of questions was due to the student's prior understanding of the project-based learning idea from the first meeting. This demonstrates the need for teachers to comprehend project-based learning before introducing it to their students. He said:

"After some time implementing project-based learning in class, students will discuss the theme and timeline to do the project in a group. They can choose based on the group agreement. The teacher presents stimulation by asking about the important points of their theme and giving them new knowledge. At the end of the project, students have to generate a product and present it in front of the class. " [Excerpt 3, Teacher 2]

The teacher believes that the output of project-based learning is the student's product both hard file and soft file. Then, the teacher acts as the facilitator and motivator so the students require collaboration and communication with their team to create appropriate products by themselves. It is indicated that the teacher's elaboration level of understanding. The teacher knows the learning activity should be student-centered and students participate actively in their project. He also encouraged the students to experience how to manage the project through stimulation and discussion. Teacher 1 said:

"In selecting a project topic, students voiced their ideas about topics they found most interesting, but I still took the initiative to guide them to ensure that the themes selected were appropriate for this project-based learning. " [Excerpt 4, Teacher 1]

In the initial phase of Project-based Learning (PBL) implementation, the teacher facilitates a collaborative discussion aimed at selecting a project topic. Here, students are afforded a significant degree of autonomy, playing a central role in determining the subject

matter they wish to explore. Empowering students to take ownership of the project topic aligns with the fundamental principle of PBL, wherein learners are encouraged to drive their own inquiry and learning process. The teacher's role is pivotal in creating an environment conducive to student agency, ensuring that every opportunity is provided for students to assert control over the direction of their project. Central to this approach is the concept that students are expected to navigate and establish the guidelines and parameters for their project independently. Drawing on the insights of Prihasruti (2019) and Holesinska (2006), students are encouraged to discern the rules governing their project endeavors, thereby fostering a sense of ownership and accountability. While students are granted considerable freedom in selecting their project topic, the teacher retains a supervisory role, ultimately determining the suitability of the chosen content for PBL. Through the selection of project topics, students embark on a journey of independent inquiry, tasked with discussing and gathering relevant sources to inform their project endeavors. Throughout this process, students are encouraged to seek guidance from the teacher as needed, thereby striking a balance between autonomy and support. This dynamic reflects the collaborative nature of PBL, wherein students are empowered to drive their own learning while also benefiting from the guidance and expertise of the teacher.

Teacher's Reflection on Project-based Learning.

The reflective actions of the practices explain how the teachers reflect on their practices to improve for the next ones. The reflection process is carried out not only by the teacher with the students but also by the students themselves. The purpose of the reflection process is to serve as a guide for future learning. In addition, the reflection will influence how critically thinking children appraise students. In the interview session, the teacher used a questionnaire and practical tasks she arranged in the main activities to evaluate the student's knowledge. Then, while doing reflection, the students work independently to create honesty. The guidance from the teacher was limited to a personal approach only in which the students elaborated on what they got in the project-based learning activities. The teacher also upheld the stage of project-based learning as the teacher's guidance was arranged to reduce the complexity, exploit learning, and avoid misconception (Guo-Pengyue, et al. 2020). It was in line with the sounds of teacher 1. He said:

> *"There were two parts to the evaluation process I conducted specifically with student and teacher reflection. In the teacher's reflection, I examined whether project-based learning would be the most effective way to meet the learning objectives. Additionally, it investigates whether each step of project-based learning helps students improve their HOTS. Meanwhile, I did a reflection on my child by giving him a questionnaire related to the Project-based learning process. This reflection is used to determine whether project-based learning may improve the HOTS of students in English. " [Excerpt 5, Teacher 1]*

Teacher shows reflection on actions both teacher and student are necessary. Therefore, the reflection should result in some notes for each student in every stage of project-based learning. The teacher evaluated whether project-based learning can promote HOTS students or not, and he used the reflection to measure how effective project-based learning is in the English classroom. He also mentioned that the reflection resulted in some notes are considerations for the next meeting, she did not as far as make a reflection journal as well as change the concepts of project-based learning. Teachers also make sure that projects can help students develop their higher-order thinking skills (HOTS). However, the use of project-based learning requires a high level of understanding because several challenges arise in it. Teacher 1 gave an example of how Project-based learning takes advantage of learning activities.

> *"Some of the advantages that I found the students were more active and critical in giving their opinions regarding the projects they wanted to work on. They argue with each other and then look for solutions together so they can get aligned ideas. In addition, with the Project-based*

learning method, the teacher can only apply the " Student-center " style as a facilitator while children are the subject and object of learning. In conclusion, of course, Project-based learning can develop children's HOTS.) " [Excerpt 6, Teacher 1]

Project-based learning (PBL) offers a plethora of advantages, particularly within the realm of English language acquisition. Through engaging in PBL activities, students not only enhance their language proficiency but also cultivate essential skills such as critical thinking, creativity, teamwork, and communication. These competencies are not only demonstrated but also nurtured and honed throughout the project-based learning process. Moreover, teachers can glean valuable insights into effective student engagement and retention strategies by observing the development and application of these skills in the context of PBL, as noted by Bedir (2019) and Wongdaeng (2018). Among the myriad benefits of PBL, a notable highlight is the augmentation of students' 21st-century abilities, encompassing learning skills, literacy skills, and living skills. These skills, essential for success in the modern world, are inherently intertwined with the dynamic and collaborative nature of project-based learning. Furthermore, the culmination of PBL projects can serve a dual purpose, not only as a demonstration of students' learning but also as a tangible artifact that can be utilized as a student portfolio, showcasing their linguistic proficiency and cognitive abilities. However, it is essential to consider several factors when leveraging project-based learning to enhance English language proficiency, both within and outside the traditional classroom setting. These considerations encompass various aspects, including instructional design, assessment strategies, resource allocation, and the integration of technology. By carefully navigating these factors, educators can maximize the efficacy of PBL in fostering English language development, ensuring that students reap the full benefits of this innovative and engaging pedagogical approach.

CONCLUSION

The study revealed that teachers' explanations, elaborations, and reflections in project-based learning were good. The teacher understands the concept of how project-based learning in teaching activities was conducted. The various sources help to implement the stages and decide the proper activities being used. The teacher verbalized his understanding of project-based learning which was independently experimenting and inferring concepts into a series of semi-guided activities. This activity aimed to make students experiment and infer the concept from their works. The understanding level was gained from his reading studying or training and its interactions with their reflection actions. He reflected that the students explore their critical thinking with limited guidance from the teacher. They work collaboratively and communicatively to create a product based on their abilities. Students in the project-based learning process may not fully comprehend the ideas and procedures that must be followed, but with the teacher's encouragement and direction, they can complete the project successfully and ideally. In line with the teachers' interrelated levels of explanation, elaboration, and reflection, the teaching-learning process of project-based learning was good.

However, there are a few things to take into consideration while employing project-based learning as an English learning approach. Time management is one of the factors that must be taken into consideration. Project-based learning requires a substantial time commitment. For the project to begin and progress through the product presentation stage, teachers require three to four meetings. The length of time needed to complete a project limits the materials that can be selected. The items that can be chosen are constrained by the amount of time required to accomplish a project. In addition, the next difficulty is linked to the background knowledge of students. The process of implementing the project is impacted by differences in students' knowledge. Students with poor levels of knowledge will undoubtedly struggle to keep up with the learning process. The distinction between selecting a topic and

project design will be extremely obvious. For the students to fit in with their friends, a pretest is required to ascertain their knowledge.

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