

The Implementation of Project-Based Learning (PjBL) in The Independent Curriculum for English Subject in Grade XI at SMA Negeri 1 Demon Pagong

Ummi Qalsum Arif^{1*)}, Natalia Onie Lein²⁾, Maria Rosari Novita Barek Bolen³⁾, Maria Andriana Wulu Leton⁴⁾, Elisabet Ririanti Aron⁵⁾

^{1,2,3,4,5}Institut Keguruan dan Teknologi Larantuka, Indonesia

Email: ummiarif29@gmail.com¹, nataliaonielein@gmail.com², novitalamaryan@gmail.com³, annaleton02@gmail.com⁴, aronelisabetririanti@gmail.com⁵

Correspondence : ummiarif29@gmail.com

Abstract: *This study examines the implementation of Project-Based Learning (PjBL) in the Independent Curriculum for Grade XI English classes at SMA Negeri 1 Demon Pagong. A descriptive qualitative approach was employed, involving classroom observations and interviews with the English teacher. The data were analyzed through data reduction, data display, and conclusion drawing and verification. The findings indicate that PjBL was implemented through project planning, scheduling, implementation, monitoring, presentation, and evaluation. Classroom observations revealed that project activities encouraged students to participate in discussions, collaborate with peers, express ideas, and present project outcomes in English. Students' responses were generally positive, as they appeared more engaged and motivated during project activities. However, the implementation faced several challenges, including limited instructional time, unequal student participation, inadequate learning resources, and differences in English proficiency.*

Abstrak : *Penelitian ini mengkaji implementasi Project-Based Learning (PjBL) dalam Kurikulum Merdeka pada pembelajaran Bahasa Inggris kelas XI di SMA Negeri 1 Demon Pagong. Penelitian menggunakan pendekatan deskriptif kualitatif dengan pengumpulan data melalui observasi kelas dan wawancara dengan guru Bahasa Inggris. Data dianalisis melalui tahap reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa PjBL dilaksanakan melalui tahapan perencanaan proyek, penyusunan jadwal, pelaksanaan proyek, pemantauan, presentasi hasil, dan evaluasi. Hasil observasi menunjukkan bahwa kegiatan proyek mendorong siswa untuk berpartisipasi dalam diskusi, bekerja sama dengan teman, mengemukakan gagasan, dan mempresentasikan hasil proyek dalam Bahasa Inggris. Respons siswa terhadap pembelajaran secara umum positif, ditunjukkan melalui keterlibatan dan antusiasme selama kegiatan proyek. Namun, implementasinya menghadapi beberapa kendala, yaitu keterbatasan waktu pembelajaran, ketimpangan partisipasi siswa, keterbatasan sumber belajar, dan perbedaan kemampuan berbahasa Inggris.*

Keywords : *Project-Based Learning (PjBL), Independent Curriculum, English Subject, Project-Based Learning, Grade XI Students*

INTRODUCTION

English plays a significant role in global communication, education, technology, and professional development, making it one of the most important subjects taught in schools worldwide. In Indonesia, English is taught as a foreign language and serves as a crucial medium for accessing global knowledge

and developing international communication skills. As globalization continues to influence various aspects of life, English proficiency becomes increasingly important for students to compete in higher education and future careers. Therefore, English learning should not only focus on linguistic knowledge but also promote students' critical thinking, creativity, collaboration, and communication skills that are relevant to the demands of the twenty-first century.

The importance of English learning is closely related to the implementation of an effective curriculum that supports students' competency development. In Indonesia, the government has introduced the Independent Curriculum (Kurikulum Merdeka) as an educational innovation designed to address learning loss and improve the quality of education. The Independent Curriculum emphasizes student-centered learning, flexibility, differentiated instruction, and the development of the Pancasila Student Profile. This curriculum encourages teachers to create meaningful learning experiences that allow students to actively construct knowledge and develop both academic competencies and character values.

To support the objectives of the Independent Curriculum, various innovative learning models have been recommended, including Project-Based Learning (PjBL), Problem-Based Learning (PBL), Discovery Learning, Inquiry Learning, and Cooperative Learning. Among these models, Project-Based Learning (PjBL) has received considerable attention because it provides opportunities for students to learn through authentic projects and real-life problem-solving activities. According to Hosnan (2014), Project-Based Learning is a learning model that uses projects as a medium for students to acquire and integrate knowledge through meaningful experiences. Similarly, Fathurrohman (2016) explains that PjBL enables students to develop attitudes, knowledge, and skills through project activities that encourage active participation and creativity.

Recent educational studies emphasize that project-based learning can significantly improve students' engagement, critical thinking, creativity, collaboration, and communication skills, which are considered essential competencies in the twenty-first century learning environment. Furthermore, PjBL aligns with the philosophy of the Independent Curriculum because it allows students to become active participants in their own learning process while encouraging teachers to act as facilitators rather than sole sources of knowledge. Through project activities, students are expected to connect classroom learning with real-world situations, making learning more meaningful and relevant to their daily lives.

However, despite the potential benefits of Project-Based Learning, its implementation in schools often faces various challenges. Teachers may encounter difficulties in managing project activities, monitoring student progress, assessing project outcomes, and ensuring equal participation among students. In addition, students may experience challenges related to time management, collaboration, limited resources, and insufficient confidence in completing project tasks. Therefore, the success of

PjBL implementation depends not only on curriculum policy but also on how teachers and students adapt to project-based learning practices in real classroom settings.

These challenges are also relevant to the implementation of the Independent Curriculum at SMA Negeri 1 Demon Pagong. Based on preliminary observations, English learning in Grade XI has begun to integrate project-based activities as part of the Independent Curriculum implementation. However, differences in student participation, limited learning facilities, time constraints, and varying levels of English proficiency may influence the effectiveness of Project-Based Learning in the classroom. Therefore, it is important to investigate how PjBL is implemented, what strengths and weaknesses emerge during the implementation process, and how students respond to this learning model.

Previous studies have reported positive findings regarding the implementation of Project-Based Learning in various educational contexts. Izaty found that PjBL was successfully implemented within the Independent Curriculum and supported by adequate facilities and teacher enthusiasm. Ratnawulan reported that project-based learning contributed significantly to the development of student creativity. Mamduh revealed that PjBL improved speaking skills while also presenting challenges related to assessment and student participation. Other studies conducted by Nurkhoiriah and Fauzia also demonstrated that PjBL encouraged active learning, creativity, responsibility, and student engagement. However, most previous studies focused on different subjects, educational levels, and institutional contexts. Research specifically examining the implementation of Project-Based Learning in English subjects under the Independent Curriculum at SMA Negeri 1 Demon Pagong remains limited.

This limitation indicates a research gap regarding how Project-Based Learning is implemented in English language learning within the specific context of rural senior high schools implementing the Independent Curriculum. Furthermore, limited studies have comprehensively explored the implementation process, strengths, weaknesses, student responses, and possible solutions to challenges encountered during PjBL implementation in English classrooms.

Therefore, the novelty of this study lies in its focus on analyzing the implementation of Project-Based Learning (PjBL) in the Independent Curriculum for English subjects in Grade XI at SMA Negeri 1 Demon Pagong. This study aims to describe the implementation process, identify the strengths and weaknesses of PjBL, examine students' responses toward project-based learning activities, and explore possible solutions to overcome challenges encountered during implementation. The findings are expected to contribute both theoretically and practically to the development of innovative English language teaching practices and to support the successful implementation of the Independent Curriculum in Indonesian secondary education.

METHOD

This study employed a qualitative descriptive research design. The qualitative approach was chosen because the study aimed to describe and analyze the implementation of Project-Based Learning (PjBL) in the Independent Curriculum for English subjects, including its strengths, weaknesses, students' responses, and possible solutions to overcome the identified limitations. In this study, the researcher observed how Project-Based Learning was implemented in the classroom, how the English teacher facilitated the teaching and learning process, and how students responded to project-based learning activities during English lessons.

The participants of this study were Grade XI students of SMA Negeri 1 Demon Pagong in the 2026 academic year. The study also involved one English teacher who implemented Project-Based Learning as part of the Independent Curriculum. The students were selected because they had already adapted to the Independent Curriculum and were actively involved in project-based learning activities. The instruments used in this study included classroom observation field notes and interview guidelines to support the data collection process.

The researcher acted as a non-participant observer in observing the teaching and learning process conducted by the English teacher at SMA Negeri 1 Demon Pagong, with a specific focus on the implementation of Project-Based Learning (PjBL) in English instruction. The observation was conducted over six observation sessions within a two-week period. During these sessions, the researcher documented how Project-Based Learning was implemented, identified its strengths and weaknesses in English learning, recorded students' responses during project activities, and explored possible solutions to address the challenges encountered during implementation.

Prior to conducting the research, the researcher obtained permission from the principal of SMA Negeri 1 Demon Pagong and coordinated with the vice principal for curriculum affairs as well as the English teacher. After obtaining approval, the researcher prepared the observation field notes and interview guidelines. The observations were conducted systematically during English learning activities in Grade XI classes. In addition, interviews were carried out with the English teacher to obtain deeper information regarding the challenges encountered during the implementation of Project-Based Learning and the strategies used to overcome those challenges.

The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldana. The analysis involved three stages: data reduction, data display, and conclusion drawing and verification. In the data reduction stage, the researcher selected and focused on information related to the implementation of Project-Based Learning, its strengths, weaknesses, student responses, and possible solutions. The reduced data were then organized and presented in the form of descriptive narratives and thematic categories to facilitate interpretation. Finally, conclusions were drawn and

continuously verified through data triangulation by comparing information obtained from classroom observations and teacher interviews to ensure the validity and trustworthiness of the findings.

To enhance the credibility of the study, data triangulation was employed by comparing findings from different data sources. Observation data regarding the implementation process, strengths, weaknesses, and students' responses to Project-Based Learning were compared with interview data obtained from the English teacher. The consistency of findings from these sources strengthened the validity of the research conclusions and provided a comprehensive understanding of the implementation of Project-Based Learning (PjBL) in the Independent Curriculum for English subjects in Grade XI at SMA Negeri 1 Demon Pagong.

RESULTS AND DISCUSSION

The implementation of PjBL helped students improve their motivation, communication skills, creativity, teamwork, and confidence in using English. Students responded positively to the project activities because they made learning more enjoyable, interactive, and relevant to real-life situations. Although several challenges were encountered, such as unequal participation, time management issues, and students' limited English proficiency, these challenges were addressed through appropriate teacher strategies and continuous guidance.

Overall, the findings indicate that Project-Based Learning is an effective learning approach for supporting the objectives of the Independent Curriculum, as it promotes student-centered learning and facilitates the development of both academic competencies and essential 21st-century skills.

1. Implementation of Project-Based Learning (PjBL) in the Independent Curriculum

To provide a clearer overview of the learning process, the implementation of Project-Based Learning (PjBL) is presented in a structured form based on each stage of classroom activities. The following Table 1 presents a summary of the teaching and learning process conducted during the implementation of PjBL in Grade XI at SMA Negeri 1 Demon Pagong, highlighting the sequence of activities and the roles of both the teacher and students in carrying out project-based learning activities.

Table 1. Implementation of Project-Based Learning (PjBL) in the Independent Curriculum

Phase	Activities (Day 1 & Day 2)
Pre-Activity	The teacher opens the lesson, greets students, explains the learning objectives, introduces the project theme, provides instructions regarding project implementation, and organizes students into groups.

While-Activity Project planning	Students discuss project topics, identify project goals, share ideas, and develop a project plan under the teacher's guidance.
While-Activity (Project Implementatio	Students work collaboratively to collect information, solve problems, prepare project products, and communicate using English throughout the project process. The teacher monitors, guides, and assists students when necessary.
While- Activity (Project Presentation)	Each group presents the results of their project to the class. Students explain their project outcomes, answer questions, and receive feedback from peers and the teacher.
Post-Activity	The teacher provides feedback, evaluates students' performance, discusses strengths and weaknesses of the projects, and concludes the lesson through reflection activities.

As presented in Table 1, the implementation of Project-Based Learning (PjBL) was conducted through several stages, including project planning, project implementation, project presentation, and project evaluation. In the pre-activity stage, the teacher introduced the learning objectives, explained the project theme, and provided clear instructions regarding project activities. During the while-activity stage, students actively participated in planning and carrying out their projects through group discussions, information gathering, problem-solving activities, and project development. The teacher acted as a facilitator by monitoring students' progress and providing guidance throughout the learning process.

Furthermore, students presented their project results to the class and demonstrated their understanding of the learning material through project presentations. In the post-activity stage, the teacher provided feedback, evaluated students' work, and encouraged reflection on the learning experiences gained from the project activities. Overall, the implementation of Project-Based Learning created an active, collaborative, and student-centered learning environment that supported students' English learning and encouraged the development of communication, creativity, critical thinking, and teamwork skills.

2. Advantages of Project-Based Learning (PjBL) in English Learning

To support a more systematic presentation of the research findings, the advantages of Project-Based Learning (PjBL) in English learning are summarized in a structured form. Table 2 presents the key benefits identified during the implementation of PjBL, highlighting its contribution to students' learning development in terms of participation, communication skills, creativity, collaboration, critical thinking, motivation, and learning outcomes.

Table 2. Advantages of Project-Based Learning (PjBL) in English Learning

No	Advantages	Description
1.	Increasing Student Participation	PjBL encourages students to become actively involved in learning activities through project planning, discussion, and implementation.
2.	Improving Communication Skills	Students frequently communicate and exchange ideas with their group members, which helps improve their English speaking and interaction skills.
3.	Enhancing Creativity	Students are encouraged to create project products and develop innovative ideas, fostering their creativity throughout the learning process.
4.	Developing Critical Thinking and Problem-Solving Skills	Students identify problems, analyze information, and find appropriate solutions while completing project tasks.
5.	Promoting Collaboration and Teamwork	Project activities require students to work together, share responsibilities, and support one another to achieve common goals.
6.	Increasing Learning Motivation	Students show greater enthusiasm and interest because learning activities are meaningful, engaging, and connected to real-life situations.
7.	Supporting Better Understanding of Learning Materials	Students gain deeper understanding of English learning materials through direct experience and active involvement in project activities.

As illustrated in Table 2, the findings show that Project-Based Learning (PjBL) provides several pedagogical benefits in English learning. It significantly increases student participation by encouraging learners to become actively involved in project activities from planning to presentation. The implementation of PjBL also improves students' communication skills as they regularly interact and exchange ideas with their peers using English. Furthermore, students demonstrate higher levels of creativity through the development of project products and innovative solutions to learning tasks.

In addition, Project-Based Learning enhances students' critical thinking and problem-solving skills because they are required to analyze information, make decisions, and overcome challenges during project completion. The learning model also promotes collaboration and teamwork, enabling students to work effectively with others and develop social skills. Moreover, PjBL increases students' learning motivation by creating meaningful and engaging learning experiences. Finally, students achieve better comprehension of learning materials because they actively participate in applying knowledge through real-world and project-based activities.

3. Weaknesses of Project-Based Learning (PjBL) in English Learning

In addition to its advantages, the implementation of Project-Based Learning (PjBL) in English learning also reveals several limitations that need to be considered in classroom practice. Table 3 presents a structured summary of the main weaknesses identified during the learning process, which are

related to student participation, time management, teacher preparation, resource availability, language proficiency, and project assessment.

Table 3. Weaknesses of Project-Based Learning (PjBL) in English Learning

No	Weaknesses	Description
1.	Uneven Student Participation	Some students contribute actively during project activities, while others tend to rely on their group members, resulting in unequal participation.
2.	Requires Extensive Time Allocation	Project activities require a considerable amount of time for planning, implementation, presentation, and evaluation.
3.	Demands Intensive Teacher Preparation	Teachers need additional time and effort to design projects, prepare materials, monitor progress, and assess students' work.
4.	Limited Learning Resources	Some project activities may require resources and facilities that are not always available in the school environment.
5.	Differences in Students' English Proficiency	Students with lower English proficiency may experience difficulties in communicating, understanding instructions, and completing project tasks.
6.	Complex Assessment Process	Assessing project outcomes, individual contributions, collaboration, and learning processes can be challenging for teachers.

As presented in Table 3, despite its advantages, Project-Based Learning (PjBL) also presents several limitations. Student participation tends to be uneven since some students are more active than others during project activities. Another challenge is the extensive time required to complete project tasks, particularly in planning, implementation, and presentation stages. Furthermore, teachers need intensive preparation to organize project activities effectively and ensure that learning objectives are achieved.

In addition, the implementation of PjBL may be constrained by limited learning resources and facilities needed to support project completion. Differences in students' English proficiency also create challenges, as some learners require additional guidance and support throughout the project process. Another limitation concerns the complexity of assessment, since teachers must evaluate not only the final product but also students' participation, collaboration, creativity, and learning progress. Therefore, effective planning, monitoring, and classroom management are essential to maximize the effectiveness of Project-Based Learning in English learning.

4. Students' Reactions Toward the Implementation of Project-Based Learning (PjBL) in English Learning

To gain a clearer understanding of students' responses toward the learning process, their reactions during the implementation of Project-Based Learning (PjBL) are systematically presented. Table 4 summarizes the students' attitudes and behaviors observed throughout the project activities, including

their enthusiasm, participation level, collaboration, confidence, responsibility, and challenges encountered during the English learning process.

Table 4. Students' Reactions Toward Project-Based Learning (PjBL)

No	Students' Reactions	Description
1.	Enthusiastic and Motivated	Most students show high enthusiasm because learning activities are conducted through meaningful and engaging projects. They become more motivated to participate in English learning activities.
2.	More Active in Learning Activities	Students tend to be more active in discussing ideas, collecting information, solving problems, and presenting project results. This increases their involvement in the learning process.
3.	Enjoyable Learning Atmosphere	Project activities create an interactive and enjoyable classroom environment where students appear interested and actively engaged in learning.
4.	Improved Collaboration and Teamwork	Students demonstrate cooperation by sharing responsibilities, helping group members, and working together to complete project tasks successfully.
5.	Increased Confidence	Students become more confident in expressing ideas, presenting project outcomes, and communicating in English in front of their classmates.
6.	Some Students Experience Difficulties	Some students encounter challenges related to English proficiency, project completion, time management, or adapting to collaborative learning activities.

As shown in Table 4, students' responses toward the implementation of Project-Based Learning (PjBL) were generally positive. Most students demonstrated high enthusiasm and motivation throughout the learning process because project-based activities made English learning more meaningful and engaging. Students became more active in participating in discussions, sharing ideas, solving problems, and presenting project outcomes, which increased their involvement in classroom learning activities.

Furthermore, the classroom atmosphere was perceived as interactive and enjoyable, encouraging students to participate actively without feeling excessive pressure. Project activities also promoted collaboration and teamwork, as students worked together to achieve common goals and complete project tasks. In addition, many students showed increased confidence when expressing their opinions and presenting their work in English. However, some students still experienced difficulties, particularly in relation to English language proficiency, project management, and adapting to group-based learning activities. Despite these challenges, the overall student response toward the implementation of Project-Based Learning was positive and supportive of English learning objectives.

5. Strategies to Overcome the Weaknesses of Project-Based Learning (PjBL) in English Learning

In order to address the challenges identified during the implementation of Project-Based Learning (PjBL), several instructional strategies were applied to improve the effectiveness of the learning process.

Table 5 presents the strategies used by the teacher to overcome the weaknesses of PjBL, particularly in terms of student participation, time management, teacher guidance, resource utilization, language support, and project assessment during English learning activities.

Table 5. Strategies to Overcome the Weaknesses of Project-Based Learning (PjBL)

No	Strategies	Description
1.	Ensuring Equal Participation Among Group Members	The teacher monitors group activities and assigns specific roles to each student to ensure that all members contribute actively to the project.
2.	Providing Clear Project Guidelines	The teacher explains project objectives, procedures, timelines, and assessment criteria clearly so that students understand their responsibilities and expected outcomes.
3.	Conducting Regular Monitoring and Consultation	The teacher regularly observes students' progress, provides feedback, and offers guidance to groups encountering difficulties during project implementation.
4.	Utilizing Available Learning Resources Effectively	Students are encouraged to use available school facilities, digital resources, and community-based information to support project completion.
5.	Providing Additional Language Support	The teacher offers vocabulary lists, language expressions, sentence patterns, and individual assistance to help students with lower English proficiency.
6.	Applying Comprehensive Assessment Strategies	The teacher evaluates not only the final project product but also students' participation, collaboration, creativity, communication skills, and learning processes throughout the project.

According to Table 5, several practical solutions were implemented to minimize the weaknesses of Project-Based Learning in English instruction. Equal participation among students was encouraged through role assignment and continuous monitoring, ensuring that all learners contributed actively to project activities. The provision of clear project guidelines helped students understand project objectives, procedures, and expected outcomes, thereby reducing confusion during project implementation.

Furthermore, regular monitoring and consultation sessions enabled the teacher to identify and address learning difficulties promptly. Effective utilization of available learning resources helped students complete project tasks despite limited facilities. Additional language support, including vocabulary guidance and sentence patterns, assisted students in improving their English communication during project activities. Finally, comprehensive assessment strategies allowed the teacher to evaluate both the learning process and project outcomes more fairly and accurately. These strategies contributed significantly to improving the effectiveness of Project-Based Learning and maximizing its benefits in English learning.

Project-Based Learning (PjBL) is one of the learning models recommended in the Independent Curriculum because it promotes active learning, student autonomy, collaboration, creativity, and problem-solving skills. Recent educational studies define Project-Based Learning as a student-centered instructional approach in which learners gain knowledge and skills by working on meaningful projects over an extended period of time. Through project activities, students are encouraged to investigate problems, construct knowledge, and present products that demonstrate their understanding. Therefore, teachers are expected to implement learning strategies that actively involve students in meaningful learning experiences and support the development of twenty-first-century competencies.

The findings of this study indicate that the implementation of Project-Based Learning in English learning at SMA Negeri 1 Demon Pagong was carried out through several systematic stages, namely project determination, project planning, scheduling, project implementation, monitoring, project presentation, and evaluation. During the implementation process, students actively participated in discussions, information gathering, project development, and presentations. These findings are consistent with the theoretical framework of Project-Based Learning proposed by Hosnan (2014), who states that project activities encourage students to become active participants in constructing their own knowledge. Similarly, Fathurrohman (2016) emphasizes that Project-Based Learning allows students to develop knowledge, skills, and attitudes simultaneously through meaningful learning experiences.

In practice, the implementation of Project-Based Learning provides several advantages. One of the major benefits identified in this study is the improvement of students' learning motivation. Students demonstrated greater enthusiasm because they were directly involved in completing project tasks that connected classroom learning with real-life situations. Learning activities became more meaningful and engaging compared to conventional teacher-centered instruction. These findings support previous research conducted by Ratnawulan, which revealed that Project-Based Learning significantly contributes to the development of student creativity and learning engagement. Furthermore, Fauzia reported that students become more active and responsible when involved in project-based activities.

Another important advantage of Project-Based Learning is the development of collaboration and communication skills. During project activities, students worked together in groups, exchanged ideas, discussed solutions, and presented project outcomes. Such collaborative learning environments encourage students to improve their interpersonal communication skills and teamwork abilities. The findings of this study are in line with previous research indicating that Project-Based Learning promotes cooperation, responsibility, and social interaction among learners. Through collaborative work, students learn not only academic content but also important social skills necessary for future professional and academic contexts.

The study also found that Project-Based Learning enhances students' critical thinking and problem-solving abilities. Students were required to identify problems, gather information, analyze data, and make decisions during project completion. These activities encouraged learners to think critically and apply knowledge in practical situations. This finding supports the objectives of the Independent Curriculum, which emphasizes the development of higher-order thinking skills and learner autonomy. The integration of project activities into English learning therefore provides opportunities for students to use language meaningfully while simultaneously developing cognitive competencies.

Despite its numerous advantages, the implementation of Project-Based Learning also presents several challenges. One of the most significant difficulties identified during the observations was time management. Project activities often required longer instructional periods compared to traditional classroom lessons. Students needed sufficient time to discuss ideas, collect information, complete project tasks, and prepare presentations. Similar findings were reported by Mamduh, who identified time allocation as one of the major challenges in implementing Project-Based Learning effectively.

Another challenge observed during the study was the unequal participation of students during group activities. While some students actively contributed to project completion, others tended to rely on more active group members. Differences in English proficiency levels also influenced the extent of student participation. Students with stronger language abilities were generally more confident in communicating ideas, whereas less proficient students sometimes depended on their peers. These findings are consistent with previous studies that reported varying levels of student engagement as a common issue in collaborative project work.

In addition, limited learning facilities and resources occasionally affected the implementation process. Some project activities required additional materials, technological support, or access to information sources that were not always readily available. Such limitations may influence the quality of project outcomes and the effectiveness of project implementation. Therefore, adequate support from schools and stakeholders is essential to ensure successful implementation of Project-Based Learning within the Independent Curriculum.

Based on classroom observations, students' responses toward the implementation of Project-Based Learning were generally positive. Most students expressed enthusiasm and interest in project activities because they provided opportunities to learn through direct experience. Students became more active in discussions, more confident in presenting their work, and more responsible for completing assigned tasks. These findings support previous studies showing that Project-Based Learning increases student engagement, motivation, creativity, and responsibility in the learning process.

To overcome the challenges identified during the implementation of Project-Based Learning, several strategies were applied by the teacher. Intensive group guidance was provided to ensure that all

students participated actively during project activities. The teacher also conducted regular monitoring and provided additional consultation sessions to assist students experiencing difficulties. Furthermore, project tasks were distributed more equally among group members to reduce dependency on a few active students. These strategies helped improve student participation and supported the successful completion of project activities.

Overall, the implementation of Project-Based Learning in English learning at SMA Negeri 1 Demon Pagong demonstrates positive outcomes in supporting the objectives of the Independent Curriculum. The model not only enhances students' academic achievement but also promotes essential twenty-first-century skills such as collaboration, communication, critical thinking, creativity, and learner autonomy. Although several challenges remain, appropriate classroom management, teacher support, and continuous monitoring can maximize the effectiveness of Project-Based Learning. Therefore, Project-Based Learning can be considered an effective instructional approach for improving the quality of English learning and supporting the successful implementation of the Independent Curriculum in Indonesian secondary education.

CONCLUSION

The implementation of Project-Based Learning (PjBL) in the Independent Curriculum for English subjects in Grade XI at SMA Negeri 1 Demon Pagong has proven to be an effective learning model that supports student-centered learning. Through project activities, students are encouraged to actively participate in the learning process, develop communication skills, improve creativity, strengthen collaboration, and apply English in meaningful contexts. The implementation of PjBL is generally carried out through several stages, including planning the project, organizing activities, carrying out the project, monitoring progress, presenting the final product, and evaluating the results. The implementation of PjBL provides several strengths. It increases students' motivation to learn, promotes critical thinking and problem-solving skills, enhances collaboration among students, develops creativity, and improves students' confidence in using English. In addition, PjBL allows students to connect classroom learning with real-life situations, making learning more meaningful and relevant. However, several weaknesses were also identified during the implementation process. Some students show different levels of participation, time management can be challenging, project activities may require additional resources, and teachers need extra preparation to monitor and assess students' work effectively. Furthermore, students with limited English proficiency may experience difficulties when completing project tasks. The responses of Grade XI students toward PjBL are generally positive. Most students demonstrate enthusiasm, active involvement, and interest in project activities. They enjoy working collaboratively with their peers and appreciate opportunities to express their ideas creatively.

Although some students initially feel uncertain or less confident, they gradually become more engaged throughout the project process. To overcome the weaknesses of PjBL implementation, several solutions can be applied. Teachers can provide clear project guidelines, monitor group progress regularly, divide students into balanced groups, offer continuous feedback, allocate sufficient time for project completion, and provide additional support for students who face learning difficulties. Schools can also support the implementation of PjBL by providing adequate learning facilities and resources. With these strategies, Project-Based Learning can be implemented more effectively and continue to support the goals of the Independent Curriculum in developing students' competencies, character, and 21st-century skills.

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