

**INVESTIGATING ENGLISH TEACHERS' CHALLENGES AND
OPPORTUNITIES IN IMPLEMENTING PROJECT-BASED LEARNING
IN MERDEKA CURRICULUM**

THESIS



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THE ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG**

2024

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MALANG**

2024

APPROVAL SHEET

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IN MERDEKA CURRICULUM**

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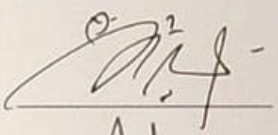
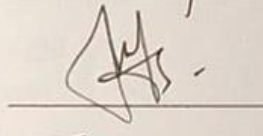

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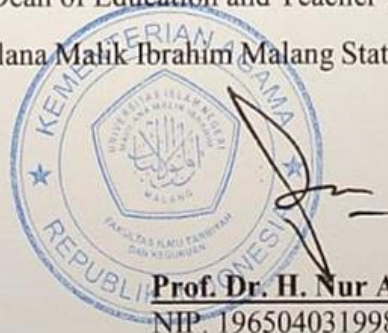
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Appendix : -

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Assalamu'alaikum Wr. Wb

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Name	: Suciani
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Declare that:

1. This thesis has never submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the result of any person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, July 18, 2024

The Researcher,



Suciani

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MOTTO

“Maximize the process, maximize prayer then maximize tawakkal and husnudzon
to Allah SWT. (Ikhtiar, Do'a and Tawakkal)”

-Dr. KH. Fathul Bari, S.S.M.Ag-

DEDICATION

This thesis specially dedicates to my beloved parents, Rosidin and Sri Wahyuni, who always pray and strive for the best education for me. I am grateful for all the sacrifices, good advice and prayers that have never stopped being given to me as well as tirelessly supporting all decisions and choices in my life. They are the ones who make everything possible so that I can get to the stage where this thesis is finally finished.

ACKNOWLEDGMENTS

Bismillahirohmanirohim

All praise belongs to Allah SWT, who has been giving mercies and blessings. The author can write a thesis to fulfil a bachelor's degree on this occasion. Shalawat and Salam are always to be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled "Investigating English Teacher's Challenges and Opportunities in Implementing Project Based Learning in Merdeka Curicullum" will not be successful without the support and motivation of the people involved. Then, the author thanks **Nur Fitri Anggrisia, M.Pd** for the advice, suggestions, motivation, and the time until the writer completes this thesis. In addition, the author also thanks:

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Malang, July 18, 2024

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LATIN TRANSLITERATION GUIDE

The following Arabic-Latin transliteration is guided by the Decrees of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543 b/u/1987 as follows:

A. Letter

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Vokal Diftong

أو = aw

اي = ay

أو = û

اي = î

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ABSTRACT

Suciani (2024) Investigating English Teachers' Challenges and Opportunities in Implementing Project Based Learning In Merdeka Curriculum. Thesis of English Education Department at Faculty of Education and Teacher Training of Maulana Malik Ibrahim State Islamic University Malang. Advisor: Nur Fitria Anggrisia, M.Pd

Key Word: Challenges, Opportunities, Project-Based Learning, Merdeka Curriculum

English language learning in the Merdeka Curriculum plays an important role in preparing students to participate in a global society through creativity and critical thinking skills. The Project-Based Learning (PjBL) method in the Merdeka curriculum is considered relevant in helping students apply English skills through real projects. However, its implementation is not without challenges, especially due to the ongoing adaptation of Merdeka curriculum and English as a foreign language in Indonesia which limits its practice and application in learning. This study aims to find out the challenges and opportunities experienced by English teachers in implementing PjBL in the context of the Merdeka curriculum so as to provide deep insights for educators to improve and enrich the implementation of Project-Based Learning (PjBL) in order to achieve the context promoted by the Merdeka Curriculum. This research uses a qualitative method with a case study approach with the subject of an English teacher in one of the senior high schools in Malang Regency as the center of data collection. Semi-structured interviews, observations and documentations were used to gain in-depth insights from the English teacher on what challenges and opportunities were experienced and what could be achieved in implementing PjBL. The results showed that, the implementation of the PjBL method in the context of Merdeka curriculum by English teachers in SMA A presents various challenges due to curriculum adaptation, teacher and student readiness, school environmental factors and inadequate facilities. However, by increasing cooperation between teachers and students in learning, this method can provide many opportunities in improving English learning in the Merdeka curriculum. Thus, the results of this study can be used as a reference to improve the quality of English learning in the curriculum.

المخلص

سوسيانى (2020) التحقيق في التحديات والفرص التي يواجهها معلم اللغة الإنجليزية في تطبيق التعلّم القائم على المشاريع في منهج مريديكا. أطروحة قسم تعليم اللغة الإنجليزية في كلية التربية وتدريب المعلمين في جامعة موالنا مالك إبراهيم الإسلامية الحكومية مالنج. المستشار: نور فيتريا أنجريسبا، دكتوراه في العلوم السياسية

الكلمة الرئيسية: التحديات، الفرص، التعلّم القائم على المشاريع، منهج مريديكا، منهج مريديكا

يلعب تعلم اللغة الإنجليزية في منهج مريديكا دورًا مهمًا في إعداد الطالب للمشاركة في مجتمع عالمي من في منهج مريديكا (PjBL) خلال مهارات الإبداع والتفكير النقدي. تعتبر طريقة التعلّم القائم على المشاريع ذات صلة في مساعدة الطالب على تطبيق مهارات اللغة الإنجليزية من خلال مشاريع حقيقية. ومع ذلك، فإن تطبيقه ال يدخل من التحديات، ال سيما بسبب التكيف المستمر لمنهج مريديكا واللغة الإنجليزية كلغة أجنبية في تهدف هذه الدراسة إلى معرفة التحديات والفرص التي. إندونيسيا مما يحد من ممارسته وتطبيقه في التعلّم يواجهها معلمو اللغة الإنجليزية في تنفيذ التعلّم القائم على المشاريع في سياق منهج مريديكا من أجل توفير من أجل تحقيق السياق الذي (PjBL) رؤى عميقة للمعلمين لتحسين وإثراء تنفيذ التعلّم القائم على المشاريع يروج له منهج مريديكا. يستخدم هذا البحث أسلوبًا نوعيًا بمنهج دراسة الحالة مع موضوع مدرس لغة إنجليزية في إحدى المدارس الثانوية في محافظة مالنج كمركز لجمع البيانات. استخدمت المقابلات شبه المنظمة والملاحظات والوثائق المكتسب رؤى متعمقة من مدرس اللغة الإنجليزية حول التحديات والفرص التي واجهها في سياق منهج مريديكا PjBL وما يمكن تحقيقه في تنفيذ منهج "بيجا بيل". أظهرت النتائج أن تنفيذ طريقة يمثل تحديات مختلفة بسبب تكيف المنهج، واستعداد المعلم SMA A من قبل معلمي اللغة الإنجليزية في والطالب، والعوامل البيئية المدرسية وعدم كفاية المرافق. ومع ذلك، من خلال زيادة التعاون بين المعلمين والطالب في التعلّم، يمكن أن توفر هذه الطريقة العديد من الفرص في تحسين تعلم اللغة الإنجليزية في منهج مريديكا. وبالتالي، يمكن استخدام نتائج هذه الدراسة كمرجع لتحسين جودة تعلم اللغة الإنجليزية في المناهج الدراسية.

ABSTRAK

Suciani (2024) Investigasi Tantangan dan Peluang Guru Bahasa Inggris dalam Menerapkan Pembelajaran Berbasis Proyek Dalam Kurikulum Merdeka. Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Nur Fitria Anggrisia, M.Pd

Kata Kunci: Tantangan, Peluang, Pembelajaran Berbasis Proyek, Kurikulum Merdeka

Pembelajaran Bahasa Inggris dalam Kurikulum Merdeka memainkan peran penting dalam mempersiapkan siswa untuk berpartisipasi dalam masyarakat global melalui kreativitas dan keterampilan berpikir kritis. Metode Project-Based Learning (PjBL) dalam kurikulum Merdeka dinilai relevan dalam membantu siswa mengaplikasikan kemampuan bahasa Inggris melalui proyek-proyek nyata. Namun, implementasinya bukan tanpa tantangan, terutama karena adaptasi kurikulum Merdeka yang sedang berlangsung dan bahasa Inggris sebagai bahasa asing di Indonesia yang membatasi praktik dan penerapannya dalam pembelajaran. Penelitian ini bertujuan untuk mengetahui tantangan dan peluang yang dialami oleh guru bahasa Inggris dalam mengimplementasikan PjBL dalam konteks kurikulum Merdeka sehingga dapat memberikan wawasan yang mendalam bagi para pendidik untuk meningkatkan dan memperkaya implementasi Pembelajaran Berbasis Proyek (PjBL) agar dapat mencapai konteks yang diusung oleh Kurikulum Merdeka. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus dengan subjek guru bahasa Inggris di salah satu SMA di Kabupaten Malang sebagai pusat pengumpulan data. Wawancara semi-terstruktur, observasi dan dokumentasi digunakan untuk mendapatkan wawasan mendalam dari guru bahasa Inggris tersebut mengenai tantangan dan peluang apa saja yang dialami dan apa yang dapat dicapai dalam mengimplementasikan PjBL. Hasil penelitian menunjukkan bahwa, implementasi metode PjBL dalam konteks kurikulum Merdeka oleh guru bahasa Inggris di SMA A menghadirkan berbagai tantangan karena adaptasi kurikulum, kesiapan guru dan siswa, faktor lingkungan sekolah dan fasilitas yang kurang memadai. Namun, dengan meningkatkan kerjasama antara guru dan siswa dalam pembelajaran, metode ini dapat memberikan banyak peluang dalam meningkatkan pembelajaran bahasa Inggris dalam kurikulum Merdeka. Dengan demikian, hasil penelitian ini dapat digunakan sebagai referensi untuk meningkatkan kualitas pembelajaran bahasa Inggris dalam kurikulum tersebut.

CHAPTER I

INTRODUCTION

This chapter presents the background information of the research, which includes some clues and motivations for conducting the research, the scope of the research, which includes a discussion of the limitations and focus of the research, the research questions which refer to the source of the problems under study, the research purpose, a research significance, and a glossary of important terms.

1.1 Background of the Research

Education is a key element to developing society and the advancing a nation. In Indonesia, one significant development in the field of education is the introduction of the Merdeka Curriculum, a curriculum approach aimed at enhancing the creativity, independence, and critical thinking skills of students. One of the teaching methods implemented and emphasized in this curriculum is Project-Based Learning (PjBL). According to Bustomi et al (2023), PjBL is a learning model for the Merdeka Curriculum which makes the project its hallmark, many researchers also say that project-based learning is appropriate to be implemented in the Merdeka curriculum. This method is one of the options that can be implemented in learning in the Merdeka curriculum, but not many teachers use this method for teaching in the Merdeka curriculum, especially English teachers.

Head of the Education Standards, Curriculum and Assessment Agency, Anindito Aditomo (in Bustomi, 2023), said that regarding project-based learning in the Merdeka Curriculum, this new aspect needs to be learned by teachers in order to implement it well. This presents an opportunity for educators to manage classroom learning,

but it also poses new challenges for educators to align teaching with the concept of the Merdeka Curriculum especially in English language learning. Therefore, a thorough understanding of the challenges and opportunities in teaching English using the PjBL method in the Merdeka Curriculum is essential to achieve effective and efficient learning.

In the world of Indonesian education, curriculum revision has become commonplace (Ananda & Hudaidah, 2021). This is because it is to be a support and improvement in terms of education in Indonesia. This decision is in accordance with Allah's words regarding the management of the quality of education in Qs. Ar- Ra'd ayat 11:

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

Verily, Allah will not changes the condition of a people until they change the condition of themselves.

This verse shows the principle that positive change and goodness in a community or individual starts from their own efforts and actions. Allah will not changes the state of people or person if they do not strive to change their own state for good. Therefore, this verse can be a reference for seeking changes for the better, such as curriculum changes in the world of education.

Changes in the curriculum must, of course, be continuously lived and modified to needs and beliefs, it cannot be ignored or skipped (Sadewa, 2022). Educational failure is impacted by a curriculum that is out of step with the times (Anggraena et al. 2021). Therefore, the curriculum needs to be continuously assessed and modified to reflect new information, advancements, and market demands.

The 2013 curriculum, the emergency curriculum, and the prototype curriculum are the three alternate curricula that are presently being used (Iskandar et al. 2023). The emergency curriculum, which was put into place in 2020 amid the Covid-19 pandemic, is a simplified version of curriculum 13 (Sari et al. 2023). The prototype curriculum is a curriculum that implements project-based learning initiated by the government to restore learning caused by the pandemic COVID- 19, therefore prototype curriculum is competency-based (Wiguna et al. 2022). Then, the prototype curriculum changed its term to the new curriculum known as the Merdeka curriculum. Although Merdeka curriculum has been introduced, not necessarily all schools will use it, this will depend on the readiness of each school. However, the Merdeka curriculum will be formalized as a national curriculum in 2024. It is expected that all education units would be able fully execute the Merdeka curriculum properly (Bahrullah et al, 2022).

The Merdeka Curriculum is a component of a larger education reform initiative that attempts to alter traditional teaching methods and provide educators and institutions more freedom and flexibility to create lessons that meet the requirements of their students (Yusa et al. 2023). This curriculum's main concept is designed to allow students to pursue their individual passions and skills. In terms of objectives, the Merdeka curriculum is not much different from the previous curriculum, regarding the National Education Standards, the National Education System and builds the characteristics of a 'Pancasila' personality (Nugroho & Dede, 2023). According to research conducted (Sari et al. 2023), there are differences between the previous curriculum and the Merdeka curriculum, including differences in learning hours, subject units, graduation competency standard assessment processes, learning strategies and learning implementation, etc. The

previous curriculum had a clearly learning objectives to shape the nation's character, while the learning objectives of the Merdeka curriculum were presented in learning outcomes (CP). The Merdeka curriculum also has assessment, there are cognitive and non-cognitive, where cognitive is an assessment in terms of knowledge while non-cognitive is shown for assessment outside of learning. These differences will certainly bring little change to the learning process and provide challenges for school managers and teachers.

English subjects in the Merdeka Curriculum cover various aspects to improve students' English language skills and prepare them to participate in a global society. By emphasizing the development of language skills relevant to professional needs, students are equipped with the communication skills needed in the global workforce. According to Pratiwi (2023), English language learning is not only about the ability to communicate with native speakers, but also about access to global knowledge, wider employment opportunities, and the ability to compete in the international arena. He also said that English in the implementation of the Merdeka curriculum needs to include practical contexts that are relevant to everyday life. The Merdeka Curriculum also encourages the development of critical thinking skills in English learning. Students are encouraged to analyze information, construct arguments, and evaluate ideas using English. According to Mulyani (2023), this is considered important because the implementation of the Merdeka Curriculum has changed English language learning by introducing two new language skills, including viewing and presentation skills, to the curriculum framework.

To increase the accessibility and appeal of English learning in the Merdeka curriculum, teachers need to increase the utilization of technology in English

learning, such as the use of online learning software, educational applications, and digital resources. Learning needs to involve digital literacy, by encouraging students to access, evaluate and create digital content in English. Utilization of social media and online platforms can also be part of the learning strategy. Merdeka Belajar in English learning is that learning should be fun and not difficult, not giving limitations to learners to be creative in learning English (Oktavia, 2023).

However, implementing English learning in the Merdeka curriculum is not as easy as imagined. Policy makers, teachers, and students still face many challenges, especially because the role of English is still a foreign language in Indonesia, which makes it difficult to find its practice and application in everyday life (Pratiwi, 2023). The challenges faced in implementing the Merdeka Curriculum in English language learning include the need to develop learning materials that are appropriate to local and global contexts (Yogami, 2023).

Therefore, educators need to adjust the English learning model that supports the implementation of the Merdeka curriculum. English language learning in the Merdeka curriculum encourages a project-based approach. Students engage in projects that allow them to apply English language skills in real contexts, enhance creativity and develop collaboration abilities. Project Based Learning (PjBL) is one of the learning models that can be effectively used in this curriculum. Supriyatno, Acting Head of the Ministry of Education and Culture's Center for Bookkeeping, also said that one of the characteristics of the Merdeka Curriculum is applying project-based learning to encourage character building in suitable with the Pancasila Learner Profile (Mujiburrahman et al. 2022). It is undeniable that PjBL is one of the approaches that is getting more attention in the implementation of the Merdeka

Curriculum. Because this approach offers learning that is contextual and relevant to students' daily lives. PjBL is considered to support the vision of an independent curriculum with a focus on competency development, relevant learning, student autonomy, and a student-centered approach, all of which are in line with the objectives of the Merdeka curriculum. This curriculum gives students more leeway and autonomy in their learning. In PjBL, students have greater control over their projects, allowing them to explore their own interests, solve problems they encounter, and produce creative outcomes. This will provide good opportunities for the learning process in Merdeka curriculum.

However, while there is great hope for the positive potential of PjBL in English language learning in the context of Merdeka Curriculum, the challenges and barriers to its implementation also need to be understood and addressed. The implementation of PjBL can face various obstacles, such as teachers' lack of knowledge about this approach, administrative barriers, and difficult assessments. By understanding the challenges and opportunities faced in the implementation of PjBL, we can optimize the potential of Merdeka Curriculum to create learning experiences that are more meaningful and in accordance with the vision of the curriculum.

A case was found in one of the high schools in Malang Regency based on Islamic boarding schools during preliminary research, where this school was in the adjustment stage from the 2013 Curriculum (K13) to the Merdeka Curriculum. As one of the educational institutions under the auspices of the Ministry of Education and Culture, inevitably this school must follow government policies regarding the implementation of the Merdeka Curriculum. In practice, English teachers at this school use Project-Based Learning (PjBL) as one of the learning methods to support

the success of learning in line with the Merdeka Curriculum. They consider the PjBL method to be in accordance with the concepts and objectives of the Merdeka Curriculum, so its application helps to achieve learning objectives easily. However, out of 6 English teachers at SMA A, only 2 teachers apply the PjBL method for English learning. Meanwhile, the application of this method is not running optimally in the school, teachers experience various challenges and obstacles in teaching projects in the Merdeka curriculum. One of the factors is the boarding school-based environment and the ongoing curriculum adaptation. Thus, it cannot be denied that the transition from K13 to Merdeka Curriculum is not free from various challenges that require strategic attention and resolution.

This phenomenon is the reason why the researcher conducted this research. The researcher wants to identify the existing challenges and opportunities for English language learning using PjBL in the Merdeka Curriculum, especially in SMA A. Realizing that Merdeka Curriculum is still newly implemented in Indonesia, the researcher feels it is important to understand in detail how teachers face the dynamics of PjBL in achieving the goals and concepts of the curriculum. By understanding the dynamics of challenges and opportunities, this research aims to provide in-depth insights to policy makers, educators, and other educational actors to improve and enrich the implementation of PjBL in order to achieve the context promoted by Merdeka Curriculum. Exploring challenges and opportunities is an important step to plan effective strategies. The identification of challenges helps in risk management and mitigation planning, while the recognition of opportunities allows for the full utilization of existing resources. By understanding both, people or organizations can make more informed decisions. Therefore, it is important to identify the challenges and opportunities that teachers experience

while implementing English language learning using PjBL in the Merdeka Curriculum.

Several previous studies address the PjBL as a learning method for English language teaching in the Merdeka Curriculum. The first is a research conducted by Septina et al (2023). The research discusses how teachers implement project-based learning methods in the teaching and learning process, especially in learning English at SMAN 19 Bungo based on the Merdeka Curriculum. Then research by Rizma and Zainil (2023) that this study focuses on the teacher's ability to write teaching modules based on the stages of Project-Based Learning in the Merdeka curriculum. Then the research conducted by Sagita et al (2023) identified the challenges and difficulty experienced by students when implementing project learning in the Merdeka curriculum. Meanwhile, another study discussing the teacher perceptions of PjBL for teaching young learners with a case study at Mandalika Intercultural School was conducted by Amalina et al (2023). Then the research conducted by Dewi et al (2024) discusses teacher perceptions of the effectiveness and challenges the use of Project-Based Learning Methods in the implementation of the Merdeka curriculum for vocational high schools (SMK) students.

Although these studies gives a precious knowledge on the implementation of PjBL approach in Merdeka curriculum, very few have specifically investigated the challenges and opportunities that English teachers face in its implementation. Therefore, the researcher aims to fill this knowledge gaps by carrying a research that focuses on how English teachers perceive challenges and opportunities in implementing PjBL in Merdeka curriculum. Previous research studies have been described in detail in the next chapter.

1.2 Research Questions

To adjust the above explanation, the researcher formulated several questions to guide this research to be more focused as follows:

1. What are English teachers' challenges and opportunities in implementing project-based learning in the context of the Merdeka Curriculum?
2. How do English teachers provide solutions to challenges in implementing project-based learning in the context of the Merdeka Curriculum?

1.3 Research Objectives

Based on the research questions, the objectives of this study tend to be formulated as follows:

1. To identify challenges and opportunities faced by English teachers in the implementation of project-based learning in the context of Merdeka Curriculum.
2. To investigate how English teachers provide solutions to challenges in implementing project-based learning in the context of Merdeka curriculum.

1.4 Significance of the Research

The researcher hope that this research can contribute to the world of education and science. In the same category, this research can provide views and insights to educational actors about the benefits of implementing project-based learning and also to adjust learning in the Merdeka curriculum in overcoming challenges both theoretically and practically. The researcher hopes to be able to pass on solutions in facing learning challenges and references to advance project-based learning teaching strategies so that learning is in accordance with the concept of the Merdeka curriculum.

For teachers, as a form of professional responsibility and responsibility in active learning, this research can help teachers' knowledge and assumptions in applying the project-based learning approach to face the Merdeka curriculum. In addition, this research can evaluate perspectives on how to challenge and find fun learning solutions for students. Concretely, teachers can devise appropriate strategies as feedback and evaluation in project-based teaching in the Merdeka curriculum.

For general readers and researchers, this research can add new understanding, views, and knowledge to project-based teaching strategies in the Merdeka curriculum. It can be an evaluation material for PjBL design in the Merdeka curriculum in the future. In short, teachers, school institutions, general readers, and researchers have provisions and solutions to implement PjBL in the Merdeka curriculum in order to carry out optimal learning in accordance with the objectives of the national curriculum.

1.5 Scope and Limitation

Based on this background explanation, the focus of this study is to find out how English teachers see challenges and opportunities in implementing PjBL in the Merdeka Curriculum. In addition, the researcher also observes how teachers overcome the challenges that arise in implementing PjBL to teach students in the Merdeka curriculum. The object of this research is focused on one of the high schools in Malang district based on Islamic boarding schools. While the research subject is focused on two English teachers who use project-based learning methods in the Merdeka curriculum. This research was conducted during the adaptation period of the Merdeka curriculum.

1.6 The Definition of Key Terms

To reduce misunderstanding in this study, the researcher defines this study with key terms as follows:

1. **Challenges:** Barriers or difficulties faced by English language teachers in the context of teaching and learning, with particular emphasis on the implementation of PjBL in the Merdeka curriculum.
2. **Opportunities:** Situations or conditions that create positive potential or advantages for English teachers, especially in relation to the implementation of PjBL.
3. **Project Based Learning:** A learning method in which students engage in projects or tasks that demand problem solving, collaboration, and practical application of English knowledge.
4. **Merdeka Curriculum:** Merdeka Curriculum is the new national curriculum introduced in Indonesia that aims to change conventional learning approaches and provide more flexibility and autonomy to teachers and schools in designing learning that suits students' needs.

CHAPTER II

LITERATURE REVIEW

This chapter contains a literature review as an integral part of an in-depth understanding of the context and theories that guided the development of this research concept. The theories presented refer to the variables in this study, which contain concepts, references and provisions for implementing PjBL in accordance with the Merdeka Curriculum. Explore relevant previous research, and identify the knowledge gaps that this research will fill.

2.1 Teacher Challenges

The term "challenge" is the root of the word "challenge," which means (a situation faced) something that requires great mental or physical effort to be carried out successfully and therefore tests one's abilities" (Cambridge, n.d). Challenge means something that is not easy to overcome and requires effort to overcome. Challenges in education refer to various obstacles, problems or difficulties faced by the education system in achieving certain goals, such as providing equitable access to education, improving the quality of learning and ensuring equitable outcomes for all learners (Patandung & Panggua, 2022).

Tysara (2023) explains that the meaning of 'challenge' refers to a challenge that can test a person's ability to overcome a difficult situation or problem. In facing a challenge, a person will be tested on their ability and skills to overcome difficult situations or complete complex tasks. Be it challenges in work, education, competitions, and daily activities.

According to Fullan and Hargreaves (2016), 'challenge' is a call to action, to find innovative and effective solutions to improve education for all learners. The

meaning of the word challenge according to them refers to challenges in the context of education. Challenge is not only a state of difficulty, but also a catalyst word for improvement and progress in the education system.

Therefore, the meaning of challenge is describes a job or problem that inspires determination to improve the ability to overcome problems to be solved. "Challenge" in this study means the obstacles or difficulties that teachers must face when teaching English with the PjBL method in the Merdeka curriculum.

Challenges in education arise from the development of the education system and changes in government policies that adapt to the demands of the times, such as the Merdeka Curriculum which aims to optimize learning. While curriculum changes can address educational issues in Indonesia, they also present challenges for educators, especially in adjusting teaching methods to suit the curriculum and students' needs. According to Arviansyah & Shagena (2022), teachers must consider the curriculum standards set by the government, students' needs and level of understanding, and the resources available at the school. So that the task of educators here is also to harmonize the curriculum so that it can be accepted by students. Meanwhile, according to Mukarromah & Andriana (2022) the challenge that may occur for educators / teachers to carry out their role is that there are some educators / teachers who still do not understand how to use learning media, while this is due to the costs incurred to make learning media and complicated material that causes difficulties in making learning media.

Each educational actor has its own challenges. Schools as policy makers choose between sticking with the old curriculum or modifying the curriculum according to school characteristics. In learning, teachers must be able to improve the quality of learning by creating effective, meaningful and quality learning

(Suhandi and Robi'ah, 2022). Meanwhile, the role of students is to continue to try to comply with the curriculum by studying seriously while still respecting liberal values at school. Based on Indarta et al (2022) stated that facing these various challenges, there is a need for different ideas and understanding of the characteristics in the subject components.

In improving the quality of education, teachers also need to create meaningful learning, meaning that learning is not only realized by the achievement results shown by students, but by the ability of students to develop the learning outcomes obtained at school into everyday life (Aritonang & Armanto, 2022). Some things also need to require physical and mental effort for teachers to face challenges in learning. Moreover, technological developments and increasingly complex global needs require educators to be more adaptive, innovative, and results-oriented.

According to Suhandi and Robi'ah (2022) teachers face several challenges not only how to make students understand but also adjust to the demands of the times. The following are the challenges faced by teachers in adapting to the new curriculum according to Suhandi and Robi'ah (2022);

- a. Teachers' challenges in designing lesson plans,
- b. Teachers' challenges in lesson implementation,
- c. Teachers' challenges in using media,
- d. Teacher challenges in classroom management
- e. Teacher challenges in learning styles

Although teachers experience various challenges in teaching, teachers must have a high dedication and professionalism to provide the best quality of education to students. Teachers must be committed to overcoming these obstacles to achieve

the goal of quality education. Teachers have the responsibility to create a positive and supportive learning environment that motivates students to reach their full potential. According to Riowati & Yoenanto (2022), without quality improvement in teachers, there will be no improvement in student learning outcomes, which ultimately affects the quality of education in the new curriculum policy; therefore, effective cooperation between educators and training through human resources is needed to support the improvement of teacher competencies in facing the challenges of the new curriculum policy.

2.2 Teacher Opportunities

The term “Opportunity” in the Cambridge Dictionary is defined as an opportunity or situation that allows one to do something one wants or needs to do, or as the possibility of carrying out an action. Opportunities here are defined as moments or conditions that pave the way for individuals or groups to achieve certain goals. In this context, opportunities can take many forms, such as the chance to learn, work, innovate or develop. Opportunities are often characterized by circumstances that support or facilitate the achievement of desired outcomes, providing space for creativity, initiative and effective action to achieve success or progress.

According to Juniardi and Natasa (2022) opportunity is a value (magnitude) to express how likely an event is to occur. In this context, chance becomes a mathematical concept that gives an idea of how likely an event will occur compared to the total possibility of events that might occur. Chance is also commonly referred to as probability.

In the context of education, the term opportunities for teachers according to Riowati & Yoenanto (2022) has a diverse meaning that covers various aspects of

teachers' professional lives and their impact on student learning and development. The term refers to the possibilities, options and favorable circumstances that teachers face in their role to effectively fulfill their responsibilities and make a positive difference in the lives of their students.

The discussion of opportunities is closely related to everyday life because life is full of possibilities. In this study, "Opportunity" refers to the opportunity, advantage or positive potential that English teachers can encounter in implementing project-based learning (PjBL) in the context of the Merdeka Curriculum.

Education in the current era of the Merdeka curriculum opens up various advantages and opportunities for teachers to present interesting and relevant learning. With an approach that emphasizes project-based, student-centered learning and integrates technology, teachers can create a dynamic learning environment. According to Napitupulu et al (2023), designing contextualized learning allows teachers to provide students with a deep understanding of the application of subject matter in everyday life. The implementation of this project-based learning provides significant relevance by linking the subject matter to students' practical and daily experiences, thus enhancing their engagement and understanding.

Teachers also have significant opportunities to empower students through innovative and responsive learning approaches. According to Wati (2023) empowering students' leadership skills, cooperation and problem solving can be done by giving freedom of expression, the use of learning projects, and collaboration in the classroom. By empowering students' abilities, students can explore their potential and become independent learners and not depend on teachers.

Teachers have significant opportunities to adapt education to global demands and integrate technology into the learning process. They can introduce materials on global issues, encourage discussions on cultural differences, and design collaborative projects involving diverse students. By using online platforms, educational apps and digital resources, teachers can increase students' access to global information, facilitate collaborative learning and develop essential digital skills. By creating learning experiences that blend global demands and technology, teachers can prepare students to become connected global citizens ready for a dynamic changing world (Ma'some University, 2023). By capitalizing on these opportunities, teachers can create learning environments that motivate, support and empower students to reach their full potential.

2.3 Merdeka Curriculum

According to Madhakomala et al. (2022) the Merdeka curriculum is a learning curriculum that refers on the talent and interest approach. The curriculum launched by Kemendikbud Ristek Nadiem Makarim is an evaluation form of curriculum improvement efforts 2013. The curriculum launched by Menristekdikti Nadiem Makarim is an effort to restore learning after Covid 19 and an evaluation of efforts to improve the 2013 curriculum.

According to Berlian et al. (2022), Merdeka curriculum policy is an educational approach that stresses freedom for both teachers and students. The essence of independent learning is to explore teachers' and students' best potential to innovate and improve the quality of learning independently.

According to The National Education Standards Agency or abbreviated as BSNP in Madhakomala(2022), the Merdeka curriculum is a policy set by the Ministry Education, Culture, Research and Technology (Kemendikbud Ristek) is

given to the education unit as an additional step used in the context of recovery learning after Covid-19 pandemic during the years 2022 to 2024.

Based on the explanation above, it can be concluded that Independent Learning Curriculum is an attempt to create a learning environment that is free to express, free to innovate, free from various obstacles, especially psychological pressure. In its application, for teachers who have this freedom are more focused on maximize learning in order to achieve goals (goal oriented) national education, but still within the rules of the curriculum. According to Bustari (2023), flexibility in teaching, continuous professional development, and room for experimentation are also important aspects that open the door to increased teacher creativity.

2.3.1 The foundation of Merdeka Curriculum Development

The future of education is planned through the curriculum used by educational units today, so the curriculum is termed the heart of education. The curriculum is considered a plan that is prepared to assist the learning and teaching process under the guidance and responsibility of educational institutions and their teaching staff (Nasution, 2006). According to UU RI No.20 of 2003 concerning National Education System, the curriculum is a set of plans and arrangements regarding goals, content, and learning materials, as well as the methods used as guidelines for organizing learning activities to achieve educational goals. Therefore, the Merdeka Curriculum is expected to make education in Indonesia more inclusive, creative, and in accordance with the needs of students.

The limited implementation of the Merdeka Curriculum is intended for three things. First, as part of the curriculum improvement process so that it has the most optimal impact in reducing the risk of learning loss and improving the quality of education in Indonesia in the future. Second, to produce good practices for

teachers and principals who are experienced in adopting the curriculum which can then be replicated in other schools. Thirdly, the limited and phased approach to curriculum adaptation is also intended to provide space for regions to prepare human resources during the adoption phase to provide reinforcement of the curriculum that will be used in the future (BSKASP, 2022).

The Merdeka curriculum program aims to create a pleasant learning environment learning environment. The goal of independent learning is to create a pleasant environment for teachers, students, and parents (Nasution, 2022). It is hoped that with learning opportunities, educational institutions in Indonesia will be more sophisticated and qualified so as to will be more sophisticated and qualified so as to increase global competitiveness. Through equitable education, complete facilities that are managed with a variety of ingenious revolutionary policies are able to build smart, mature intelligent resources that mature according to the scientific model.

2.3.2 The characteristic of Merdeka Curriculum

According to Kemendikbudristek (2021) in Mulyasa (2023), the Merdeka curriculum has several main characteristics that are expected to support learning recovery after the pandemic, namely as follows:

1. Project-based learning for soft skills and character development which includes faith, piety, and noble character; mutual cooperation; global diversity; independence; critical reasoning; and creativity.
2. Focus on essential materials that are expected to provide sufficient time for in-depth learning on basic competencies such as literacy and enumeration.
3. Teachers have the flexibility to do teaching at the right level and also make adjustments to the context and local content.

According to Berlian et al. (2022), the Merdeka Curriculum supports constructivism theory by recommending learning models that emphasize process and freedom in exploring knowledge and constructing experiences. This theory prioritizes the role of students in the learning process, encouraging them to be active and build their own knowledge. Constructivism learning strategies, such as discovery learning methods, cognitive strategies, and project-based learning, are integral to this curriculum. Notably, the Pancasila Student Profile Strengthening Project is a key element, reflecting constructivist principles.

Quoted from the Ministry of Education and Culture in Mulyasa (2023), the Merdeka Curriculum has a curriculum structure including the Pancasila Learner Profile (PPP) which underlies the education content standards, education process standards, and education assessment standards. These standards must be used as a reference in determining the curriculum structure, learning outcomes (CP), learning principles, and assessment. The Merdeka Curriculum consists of intracurricular activities and project activities, with 25% of lesson hours dedicated to the latter. Unlike previous curriculums, it does not specify weekly lesson hours. Additionally, the curriculum reduces learning load and hours, focusing on competency development, character building, and student creativity.

2.3.3 The Components of Merdeka Curriculum

According to Tuerah (2023), the Merdeka Curriculum comprises two main components: the Core Component and the Complementary Component. The Core Component includes Learning Outcomes (CP), structured based on Bloom's revised taxonomy with six levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. CPs are clear, concise, and measurable narratives containing various indicators to assess student progress. The Learning Principles

emphasize active, creative, and learner-centered learning, with teachers as facilitators and guides. Learners are encouraged to engage actively in both individual and group learning, promoting critical, creative, and communicative thinking. Assessment methods are varied and continuous, including observation, self-assessment, peer assessment, and portfolio assessment, with results providing feedback to both students and teachers.

The Complementary Component includes the Pancasila Learner Profile Strengthening Project, which requires a minimum of 36 lesson hours per year for elementary schools, and 36 lesson hours per semester for junior and senior high schools. This project can be implemented thematically or interdisciplinary and involves various stakeholders like teachers, students, parents, and the community. Extracurricular activities are optional and determined by each school, providing opportunities for students to develop their talents, interests, and creativity.

2.3.4 The Implementation of English Subject in Merdeka Curriculum

English language learning in the context of the Merdeka curriculum reflects a revolutionary and progressive approach in presenting a more contextual and relevant educational experience. According to Kharimah et al (2023), the Merdeka curriculum introduces a learning paradigm that emphasizes the development of language skills as a whole, in line with current global needs. This approach is not only limited to knowledge transfer, but encourages students to become active participants in the learning process, building a deep understanding of English through social interaction, reflection, and application of concepts in everyday life.

Currently, English is included in the Merdeka Curriculum structure only as an elective subject. 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 texts. The minimum Learning Outcomes of these six English skills refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and is equivalent to level B1. Level B1 (CEFR) reflects a specification that can be seen in the learners' ability to the following:

1. Maintain interaction and convey what is wanted, in a variety of contexts with clear articulation
2. Express the main point to be conveyed comprehensively
3. Maintain communication despite occasional pauses.

English language learning at primary and secondary education levels is expected to achieve the ability to communicate in English as part of life skills.

The method used in implementing Merdeka Curriculum in English learning is to integrate the principles of this curriculum into the learning design. Learning activities that prioritize student participation, group discussions, collaborative projects, and problem-based learning are applied in every learning meeting (Yogami, 2023). The approach used in general English learning is a text-based approach (genre-based approach), where learning is focused on text, in various modes, whether oral, written, visual, audio, or multimodal.

Based on the decree of the head of BSKAP (*Badan Standar, Kurikulum, dan Asesmen Pendidikan*) the learning outcomes of English in the independent curriculum aim to develop the following:

- a. Communicative competence in English with various multimodal texts (oral, written, visual, and audiovisual).
- b. Intercultural competence to understand and appreciate the perspectives, practices, and products of Indonesian and foreign cultures.

- c. Self-confidence to express as an independent and responsible individual.
- d. Critical and creative reasoning skills.

2.4 Project Based Learning

The Merdeka Curriculum emphasizes student-centered learning and the development of 21st century skills such as critical thinking, problem solving, communication, collaboration, and creativity. Quoted from the Ministry of Education and Culture in Mulyasa (2023), PjBL is in line with this principle because this method encourages students to learn actively and independently through projects that are challenging and relevant to real life. It is also explained that the learning model recommended for use in the Merdeka Curriculum is a student-centered learning model, one of which is the Project Based Learning learning model. According to Tinenti (2018) project-based learning is a learning model that uses projects/activities as a learning process to achieve attitude, knowledge and skills competencies. In project-based learning, students are given tasks by developing themes/topics in learning by conducting realistic project activities. In addition, the application of project-based learning encourages the growth of creativity, independence, responsibility, self-confidence, critical thinking, and analytical to students.

According to Daryanto and Raharjo (2012) Project Based Learning, or PjBL is a learning model that uses problems as the first step in collecting and integrating new knowledge based on their experiences and real activities. PjBL is designed to be used on complex problems that students need to investigate and understand.

Mulyasa (2014) says Project Based Learning, or PjBL is a learning model that aims to focus students on complex problems needed to investigate and

understand lessons through investigation. This model also aims to guide learners in a collaborative project that integrates various curriculum subjects (materials), provide opportunities for learners to explore content (material) using a variety of meaningful ways for themselves, and conduct experiments collaboratively.

Then Sugihartono et al (2015) revealed that the project-based learning method is a learning method in the form of presenting to students the subject matter that starts from a problem which is then discussed from various relevant sides so that a comprehensive and meaningful solution is obtained. This method provides an opportunity for students to analyze a problem from the point of view of students according to their interests and talents.

Fathurrohman (2016) also said that project-based learning is a learning model that uses projects/activities as a means of learning to achieve attitude, knowledge and skill competencies. This learning is a change from teacher-centered learning. The emphasis of this learning lies in the activities of students who at the end of learning can produce products that can be meaningful and useful.

Based on several definitions of the experts above, it can be concluded that the Project Based Learning model is a student-centered learning model that departs from a problem background, which is then continued with an investigation so that students gain new experiences from real activities in the learning process and can produce a project to achieve affective, cognitive, and psychomotor competencies. The end result of the project work is a product that includes a written or oral report, presentation or recommendation.

2.4.1 The Characteristic of Project Based Learning

Learning using Project-based learning makes problems as a learning resource. The problem in question is the problem of a learning topic that the teacher

uses for learning. Teachers must provide guidance and direction on how students solve problems. For example, students are formed into groups, then students are given different problems in each group. These groups are given direction by the teacher on how to solve problems correctly. The direction from the teacher is expected so that students understand and can analyze and find a way out so that they can conclude with their opinion. Project-based learning differs from other learning models in its features. The following can be explained by the qualities of project-based learning, according to Sohimin (2014):

- a. Students study in a student-centered environment
- b. Teachers facilitate learning
- c. Real-world problems serve as the organizing focus for learning
- d. Students gain new material through self-directed learning
- e. Learning takes place in small groups

2.4.2 The Advantages and Disadvantages of Project Based Learning

Each learning model is designed to make learning effective and efficient, so that learning objectives and results can be achieved optimally. However, every learning model must have advantages and disadvantages. According to Daryanto and Raharjo (2012), the Project Based Learning model has the following advantages and disadvantages:

- a. Increase students' motivation to learn, encourage their ability to do important work, and they need to be appreciated.
- b. Improve problem solving skills.
- c. Make learners more active and successfully solve complex problems.
- d. Improve collaboration.
- e. Encourage learners to develop and practice communication skills.

- f. Improve learners' skills in managing resources.
- g. Provides learners with learning and practical experience in organizing projects, and making allocations of time and other resources such as equipment to complete tasks.
- h. Provides learning experiences that engage learners in complex ways and are designed to evolve in accordance with the real world.
- i. Make the learning atmosphere fun, so that learners and educators enjoy the learning process each method has its own shortcomings.

Although this method makes the learning atmosphere fun to give students experience to organize projects so that it can increase activeness, train cooperation and improve problem solving skills, this learning model also has weaknesses described by Daryanto and Raharjo, there are:

- a. Requires a lot of time to solve the problem.
- b. Requires a lot of money.
- c. Many instructors are comfortable with the traditional classroom, where the instructor takes the lead role.
- d. The amount of equipment that must be provided.
- e. Learners who have weaknesses in experimentation and information gathering will have difficulty.
- f. There may be learners who are less active in group work.

2.4.3 The Stages of Project Based Learning

PjBL is required to plan for one thing from one thing in terms of time and project placement within the curriculum. Another aspect of planning should include knowledge of the educational goals that must be fulfilled as well as the level of difficulty. (Kalabzova, 2015). Problem-based learning has five stages in its

implementation. Arends (2010) explains the PjBL syntax as follows:

a. Presenting a problem

PjBL lessons or activities begin with an introduction to somewhat unstructured problems and complex problems. Introductions must be carried out carefully so that students can arouse their curiosity. Teacher may also ask the student to share any prior knowledge they may have regarding the issue at this point in the learning process. Discussion can be carried out in small groups or with the entire class.

b. Planning an investigation

In order to organize their investigations and determine what kinds of resources need to be acquired or discussed with the teacher, students must work in groups under the majority of PjBL models. Teacher occasionally offer criteria and example to help students with their planning.

c. Conduct Investigation

In most circumstances, each student will conduct research and then report back to the other members of their learning group. As the inquiry proceeds, the teacher and students keep track of the group's progress. Checks or benchmarks are often established in the learning plan. Students are trained to self-monitor their comprehension and learning techniques.

d. Demonstrating Learning

Students are given the opportunity to demonstrate what they have learnt and have peer discussions about it through this exercise. The teacher and other groups provide feedback once the discussion's final conclusions are presented in front of the class.

e. Reflection

An essential component of project-based learning is reflection on the project-solving process. Students should reflect on their learning experiences, including the information and skills they have gained, the learning techniques they have employed, and the contributions they have made to their learning group. This enables them to comprehend the knowledge and insights they have acquired. Every member of the study group ought to take part in the process of reflection and assess their level of collaboration.

2.4.4 Project Based Learning in Merdeka Curriculum

The Project-Based Learning (PjBL) method in the Merdeka Curriculum is a learning approach that focuses on developing students' competencies through real projects that are relevant to their lives. In PjBL, students not only act as recipients of information, but also actively explore and solve problems given in the form of projects. The Merdeka Curriculum provides freedom for teachers and students to choose project topics that match local interests and needs, so that learning is more contextual and meaningful.

The main difference between project-based learning (PjBL) in the Merdeka Curriculum compared to the previous curriculum, such as Curriculum 2013, lies in its flexibility and learning orientation. In the Merdeka Curriculum, PjBL emphasizes student independence and the development of critical thinking competencies, creativity, and collaboration (Mujiburrahman et al, 2022). Students are encouraged to explore real problems relevant to their lives and find solutions through collaboratively designed projects. On the other hand, in Curriculum 2013, PjBL is still applied, but it is more structured with a greater focus on achieving certain competency standards according to the curriculum (Shoimin, 2014). The

Merdeka Curriculum provides more space for teachers and students to customize projects with local contexts and student interests, so that learning becomes more personalized and relevant. In addition, Merdeka Curriculum also integrates the Pancasila Learner Profile, which emphasizes character values, critical thinking, and creativity, which are the basis for each project (Sihombing, 2022).

2.4.5 Project Based Learning in English Subject

Grant (2017) states that project-based learning in English language learning is seen as a series of activities that utilize a combination of language and critical thinking skills to obtain meaningful results. PjBL in English learning not only provides opportunities to develop language skills, but also builds critical thinking, problem solving, and collaborative skills that are essential for real life.

According to Septiana et al. (2023), students believe that Project Based Learning (PjBL) significantly improves their communication skills, especially through group discussions. This method encourages students' active participation. As they engage in collaborative projects, students learn to negotiate, provide constructive feedback, and build consensus, which are essential skills for effective communication. The interactive nature of PjBL fosters a dynamic learning environment where students are more likely to practice and improve their verbal and non-verbal communication abilities. It is undeniable that PjBL in English language learning provides various advantages.

Project-based learning in English language learning is a student-centered form of instruction based on three constructivist principles, namely learning is context-specific, learners are actively involved in the learning process and assisting goals through social interaction and sharing knowledge and understanding. Nguyen

(2011) states ten steps in the application of project-based learning model in English language learning which are implemented continuously and sequentially, namely:

1. Warm-up: The first step involves the teacher and students discussing the project topic, reaching agreement on the project theme, which is structured or semi-structured, to help the teacher develop the necessary enthusiasm and motivation for the project.
2. Observing: The activity of students in identifying and understanding the learning topic and product examples for the project activity they will be working on in depth.
3. Getting an Idea: The stage where students get into the groups that have been formed, then think of ideas or also called problems that will be the basis for designing designs for group projects.
4. Providing various solutions: An activity where each student creates their own design according to the learning topic, which means there are about 4 or 5 designs in one group.
5. Designing a project: Involves a group of people having a set of desired skills, which are then used to create a project. This involves improving speaking and listening skills, pronunciation, vocabulary, and fluency, which allows the group to understand and relate to the purpose of the project.
6. Arranging implementation steps: Implementation steps are an important part of group management, which involves planning, executing, and follow-up activities to be carried out at the end of the project, including product testing, textual analysis, and presentation.
7. In-depth discussion: Discussing a project with a group of people, conducting a thorough review before starting the project, and ensuring the project is a

collective effort, improves speaking and listening skills, vocabulary, intonation, and fluency.

8. Implementing the project: Involves students working together with their peers to create a high-quality product, focusing on topic, general structure, proper grammar, vocabulary, and creativity. This helps to improve writing skills, enhance students' perceptions, and improve their language abilities.
9. Showcasing the project: Students present or showcase the results of group projects in front of the class. This activity improves speaking and listening skills as during the presentation students have to pay attention to correct pronunciation, proper vocabulary selection, good intonation, and fluency.
10. Assessing the project: The teacher gives appreciation and suggestions on students' work. This activity is able to maximize students' work, because the teacher provides suggestions and feedback on the final product they make.

2.5 Previous Study

In order to collect important data to continue the research, this study consulted several previous research references. The first research entitled "The Implementation of Project Based Learning in Teaching English at Senior High School" conducted by Septina et al (2023). Descriptive qualitative method is used in this research, with the aim to describe how teachers at SMAN 19 Bungo do project-based learning and how it is implemented. This research has provided in-depth insights into the application of Project-Based Learning (PjBL) in the context of the Merdeka curriculum. This includes a more specific understanding of how PjBL is integrated in the Merdeka curriculum. Based on the results of this research, there are 6 procedures in the application of PjBL including: starting with essential questions, then project planning, making projects, monitoring, presenting projects,

and finally the teacher assesses and evaluates today's material. In project-based learning, the teacher becomes a facilitator and does not deliver the whole material in front of the class. Students must take charge of their own learning and participate more actively in groups. However, there are some procedures that are not carried out by English teachers at SMAN 19 Bungo, namely project presentation, assessing and evaluating and also concluding the material together. The learning process is running well even there were some procedures that were not applied. PjBL is a feature of the Merdeka curriculum that identifies students not as passive recipients of knowledge but rather as creators of knowledge that can advance academic disciplines (Septina et al, 2023). This previous research mentioned six stages of PjBL, this current research will explore these stages in more depth, especially in the context of the Merdeka curriculum which may have unique nuances or challenges.

The second study by Rizma and Zainil (2023) entitled "The Implementation of Project-Based Learning in Lesson Plan by English Teachers of Senior High Schools in Lembah Gumanti". The study analyzed the teaching modules created by English teachers using the Merdeka curriculum as a basis. This research also studied the problems of teachers in expanding teaching modules in Merdeka curriculum. The results of the study were: 1. Only 3 out of 6 English teachers use project-based learning and organize the stages coherently in writing modules. 2. Teachers have difficulty dividing each element in the teaching module when writing teaching modules, because in the previous curriculum there were no learning elements while in the Merdeka Curriculum all elements have appeared. The teaching module in the Merdeka curriculum does not have core competencies and basic competencies, it is more specific with elements written according to student needs. Students are allowed to choose the materials that suit on their needs

and learn in accordance with their individual learning preferences. In simple terms, the research revealed that English teachers face difficulties in developing learning modules under the Merdeka curriculum. It is a novelty in research to explore these constraints and find more concrete solutions.

The third study entitled "Sustainability of Project-Based Learning in Merdeka Curriculum: Challenge and Obstacles from Students Perception Point of View" by Sagita et al (2023). This research discusses student obstacles in project-based learning in the Merdeka curriculum. The results show that project learning can provide an enjoyable experience for students in terms of quality collaboration and understanding. However, students also faced challenges such as uneven contributions from group members, dominance of some members, and undirected information seeking strategies. Poorly scheduled timelines also led to late project completion. Resource management was a major issue for students, they needed help prioritizing tasks and had poor self-control. Students' ability to self-regulate their learning, use appropriate strategies and evaluate their progress directly affects their ability to organize subsequent activities. Despite their importance, these skills are rarely taught to students effectively. This research can provide additional perspectives on how students face challenges and opportunities in engaging in PjBL. The author makes this research as a reference. The difference previous research with this research is in the specific subject. The previous researcher studied the perspective of students while this research will investigate from the perspective of English teachers.

The fourth study by Amalina et al (2023) entitled "Teachers' Perceptions of Project-Based Learning in Teaching English to Young Learners: A Case in Mandalika Intercultural School". Overall, this study focuses on the exploration of

teachers' perceptions of the Project-Based Learning method in teaching English to young learners, with a particular focus on the unique context of Mandalika Intercultural School. The results of the study show that Project Based Learning offers significant benefits to young learners by fostering engagement, independence, critical thinking, and real-world application of knowledge, PjBL also has challenges related to time management, fluctuating student engagement, and the need for teacher preparedness. The ongoing adaptations to the Merdeka Curriculum further complicate these issues, but also provide a framework that supports innovative and flexible teaching approaches such as PjBL. The researchers also noted that Project Based Learning has a positive impact on language learning because it is in line with the curriculum used in Indonesia today, namely the Merdeka Curriculum. This previous study explored teachers' perspectives on PjBL for teaching young learners, while this current research identifies the specific challenges and opportunities for its implementation in the Merdeka curriculum for senior high school students.

The fifth study by Dewi et al (2024) entitled "Analysis of Teacher Perceptions of the Effectiveness and Challenges to the Use of Project-Based Learning Methods in the Implementation of the Merdeka Curriculum in Vocational High Schools (SMK)". The study investigated teachers' views on the effectiveness of the PjBL method in the learning process at SMK, as well as identifying challenges that may be faced in the context of implementing the Merdeka curriculum. The results showed that PjBL proved effective in improving students' learning motivation and learning outcomes, as well as increasing learners' curiosity. Meanwhile, challenges in its implementation can come from various factors, such as the availability of resources, the level of student readiness, and support from the

school. This previous research discusses teachers' perceptions of the effectiveness and challenges of learning in vocational schools with the PjBL method in the implementation of the Merdeka curriculum, while this research discusses the challenges and opportunities, especially those faced by English teachers in its implementation in high schools.

The differences between this research and previous studies have been explained above. Specifically, these differences include different perspectives with a focus on schools or other contexts that apply the PjBL method in the Merdeka Curriculum. Some of the previous studies mainly focused on various aspects, such as the implementation process, the challenges faced by teachers in preparing teaching modules, students' perceptions of the difficulties they faced, teachers' perceptions of the PjBL method for teaching young learners and also teachers' perceptions of the challenges and effectiveness of the PjBL method for teaching vocational students. Meanwhile, this study focuses on the challenges and opportunities experienced by English teachers. Exploring how English teachers face challenges and perceive opportunities in implementing PjBL in Merdeka curriculum also investigates how teachers provide solutions to the challenges faced. The object of this research is high school English teachers in one of the schools in Malang district as the center of data collection.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher provides an overview of how the research was conducted and ensures the validity of the findings. It describes the research design, research subjects, data collection and analysis procedures, and steps taken to answer the research questions.

3.1 Research Design

The research conducted by the researcher is field research or it can be interpreted that the researcher goes directly to the place that has been determined by the researcher. The location of this research is one of the high schools under the auspices of an Islamic boarding school environment in Malang district, which in this paper is initialized as SMA A. As it is mentioned in the next sub-chapter, that researcher conducted interviews, observations and documentation to the object of research on the spot, so as to obtain relevant and accurate data from data sources.

This research uses a qualitative method of case study approach with the subject of English teachers in SMA A. Qualitative research methods are used by researcher to obtain information related to problems or phenomena, then presented using descriptive text procedures and not using statistical procedures. According to Maulana (2022), qualitative research focuses on constructivism, presents data as a dynamic reality, and has a descriptive, flexible, and in-depth nature. In this study, the researcher acts as a key instrument, data collection uses triangulation, data analysis is inductive, and research results focus on meaning.

According to Walgito (2010), a case study is a method that has the aim of investigating (studying and investigating) certain phenomena or events related to a

person in the form of a life history that is used as an object of research. The case study in this study intends to examine the phenomenon that occurred at SMA A where the English teacher at the school is in a period of learning adjustment from the K13 curriculum to the Merdeka curriculum. The researcher investigates in depth the subject in the form of an English teacher regarding what challenges are experienced and what opportunities can be achieved in implementing PjBL in the Merdeka curriculum.

After knowing the needs and objectives of the research above, the researcher has a strong reason to choose a the qualitative method of the case study approach as an effort to obtain information from the object under study because the alignment between the research method and the research objectives, which is to find out the challenges and opportunities for English teachers in implementing project-based learning in the independent curriculum.

3.2 Subject of the Study

The researcher conducted this research at one of the high schools under the auspices of an Islamic boarding school environment in Malang district. The school is currently in the adjustment stage of the Merdeka curriculum. To adjust to the Merdeka curriculum, the school currently uses two curricula, namely the 2013 curriculum in grade XII and the Merdeka curriculum in grades X and XI. Thus, the subjects in this study focused on two English teachers who teach using PjBL in grades X and XI. The subjects were chosen because out of 6 English teachers at SMA A, only two teachers use PjBL in English learning in the Merdeka curriculum. 4 of the other 6 English teachers teach in class XII which still applies the 2013 curriculum and the others do not apply PjBL so the criteria do not meet as informants.

The researcher were divided this qualitative research into 2 sources of information, namely primary subjects and secondary data. The following is a description of the 2 sources of information:

3.2.1 Primary Subject Source

The main target of the researcher was to seek primary data from English teachers who applied project-based learning in classroom learning in one of the senior high schools in Malang district in order to extract all related sources of information needed by the researcher.

3.2.2 Secondary Subject Source

In this study, researchers used secondary data as support for primary data such as interview notes, interview recordings and photographs of the implementation of data collection conducted with English teachers in one of the high schools in Malang district. The second source of data and information was also taken from the teacher's learning materials documents which were needed to be a source of supporting data in this study.

3.3 Research Instrument

The researcher used 3 main instruments in the study as tools to collect in-depth data and information related to the research objectives. First, semi-structured interviews are used to gain in-depth insights from English teachers regarding the challenges and opportunities in implementing PjBL in the Merdeka Curriculum. Interviews were conducted based on guideline questions that have been developed based on the topic and research objectives. There are 8 questions, which consist of questions about challenges, questions about opportunities, questions about teachers'

responses to challenges that arise, and then additional questions such as to find out teachers' opinions and conclusions about the topic. During the interview process these questions were developed as needed. To facilitate the interview, the researcher use the Indonesian language. The researcher took notes and recorded sound during the interviews.

Second, to find out the actual conditions in the field and help researcher to obtain data derived from the actions of the subject, the researcher conducted observations. Observation instruments in the form of checklists and field notes were used to ensure that the items listed in the checklist have been checked and the data needed in the research have been recorded. The observation instrument used adopted from Rusdin (2021) with the title "Opportunities and Challenges of Arabic Language Learning Case Study at MTs Negeri 1 Mamuju". The instrument then adjusted to the needs of the researcher. This observation technique aims to see directly how PjBL is integrated into daily learning activities and identify how teachers address potential challenges and opportunities in the learning process in the classroom.

Third, documentation involved analyzing various documents related to related to the implementation of PjBL in Merdeka curriculum, including teaching guides and student portfolios. The aim is to assess the consistency between official directives and classroom reality. In addition, it is also to find out the impact of learning after conducting project-based learning in the Merdeka curriculum because this can be a view of opportunities or challenges for teachers in future implementation.

3.4 Data Collection

This research used several variations related to qualitative research, there are by conducting interview, observation, and documentation techniques. The following is an explanation of the application of the three techniques:

3.4.1 Interview

Interviews in this study is used to reveal data through question and answer. The interview is conducted with two English teachers who implemented project-based-learning in one of the high schools in Malang regency regarding "*Investigating English Teachers' Challenges and Opportunities in Implementing Project Based Learning in Merdeka Curriculum*". The interview process use open-ended and semi-structured. Informants recognize that they are being interviewed and understand that the purpose of the interview is for research purposes. Semi-structured interview in this study means that the conversation between the researcher and the informant has been arranged accordingly but can be developed according to the topic and needs during the interview process.

Two interviews were conducted with two English teachers. The first interview was conducted on May 18, 2024 to AD and the second interview was conducted on May 20, 2024 to KR. Starting from introducing and creating a relationship with the research subject, then starting a conversation related to the issues raised as research objectives. The researcher conducted questions and answers in accordance with the lattice that the researcher had made. To facilitate the interview process, the researcher and informants used Indonesian. During the interview, the researcher took notes and audio-recorded to capture the important points of the informant's answers.

3.4.2 Observation

According to the opinion of Abdussamad et al (2021) observation is an effort to collect data in qualitative research by systematically recording in the field directly related to the problem or event to be studied. In general, the initial step of observation is to identify the situation in the field and then proceed with compiling observations to obtain abstractions related to the research objectives.

In this study, observations were made twice in two classes, which are in classes X and XI, the reason is because the Merdeka curriculum at SMA A has only been implemented at these grade levels. The first observation was conducted in class X.17 with AD on May 18, 2024 and the second observation was conducted in class XI.20 with KR on May 20, 2024. The observation was conducted after conducting an interview with the aim of obtaining information related to the research objectives. The researcher directly observed the situation in the classroom when the teacher was teaching to find out the interaction of teachers and students when implementing project-based learning in the Merdeka curriculum. The aim to obtain additional data that not obtained from interviews and also as a triangulation method to assist in validating interview data.

The researcher conducted descriptive passive participatory observations in this study. This means that the researcher into classroom activities but only to observe and not involved in these classroom activities. The researcher observed based on the main focus, which are how teachers respond to the challenges and opportunities of PjBL in the classroom. Then the researcher described everything that is seen, heard, and felt.

3.4.3 Documentation

Documentation data is typically gathered from nonhuman sources, such as documents, sound recordings, and photos, using documentation procedures. Documents can be used in the research process because, in the words of Lincoln and Guba (1981), they are always available, stable, re-analysisable without losing its meaning, a source of fundamental and contextually relevant information, and a legally binding statement that can be held accountable. The documentation technique in this research are recording interview conversations and recording/photographing/video during observation research and also collecting supporting files needed in the research. Through this documentation technique, the researcher collected data based on written reports and other documents obtained from informants according to research needs so that the researcher can obtain a comprehensive understanding of the research topic.

3.5 Data Validity

In order to obtain data validity, it requires several inspection techniques based on several criteria. According to Lincoln and Guba (in Emzir, 2010) there are four criteria used in the examination: credibility, transferability, dependability, and confirmability. Hamidi (2004) explained that with the process of data collection and data analysis, a researcher must be able to guarantee accurate findings and interpretations. To validate the findings, the researcher needs to go through certain strategies with the aim of achieving accuracy or credibility of findings. In this study, researcher used data checking techniques through triangulation.

Triangulation is a data validity checking technique that requires something other than the data as a material to check and compare the data (Hamidi, 2004). In

this regard, it can be obtained in the following ways as follows:

- a) Data obtained based on the results of interviews are compared with data from observations.
- b) Observation data is compared with other related documents.

3.6 Data Analysis

Data analysis is the process of determining the steps or stages of activity on data that is or has been collected in order to draw a conclusion. The data analysis technique used by the researcher in this study is qualitative data analysis according to Miles and Huberman (in Emzir, 2010). There are four activities when analyzing qualitative data, namely:

3.6.1 Data Reduction

After the research data is collected, the next step is data reduction. The essence of this step is to sharpen, decide, focus, discard, and process data in a certain way so that conclusions can be described and verified. In this step, the researcher summarizes all data from interviews, observations, and documentation by selection, which means the researcher sorts out data that is in accordance with the research topic. The researcher also focuses the data only on the challenges and opportunities experienced by English teachers in implementing PjBL in the Independent Curriculum and how teachers provide solutions to these challenges. Then the researcher conducted grouping or coding by sorting out which data includes challenges and which data includes opportunities. The researcher also discard unnecessary data. After that, the researcher summaries, abstract, and transform the unprocessed data that has been obtained in written field notes. After field research, data reduction/transformation is carried out continuously until the final report meets

completeness. When the data are neatly arranged and deemed sufficient to fulfill the research questions, the researcher translated the data from Indonesian to English to match the language of writing the research report.

3.6.2 Data Display

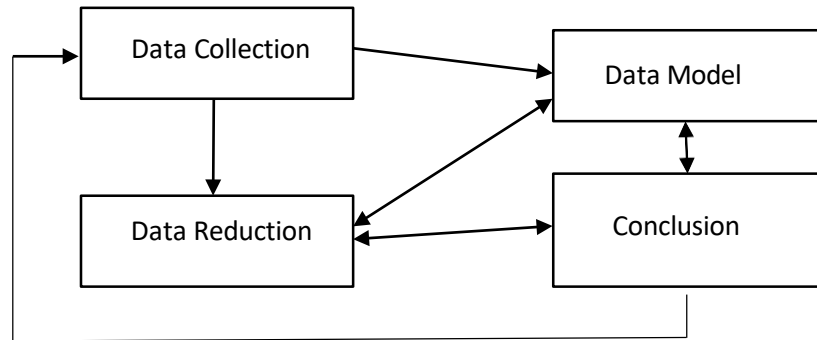
Data display is a data model that contains a set of information that has been arranged and gives the possibility of drawing conclusions and taking action. In this study, researcher presented findings in the form of narrative text and descriptive text. This data model is based on Miles and Huberman (in Emzir, 2010), that the form of data model that is often used in qualitative research is descriptive text, it is also stated that a good data analysis model is something that is able to deliver the validity of qualitative analysis.

3.6.3 Conclusions

Drawing conclusions in Miles and Huberman's data analysis theory is only part of confirmation. It is also mentioned that the conclusion is the same as the researcher's process while in the field, where both must be equally verified. Verification is done carefully through a long opinion and peer review to develop unanimity between subjects. In addition, verification can also be done by replicating a finding on another set of data. Simply put, meaning emerges based on test data that has been tested for validity.

The final conclusion is not only formed once during data collection, but needs a data analysis process such as data reduction, data model, and conclusion drawing which are carried out repeatedly. This process are carried out until a final conclusion can be drawn that is truly reliable, can be tested for strength, and can be tested for truth so that its validity in research can be accounted for. The three stages of data analysis according to Miles and Huberman are depicted in the following

chart:



1.1 Stages of Qualitative Data Analysis (Miles and Huberman)

Based on this theory, the researcher categorized the data based on their research emphasis (data reduction) after gathering information through observations, interviews, and documentation. After being sorted, the data was reviewed using the relevant theory and supported by the findings of earlier studies. The data was then presented in a finding and discussion format (data display). The researcher then developed research results based on the data display.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this section, the researcher presents the findings during the research, as well as discusses and analyzes data on the challenges and opportunities of English teachers in implementing the project-based learning method in the Independent curriculum.

4.1 Research Findings

This research examines the challenges and opportunities faced by English teachers in implementing project-based learning (PjBL) in the Merdeka Curriculum with a case study at SMA A. The data collection process was carried out according to what has been described in the previous chapter. The main informants in this study are two English teachers at SMA A. The informants can be identified as follows: informant AD teaches in class X and informant KR teaches in class XI. The informants were chosen because these two English teachers are more suitable as informants because they fit the informant criteria that have been determined previously. After collecting data through interviews, observation and documentation, the researcher then presents the results of the research. The research results are described below:

4.1.1 English Teachers Challenges in Implementing Project Based Learning in Merdeka Curriculum

PjBL is one of the learning methods that has received more attention in the implementation of the Merdeka Curriculum, especially in English language learning because this approach provides contextual and relevant learning, not only teaching mastery of grammar and vocabulary, but also using English in a real

context. In practice, English teachers face various challenges in implementing PjBL in the context of the Merdeka Curriculum due to the ongoing curriculum adaptation. Like at SMA A, which is currently in the transition stage from K13 to the Merdeka curriculum.

Based on data from interviews and observations, the researcher found that there were two English teachers at SMA A chose the project-based learning method as one of the methods used in maximizing learning in the Merdeka curriculum but faced various challenges in its implementation. These challenges mainly arise because Merdeka Curriculum is a relatively new initiative in Indonesia, so teachers need to adapt to adjust project-based learning according to the principles and concepts of Merdeka Curriculum. Through analyzing data from interviews and observations with English teachers at SMA A, the researcher can better understand the specific challenges they face in implementing PjBL under Merdeka Curriculum and find solutions that can support them in creating an optimal learning environment.

To optimize the application of project-based learning in the Merdeka curriculum, the English teachers need to have a deep understanding of the concepts of the Merdeka curriculum and PjBL. The teachers who have a strong understanding of PjBL and Merdeka Curriculum are more likely to be able to implement learning strategies that are effective and in accordance with the objectives of the curriculum. Through the first question in the interview, the researcher wants to know how English teachers at SMA A understand PjBL and Merdeka Curriculum. So as to provide insight into how they integrate these concepts into their teaching. English teachers at SMA A understood the PjBL method and Merdeka curriculum as follows;

Researcher: *"What do you know about project-based learning methods and Merdeka curriculum?"*.

AD: *"Project-based learning is a teaching method where students are required to be more active and the teacher becomes a facilitator, usually after learning will produce or display a learning product. Meanwhile, the Merdeka curriculum, as far as I understand, is a curriculum that requires students to be more active and creative in learning, for example, actively asking and answering questions and giving criticism or suggestions"*.

KR: *"PjBL is learning that uses sparking questions to students after which the teacher provides clarification or direct feedback so that teachers and students can exchange ideas. Meanwhile, the Merdeka curriculum is the vision of creating students who have the spirit of Pancasila, then in all the silanaya, I conclude that it explores the potential in the students themselves, yes, if in English lessons it might be like the potential of the students themselves in which skills because sometimes there are those whose understanding of the text is good but their grammar is weak or their grammar is good but their speaking is weak or vice versa"*.

Both of respondents had a good understanding of PjBL and Merdeka Curriculum, although they highlighted different aspects of each concept. AD understands PjBL as learning that encourages students to be more active and independent with the teacher as a facilitator and produces real learning products. Meanwhile, Merdeka Curriculum is a curriculum that demands active participation and creativity of students in the learning process. Meanwhile, KR emphasizes the importance of critical thinking and interaction processes in PjBL and the development of individual potential in accordance with the principles of Pancasila

in the Merdeka Curriculum. These two perspectives illustrate how PjBL and Merdeka Curriculum complement each other in creating a dynamic and adaptive learning environment for students.

In implementing project-based English learning in the Merdeka curriculum, English teachers at SMA A use a variety of approaches designed to maximize student engagement and understanding. The main approaches teachers use in implementing PjBL are discussion, problem analysis and presentation methods. In this approach, students are divided into small groups, each of which is tasked with discussing a particular topic or problem. These groups work together to analyze information, identify solutions, and develop presentations to present their findings and recommendations. This short statement is in the interview section:

Researcher: *"What is your experience in implementing Project Based Learning (PjBL) in English language teaching?"*.

AD: *"I usually use PjBL with problem analysis and discussion or small talk"*.

KR: *"In applying PjBL, I usually use discussion and presentation. So I divide the students into groups then I give them a theme or topic then later they discuss and present the results of their discussion in front of the class through ppt. During the learning process, I facilitate students to use laptops and look for learning resources from the internet. Sometimes I also take children to the library so that they can find references through books provided at school as well. In addition, I have also asked children to make short texts but without using Google translate or anything like that so they rely on the vocabulary they know, just a short text is not too long as long as the important topic is fulfilled. Then they present in front of the class"*.

Both informants have different approaches to implemented PjBL, but both focus on increasing student engagement and developing their communication skills. The informants' statements are in line with what the researcher encountered in the classroom observation. The researcher witnessed how the teacher applied the PjBL method to teach in the English class. The project used by the teacher was in the form of 'snow white' video analysis and exposition text analysis where students were divided into groups, discussed with the group and then presented the results of the discussion.

Through interviews, the researcher also wants to know how the informants view the PjBL method in the Merdeka curriculum to see and identify the alignment between learning methods and national curriculum goals. English teachers at SMA A think that the PjBL method is in accordance with the principles and concepts of the Merdeka curriculum. In implementing PjBL, teachers emphasized the active role of students and their independence in the learning process, which is in line with the principles of the Merdeka Curriculum which encourage students to be more creative and able to manage their own learning. However, in its implementation at SMA A, the teacher felt that it has not been maximized. This statement is based on the following interview results:

Researcher: *"How do you see PjBL in accordance with the principles of the Merdeka Curriculum?"*.

AD: *"This method is in accordance with the principles and concepts of the Merdeka curriculum which requires students to be more active and able to manage their own learning. However, it seems that in its application it is still not optimal because students are still shy and difficult to explore themselves and even difficult to understand what the teacher is saying"*.

KR: *"Yes, although maybe my implementation is lacking because maybe it can be seen from the environment here, it is based on boarding school, so the time for facilities etc. is not optimal. With so many activities at boarding school and formal school, sometimes they are tired and then also internet connection interruptions that make it less than optimal. But theoretically, the PjBL method is in accordance with the principles of the independent curriculum where children are triggered or provoked by problems after that how to solve the problem after that we help answer the problem".*

Based on the results of the interview, the two informants not only conveyed their perspectives on the alignment of PjBL with the Merdeka curriculum. The informants also added that its implementation at SMA A was less than optimal due to several factors. One of the main factors faced according to AD is the lack of self-exploration and student understanding. According to AD, many students still feel shy and lack the confidence to fully express themselves or understand the instructions and materials provided by the teacher. Then KR added factors that cause obstacles in learning, including the factor of the boarding school environment, the factor of limited time and facilities, the factor of technical constraints such as unstable internet connections and the lack of student confidence to play an active role in learning.

In an effort to implement Project-Based Learning (PjBL) in accordance with the Merdeka Curriculum in English teaching, teachers face various challenges. Based on interviews with two English teachers at SMA A, the challenges vary from facility issues, the difficulty of teachers understanding students' characteristics, to technological constraints. These brief statements are in the interview section:

Researcher: *"What challenges do you face when implementing PjBL in teaching English in the Merdeka Curriculum?"*.

AD: *"Sometimes the obstacle is in terms of learning facilities, especially laptops, which lag a little, which can hinder learning a little. In terms of students, many of them do not understand but are unwilling and embarrassed to ask so I assume they understand. Another obstacle is that I find it difficult to understand the character of the students"*.

KR: *"Maybe from the readiness of the students, the students don't read well so if they are told to convey ideas it is difficult. Then in this Merdeka curriculum, it also welcomes learning that applies technology, that is also sometimes an obstacle. The obstacle is in the network which is sometimes troubled because in this school every hour the internet token changes so sometimes there are problems. And also the material in advanced English is rarely available on the internet. In this school, there are two classes, regular and ideal, if the regular class is impossible to apply technology because they are not facilitated with electronics or internet networks, all information is pure from books"*.

The informant's statement in the interview is in accordance with what the researcher encountered when making observations. Based on the results of these interviews and the results of the observations that the researcher encountered, the researcher can describe the challenges experienced by English teachers at SMA A when implementing PjBL. First, teachers highlighted inadequate facilities, including internet connections that often experience interruptions, as significant obstacles in implementing PjBL. Educators realize that technology plays an important role in the PjBL method, especially in Merdeka Curriculum which

encourages the use of technology in learning. However, technical issues such as internet connection interruptions can hinder the learning process.

Some of the technological obstacles experienced by educators when teaching are quite complex and diverse. Among them are projectors that are not functioning properly and inadequate access to materials due to obstructions in internet connections and school facilities. For example, in class X.17, the projector that was not functioning properly made teachers need to rack their brains to be able to show learning videos that needed to be analyzed by students. Then access to advanced English materials available on the internet is often limited. This makes it difficult for teachers to find learning resources that are appropriate and challenging enough for students. To make matters worse, internet connection problems often occur, especially due to the use of internet tokens in SMA A's ideal classroom which changes every hour, resulting in interruptions and instability of access. This severely disrupts the learning process which relies on online access. It also makes it difficult for students to find learning references to work on their projects.

Another thing that teachers mentioned as the main challenge of PjBL in SMA A is the limited facilities like in regular classes. The school has two classes, the regular class and the dream class. In the regular class, the application of technology is almost impossible because students are not facilitated with electronic devices or internet access. Therefore, all information and learning in the regular class is done using books only.

Then, other challenges experienced by teachers are in the form of readiness, student participation and teacher difficulties in understanding student characteristics. In the interview, the researcher developed questions about the

challenges faced to find out what factors caused students to participate less in class to informant AD, as follows:

Researcher: *“What are the factors that cause students to participate less in class?”*

AD: *“The cause of this can come from a lack of motivation, because in English learning not all students have good skills, so students who feel behind in skills or lack of understanding of the material may feel less confident because they are afraid of making mistakes in front of their friends so students lose motivation to try harder.”*

Based on the statement of informant AD, the factor that makes students less active is the lack of motivation and confidence of students in participating in learning so that they are reluctant to actively participate.

The same thing was found by researchers in observations, researchers also found that students were less active in learning. Even during the presentation session, students were reluctant to come forward to the front of the class to present their work. This is due to lack of confidence and lack of mastery of the material from students. It was proven that during the presentation session they could not answer the questions given. This is a big challenge because PjBL demands active participation and good communication from students.

In the interview, the researcher also developed questions about teacher challenges in the form of a lack of understanding student characteristics to further explore these challenges. The additional question was given to informant AD as follows;

Researcher: *“Can you tell me more about the difficulties in understanding student characteristics?”*

AD: *“Each student has a different learning style, some students prefer to learn visually with power points, focus on listening to material from teachers and books, while others are better at kinesthetic or auditory learning such as learning with music, discussions or hands-on practice. Adjusting teaching methods to meet the needs of all these students is a challenge because it is necessary to identify the individual needs of each student with a large number of students in one class, it is difficult to give special attention to each individual. Meanwhile, in this Merdeka curriculum, teachers are required to be able to develop the potential of each student.”*

From the interview results above, informant AD explains that the teacher's challenge in the form of difficulty understanding student characters lies in the different learning styles possessed by each student. Differences in students' learning styles can challenge teachers to be able to adjust teaching methods to meet the needs of all students because the large number of students in one class makes special attention to each individual limited. This challenge is even greater in the Merdeka curriculum, which requires teachers to optimally develop each student's potential.

Through observation research, the researcher also found that the challenge of applying this method was the difficulty of coordination between students and teachers because students were less focused on learning. The cause of students' lack of focus is because they are too dependent on their laptops when the teacher speaks in front of the class. When students are given access to learning facilities such as laptops and the internet, discipline issues often arise. Undisciplined students may use the facilities for activities outside the learning context and unrelated to their project. One that the researcher found was students secretly watching a movie while the teacher was speaking in front of the class.

Students misusing learning facilities by watching movies secretly on laptops when learning is taking place not only hinders the learning process, but also harms the students themselves because it reduces the time that should be used for learning and completing projects. Lack of discipline in the use of learning facilities such as laptops and the internet can undermine the effectiveness of PjBL. When students are not purposeful in utilizing technology, they tend to be tempted to access content that is not related to learning. This creates significant distraction, reduces students' focus on learning, and ultimately hinders the achievement of learning objectives.

In addition, the lack of discipline also reflects students' inability to manage their time and resources well. This poses a great challenge for teachers attempting to implement PjBL, as this method relies heavily on students' independence and responsibility in managing their projects. Without discipline, students not only fail to utilize the facilities effectively, but also miss the opportunity to develop important time management and responsibility skills.

4.1.2 The Opportunities of Project-Based Learning Implemented by English Teachers in Merdeka Curriculum

While the implementation of PjBL in English language learning in the Merdeka curriculum experiences various challenges, this method provides positive opportunities for learning. English teachers' implementation of Project-Based Learning (PjBL) within the framework of the Merdeka Curriculum offers many opportunities that significantly enhance the learning experience. The Merdeka Curriculum, which emphasizes student autonomy, creativity and critical thinking, is closely aligned with the principles of PjBL. English teachers who adopt this method create a more engaging and dynamic classroom environment, where

students are not only passive recipients of knowledge but also active participants in the learning process. The following is an excerpt of an interview with an English teacher at SMA A:

Researcher: *"What opportunities do you think PjBL offers in improving English learning in the Independent Curriculum era?"*

AD: *"This method makes learning more fun especially if you apply technology (such as YouTube, quiz, etc.) students are more interested in learning. This method also makes teachers able to present creative learning that is varied and not boring. For students this method provides a more relevant learning experience, they become trained to speak English".*

KR: *"Students are more independent and do not depend on information from the teacher, more visible potential of each student."*

Learning opportunities based on the results of interviews and observations are then detailed by researchers in the following points:

- a. The implementation of Project Based Learning (PjBL) makes learning more fun by utilizing technology. Teachers believe that technology plays an important role in increasing students' interest and engagement in the teaching and learning process. Technology makes learning more dynamic and interesting. This is based on the following interview excerpt;

"This method makes learning more fun especially if you apply technology (such as YouTube, quiz, etc.) students are more interested in learning."

The researcher developed questions during the interview to find out how the utilization of technology in PjBL by English teachers at SMA A makes learning fun. The following is an excerpt from the interview;

Researcher: *“How do you apply technology in project-based learning?”*

AD: *“I always use technology when teaching in Idaman class because there are facilities so it's a shame if it's not used, usually I use YouTube for children to see the snow white video because the theme is currently Fairy Tales, then after seeing the video I tell the children to analyze and retell it in front of the class”.*

KR: *“For technology, maybe it's just like PPT and searching on google, if it's like google translate, I don't encourage students to use it, I encourage them to rely on the vocabulary they know”.*

Based on the results of these interviews, both informants apply technology to support PjBL learning in the form of using Youtube, PPT, and Google search applications. However, the application of technology is limited to certain classes and as needed.

Based on observation, English teachers integrate technology in learning in the form of YouTube videos and websites in learning. The integration of technology by English teachers allows students to view videos that are relevant to the topic being studied. One teacher played a video about “Snow White” when studying the theme of Fairy Tales, then asked students to analyze and retell the story in front of the class. With this approach, learning becomes more fun and students are more enthusiastic about the material being learned.

- b. Project Based Learning (PjBL) allows teachers to present learning that is creative, varied, and not boring. Based on the results of interviews with informants, the PjBL method provides freedom for teachers to design diverse and interesting learning activities, which can be tailored to the needs

and interests of students. The following is an excerpt from the interview:
"...This method also makes teachers able to present creative learning that is varied and not boring..."

During the interview, the researcher developed the questions to find out how teachers prepare and design project-based learning so that they can present creative, varied and interesting learning for students. The following are the responses from the two informants;

Researcher: *"How do you plan and prepare for the implementation of PjBL in the classroom?"*

AD: *"First, prepare teaching materials in the form of videos. Then I prepare questions about the video so that children are able to analyze the video. Here I emphasize more on English deep learning. Then I divide the children into groups of 4 to 5 people so that they can discuss and answer questions together about analyzing the video that has been shown. After that, the group representatives come forward to retell the story."*

KR: *"First, the material is prepared, what is the topic, then it is discussed together, the most important thing that needs to be prepared is the time management so you have to make an agreement with the students that it should be finished by the next meeting or in two weeks. If the writing project is usually one semester, so every time I come in I ask where the project is."*

In the interview above, AD and KR explained the varied steps they took in planning, preparing and implementing Project-Based Learning (PjBL) in the classroom. AD started by preparing teaching materials in the form of videos and developing questions related to the videos for students to analyze. The lesson focused on "English deep learning." After that,

students are divided into small groups of 4-5 people to discuss and answer questions together about analyzing the video that has been shown. The final stage of the process is for representatives from each group to come to the front of the class to retell the results of their discussion.

KR added that the first step in planning PjBL is to prepare the materials and topics to be covered. It is also important to discuss time management with the students and make an agreement on the project completion schedule. For writing projects, it usually takes a whole semester, and every meeting KR will check the progress of students' projects.

Overall, the interviews described the varied, structured and planned planning process of PjBL by teachers. With PjBL, teachers are not bound to traditional teaching methods that tend to be monotonous and one-way. Instead, teachers can explore various innovative approaches to facilitate learning. As the researcher found when conducting observations, teachers apply the PjBL method with a varied approach using videos, music, and learning applications to create a dynamic and interesting learning atmosphere, thus encouraging students to participate actively and enthusiastically in every learning activity. This means that PjBL provides space for teachers to present creative, varied and fun learning.

- c. PjBL provides a more relevant learning experience to train students' speaking skills. This is in accordance with the following interview quote:

“...For students this method provides a more relevant learning experience, they become trained to speak English...”

In the interview, the researcher expanded the question to AD to find out how the PjBL method can provide relevant experiences to students in English

learning. The following is AD's answer in the interview;

Researcher: *“What kind of learning experience does the PjBL method offer?”*

AD: *““Project-based learning is able to provide real experience to students and is able to hone students' abilities. For example, analyzing the 'Snow White' video, through the project, students not only learn about linguistics but in the process of discussion and presenting the results of this discussion will train their speaking, then by watching the video students can increase vocabulary and hone listening skills, students work in groups, collaborate, divide tasks, and work together, thus developing collaboration skills and team abilities. Like that”*

In the interview above, AD explained that PjBL provides relevant learning experiences in language learning meaning that students not only learn theory and grammar, but also apply them in real and practical situations. Through PjBL, students engage in projects that require them to use English actively, as exemplified by AD is the project of analyzing a video and presenting it. This activity not only improves their language skills but also builds confidence in using the language actively.

As the researcher encountered when conducting observations, the teacher implemented a presentation project analyzing the story in the video. During the lesson the teacher always provokes students to try to speak English when discussing, asking questions and answering. This is done to familiarize students to speak English fluently in their daily life. That way project learning not only increases students' engagement but also enriches their learning experience.

d. PjBL increases students' independence and makes each student's potential more visible. In its application, teachers at SMA A use the Project Based Learning (PjBL) method by encouraging students to work independently and in groups, which in turn helps them to recognize and develop their potential. In PjBL, students are given greater responsibility for their own learning, from planning the project, gathering information, to completing and presenting the results of their project. This process allows students to take the initiative and manage their own learning, leading to increased independence. This is also based on the following interview excerpt: *“Students are more independent and do not depend on information from the teacher, more visible is the potential of each student.”*

Students no longer just passively receive information from the teacher, but actively seek, analyze and apply the information. This develops their research and problem-solving skills, and increases confidence in their ability to learn and innovate.

The researcher in the interview developed his questions to KR to find out how teachers develop the potential of each student through the PjBL method. The following is the answer from informant KR:

Researcher: *“How do you explore and develop each student's potential in project learning?”*

KR: *“Through collaboration. Team collaboration in this learning is very much needed, because not all students have the same potential and abilities so if they work in groups they can exchange ideas and abilities, there are those who have good speaking but can't do grammar usually they lead the presentation, there are those who like to write they can usually be relied on*

to write conclusions, there are also those who lack English skills but are good at critical thinking so they can provide ideas in their groups”.

In the interview above, informant KR revealed that PjBL helps develop each student's potential through group collaboration. When working on specific projects, students can explore their areas of interest and demonstrate expertise that may not be seen in a traditional classroom setting. For example, a student who has a knack for grammar can showcase their skills in a project that involves writing, while another student who is good at public speaking can lead a group presentation.

Based on the observations, the researcher found that students worked in groups sharing tasks and exchanging ideas to work on the tasks given by the teacher. Students learn from each other and share the abilities that exist in their groups through the division of tasks that have been agreed upon with the group. Students collaborate with each other in groups and utilize the diverse potential in the team.

Overall, PjBL supports the development of independence and the uncovering of students' individual potential. By adopting this approach, teachers can create a dynamic and inclusive learning environment, where every student has the opportunity to actively participate and showcase their best abilities. This not only improves academic results but also prepares students to become confident and independent individuals in the future.

Through this approach, PjBL provides a deeper and more meaningful learning experience, which helps students to better prepare themselves for future challenges. They become more skilled in expressing their ideas, both orally and in writing, as well as more critical in analyzing information and solving problems.

These skills are essential not only in academic contexts but also in their professional and personal lives. Thus, PjBL not only improves students' learning outcomes but also prepares them to be productive and critical thinking individuals in the future.

4.1.3. English Teachers' Solutions to the Challenges of PjBL Learning in the Merdeka Curriculum

In order to maximize the benefits of PjBL in English language learning, it is important to overcome the barriers of its implementation. Based on the observation data and interviews with English teachers in SMA A, the researcher can investigate the solutions that English teachers in SMA A do in overcoming the challenges of project learning. The following are some of the solutions implemented by English teachers at SMA A based on the data obtained:

Researcher: *“How do you try to overcome these challenges in your daily teaching practice?”*.

AD: *“Here it is necessary to have cooperation between teachers and students, cooperation between English teachers also to get solutions. So we often share and discuss learning problems and then find solutions. Besides that, I also attract students' attention with entertainment, if I usually use music. The students sometimes have to be lured with music first so that they are happy and interested and pay attention”*.

KR: *“Yaa, it is just seen how good it is, so the teacher must also be smart and smart to find other alternatives if suddenly there are obstacles in learning, for example, such as a slow internet network, immediately the children are invited to the library, if from students who are less active in learning, they can be given questions to provoke them, because sometimes the children do not want to be told to present in*

front of the class, finally I give questions so that they want to talk, think critically, convey ideas and respond”.

The interview results describe the views and experiences of two teachers as informants (AD and KR) in facing challenges in their daily teaching practices and their efforts to overcome these challenges. AD emphasizes the importance of collaboration between teachers and students and among teachers, especially in English subjects. She often shares and discusses learning problems to find solutions together. In addition, AD uses music as a tool to attract students' attention, with the aim of making them more happy and interested so that they pay attention to the material being taught.

Meanwhile, KR emphasizes the importance of flexibility and creativity in dealing with obstacles, such as slow internet networks, by immediately taking students to the library. KR also encourages the participation of less active students by asking questions, which aims to provoke them to speak, think critically, convey ideas, and provide responses. These two teachers show that through the various strategies they implement, they strive to face and overcome challenges in the teaching and learning process in effective and adaptive ways.

Based on observation data, researcher found that students in the group did not want to come forward to the front of the class to present the results of their discussion. The step taken by the teacher is to question one by one per group. By giving students stimulation questions, they finally have the willingness to speak, express opinions, ideas and ideas. After the teacher provokes with questions to each group, it seems that this makes students more comfortable to speak because they are more confident to present the results of their discussion. With this, the teacher

also ensures that all students are involved and participating in the learning process.

In addition, teachers also provoke student participation by providing motivation and rewards. The researcher developed questions during the interview with informant AD by asking how the teacher's efforts to overcome the obstacles experienced, one of which was to provoke students to be active during learning. The informant in the interview said;

“...I usually provoke them with questions, so that they want to answer I give them tolerance like 'Come on speak English, don't worry I will help you'. Then I give rewards for those who dare to answer...”

This statement is also in accordance with the results of observations, when learning takes place the teacher is not only able to be a facilitator for students but also control. Teachers are able to build students' focus on learning, motivate and build student activeness. To build students' focus, the teacher steals students' attention by saying “Focus on me”. Meanwhile, to motivate and build student activeness in learning, the teacher gives appreciation and rewards for students who dare to ask and answer.

To identify specific areas that need more attention and find solutions to overcome barriers, researchers through interviews asked informants what support they needed to maximize the application of the PjBL method in the Merdeka curriculum. We can see the results of these interviews as follows:

Researcher: *"What do you think needs to be improved or added so that you are more successful in implementing PjBL in the Merdeka Curriculum?"*

AD: *"Access to technology and adequate facilities is very important to support project-based learning, especially in the context of the Merdeka Curriculum which*

requires flexibility and digital resources. Then trainings for teachers. Actually, the school always holds training once a year for teachers, but I prefer if it is directly from the expert or native speaker, children will be more interested."

KR: "What we need is training and support, actually there is training once a year from the school, but maybe my suggestion is that the presenters should not be the only ones, maybe at the national level, if only those people, it will not be an upgrade, so I usually learn and look for information through you tube and read books about teaching methods."

The two informants gave similar arguments and supported each other. Both teachers highlighted the importance of more intensive and varied training. Although the school has provided annual training, they felt that training involving experts or native speakers would be more useful and interesting for students. Teachers want more continuous and innovative training, which does not only come from the same presenters every year but also from a wider range of experts or more competent in the field. This will give teachers access to the latest knowledge and skills in PjBL, helping them to constantly evolve and adapt to changing curriculum and student needs. Teachers also independently seek information through platforms such as YouTube and books to improve their teaching methods. The implementation of Project-Based Learning (PjBL) in the context of Merdeka Curriculum faces various challenges that require special attention. Based on the interviews below are some recommendations and suggestions that can improve the success of PjBL implementation in schools:

Researcher: "Are there any suggestions or recommendations that you would like to share with relevant parties to support the implementation of PjBL in the Merdeka

Curriculum?"

AD: "Maybe for the application of this method, we can try outdoor learning so that children enjoy recognizing the environment more and the material can be in accordance with real life. And the lesson exchange program is also quite helpful if implemented by the government"

KR: "Providing resources that are easier for students to understand, because if I look at the height of the material, it's not like in curriculum 13 so there needs to be a relevant book because if I look at the book from the government or kemendikbud, it's not too focused on text structure, vocabulary and no more grammar development, and also the material is too ambiguous and there is no grammatical sequence. The second thing is to look at the learning environment because not all schools have the technology that the government wants, such as those based on Islamic boarding schools like this, then schools in rural areas that have not been touched by the internet should still be based on an independent curriculum, maybe given their own module lines or their own designs because I see that the government is evenly distributing its policies so it seems forced"

From interviews with AD and KR teachers, several suggestions and recommendations emerged that could support the implementation of Project-Based Learning (PjBL) in the Merdeka Curriculum. These recommendations cover aspects of outdoor learning, relevant resources, and customization to local school conditions. AD recommends outdoor learning as an effective method for PjBL, which can increase students' interest and enthusiasm and help them understand the material in a real-world context. The government and schools are expected to support this with more outdoor activities integrated with PjBL projects. In addition,

AD thinks student exchange programs can enrich students' learning experiences, allowing them to learn in new environments and gain diverse insights. This program can be developed and supported at various levels, whether local, national, or international, as part of the strategy to integrate PjBL in Merdeka Curriculum.

4.2 Discussion

This study aims to identify the challenges and opportunities faced by English teachers in implementing project-based learning (PjBL) in the Merdeka curriculum at SMA A. Based on the data obtained through interviews, observations, and documentation, the researcher found several challenges and opportunities that affect the effectiveness of the implementation of PjBL by English teachers at SMA A. The researcher also identified solutions to the challenges undertaken by teachers as an effort to successfully implement PjBL. Furthermore, the researcher analyzed the research results that had been obtained in the field. The things that have been analyzed by researchers so that they can be used as a discussion are described below.

4.2.1 English Teachers' Challenges and Solutions in Implementing Project Based Learning in Merdeka Curriculum

The results showed that English teachers at SMA A considered the PjBL method as one of the teaching methods that was in accordance with the concepts and objectives of the Merdeka curriculum, but its implementation at SMA A was not optimal and experienced various challenges. The suitability of Project-Based Learning (PjBL) with the Merdeka Curriculum is emphasized by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) as cited in Mulyasa (2023). One of the main characteristics of the Merdeka Curriculum is the

application of project-based learning which is focused on developing students' soft skills and character. This approach is designed to encourage students to be more independent, creative, and able to work together effectively in teams, as well as improve their critical thinking skills. Therefore, English teachers at SMA A adopt PjBL as one of the approaches to successful learning in the Merdeka curriculum. However, in its application, teachers experience various challenges and obstacles due to the ongoing adaptation of the Merdeka curriculum at SMA A.

The results of research conducted by Amalina et al (2023) entitled “Teachers' Perceptions of Project-Based Learning in Teaching English to Young Learners: A Case in Mandalika Intercultural School”, it was stated that teachers at Mandalika Intercultural School gave a positive perception of project-based learning in teaching English, but its application in learning in the Merdeka curriculum experienced various challenges due to the adaptation of the Merdeka curriculum which is currently underway. It was also stated that the perspective of teachers at Mandalika Intercultural School assessed that this PjBL method was in principle in accordance with the Merdeka curriculum. The results of Amalina et al's research (2023) support the researchers' findings that teachers experience challenges in implementing PjBL in the Merdeka curriculum.

It is undeniable that the change from the 2013 Curriculum (K13) to the Merdeka Curriculum requires time and adjustment for teachers to present learning in accordance with the concept of the Merdeka curriculum. In this section, the researcher identify, analyze and discuss the research results that have been presented in the research findings related to the challenges faced by English teachers and their solutions in implementing the PjBL method in the Merdeka curriculum.

Referring to the research results from both interviews and observations,

researchers can identify the challenges experienced by high school English teachers in implementing PjBL in the Merdeka curriculum. The results of identifying the challenges of English teachers are then described in the following discussion:

- a. Project-based learning is not maximized because of the Islamic boarding school environment

The boarding school environment is a major factor in not maximizing the implementation of project-based learning in the Merdeka curriculum. In a boarding school environment, the implementation of Project Based Learning (PjBL) faces unique challenges caused by students' busy schedule of activities and a limited learning environment. Based on information from informants AD and KR, students who also act as *santri* have busy activities every day, making them tired, which results in a decrease in student learning readiness. The students often had to divide their time between religious activities, daily boarding school activities and academic studies, which can result in fatigue and decrease active participation in learning projects.

The learning challenge lies in that the teachers need to find ways to maximize the implementation of project-based English learning while also understanding the circumstances of the students and the pesantren environment. This challenge reflects the understanding that the teachers need to consider environmental factors and students' level of readiness in starting learning. This is in accordance with the theory by Arviansyah & Shagena (2022), that the teachers need to consider the curriculum standards set by the government, the needs and level of understanding of students, and the resources available in the school environment in structuring learning.

In responding to this, English teachers at SMA A implemented various

solutions to increase the effectiveness of project learning and student activeness. Based on interview and observation data, the following are the solutions emphasized by English teachers at SMA A in optimizing project-based learning in the Merdeka curriculum:

1. Teachers create a fun learning atmosphere such as opening the lesson with music to attract students' enthusiasm and attention.
2. Improving cooperation between teachers and students during the learning process.
3. Sharing and discussion among English teachers can help them share experiences, strategies and resources to overcome barriers and challenges of English learning.
4. To overcome students who are passive during the learning project, teachers always provoke them with essential questions.
5. Teachers also motivate students to take an active role in the learning process
6. By rewarding them for asking, answering and expressing their opinions.

The efforts made by teachers to maximize learning are in line with the opinion of Riowati & Yoenanto (2022) who highlight the importance of changes in teacher quality in implementing the new curriculum. In their opinion, Riowati & Yoenanto explain that without a change in the quality developed in a teacher, there will be no improvement in student learning outcomes which will lead to quality education with the new curriculum policy. It is also explained that to help and support the improvement of teacher competence, effective cooperation between educators and training through human resource cooperation is needed to support the realization of increased teacher competence in facing the challenges of the new curriculum policy in accordance with what has become a common goal and expectation in implementing the new curriculum. This opinion supports the research

findings that increasing discussions between English teachers and cooperation between teachers and students can be the right solution for effective learning in the Merdeka curriculum.

b. Lack of Adequate Facilities and Infrastructure in Applying Technology for Learning

According to informants AD and KR, they explained that the Merdeka Curriculum which welcomes technology-based project learning is a challenge in its application. The technological challenges faced in the effective application of the Project Based Learning (PjBL) method in a boarding school environment, especially in the context of the Merdeka Curriculum at SMA A, are very important to note. Some of the technological barriers that have been identified in the results of interviews and observations include limited access to advanced English language materials on the internet, frequent internet connection interruptions, and limited facilities in regular classes.

This finding is not in accordance with the theory of Mukarromah & Andriana (2022), that the problems experienced by teachers in carrying out their role are the lack of understanding of teachers in using learning media and the costs that must be incurred. Because in reality at SMA A, English teachers in implementing the PjBL method did not face significant problems related to understanding the use of learning media or the costs incurred.

However, this finding is in line with Dewi (2024), which states that factors that pose challenges for English teachers in implementing PjBL include resource availability, student readiness, and support from the school. The research findings corroborate this view by showing that limited access to materials on the internet reduces the effectiveness of the PjBL method, while internet connection

interruptions further complicate its implementation. In addition, limited classroom facilities make it difficult for teachers to implement PjBL optimally.

Teachers must be smart and clever to find other alternatives if there are sudden obstacles in learning. Finding other alternatives when the internet network or projector is not working properly is a step taken by teachers in SMA. For example, teachers share video files personally to students so that they can view the video on their respective laptops because the projector is not functioning properly. Another example is when the internet network is unstable, teachers take students to the library so that they are able to find learning information through books provided by the school. That way project-based learning will not experience significant obstacles and can run effectively in accordance with the lesson plan.

- c. Difficult coordination between students and teachers because students are less focused on learning.

Based on interview and observation data, the difficulty of coordination between students and teachers in implementing the Project Based Learning (PjBL) method is caused by students' lack of focus on learning. Focus that is divided or even lost because students are too dependent on their laptops when the teacher speaks in front of the class, becomes a significant obstacle in achieving learning effectiveness. As a result, students become less active in learning and find it difficult to cooperate with the teacher.

This finding is relevant to the theory of Amalina et al. (2023) which states that student engagement in PjBL tends to fluctuate. In the context of this study, fluctuating student engagement could be caused by distractions from uncontrolled use of technology, hindering the effectiveness of learning.

In comparison to earlier studies, such as the research by Amalina et al., the

findings of this study further support the conclusion that difficulties in implementing PjBL frequently stem from maintaining consistent student engagement. However, this study provides a new perspective, namely that excessive use of technology without proper supervision could be the main cause of students' loss of focus. Under ideal conditions, technology should be used as a tool that enriches the learning experience, not as a distraction. Therefore, controlling the use of technology in the classroom is important to ensure students' focus and engagement remain optimal during learning.

d. Teachers find it difficult to understand student characters

The results show that teachers' difficulty in understanding students' characteristics is a significant obstacle in creating effective and inclusive learning. In a class with a large number of students teachers may not have enough time to get to know each student in depth, so the learning approach tends to be generalized. As a result, students with special needs or different learning styles may not receive adequate attention. This can have implications for students' low engagement in learning and their lack of understanding of the material being taught.

This research is in line with Rizma and Zainil's theory (2023), which emphasizes that in the Merdeka Curriculum, students have the freedom to choose materials according to their needs and learn according to their preferences. This requires teachers to be able to explore the potential of each student individually, which is a challenge in itself. If teachers do not understand student characteristics well, then they will have difficulty in providing the right approach, which in turn will hinder the achievement of optimal learning outcomes.

However, the results of this study are not related to the theory of Suhandi and Robi'ah (2022), which states that one of the challenges faced by teachers in

using PjBL is in its application. Whereas in the findings of this study teachers have more difficulty understanding the characteristics of students in project learning than the difficulty of applying the PjBL method.

The implication of the results of this study is the importance of increasing teacher competence in understanding and recognizing student characteristics. Teachers need to be provided with adequate training and support to help them explore students' potential more effectively, especially in the context of Merdeka Curriculum, which demands a more personalized learning approach. In addition, schools need to ensure that teachers have access to sufficient resources and time to conduct in-depth observations and interactions with students. Thus, challenges in understanding student characteristics can be minimized and student learning outcomes can be significantly improved.

- e. Students lack discipline during learning because they abuse learning facilities

The research results at SMA A found that some students used their time to watch movies secretly, ignoring the instructions and materials delivered by the teacher. The lack of discipline in utilizing learning facilities such as laptops and the internet turned out to create significant distractions that ultimately hindered the achievement of learning objectives. It also reflects students' inability to manage their time and resources well, which is an important skill to be developed in the project learning process. Daryanto and Raharjo (2012) also emphasized the importance of students' ability in time management and learning management for the success of PjBL. They identified that one of the weaknesses of PjBL is the need for students to have good time management skills. Without discipline and the ability

to manage time well, students will find it difficult to complete projects learning effectively, as this method relies heavily on students' independence and responsibility in managing their projects.

Therefore, it is important for teachers to address this challenge by developing strategies that can help students maintain focus and discipline during learning. Teachers also need to improve supervision during project learning. The solution is that teachers should not only be able to be facilitators for students, but also control them. This can be done by creating clear rules and expectations regarding the use of technology during learning, as well as providing the necessary support and guidance to help students develop time management and responsibility skills. In addition, actively involving students in making classroom rules and enforcing discipline can also help students develop time management and responsibility skills.

4.2.2 English Teachers Opportunities in Implementing Project-Based Learning in the Merdeka Curriculum

Based on the results of observations, interviews, and documentation that researchers have obtained on the implementation of English teachers to adapt learning to the concepts and objectives of the Merdeka curriculum through the project-based learning method for students at SMA A, researchers can investigate the opportunities this method has for English learning in the Merdeka curriculum. Several opportunities were found for the application of PjBL by English teachers in aligning learning goals, concepts and outcomes in accordance with the Merdeka curriculum. Project learning opportunities that can be concluded by researchers are presented in the points below:

- a. The Project-based Learning (PjBL) method provides flexibility for teachers to present creative, varied, and interesting learning.

Based on interviews with an English teacher and observations at SMA A, the Project-based Learning (PjBL) method allows teachers to present learning that is creative, varied, and not boring. As the informant said in the interview;

AD: "This method also makes teachers able to present creative, varied, and not boring learning."

This finding is in line with Bustari's (2023) statement which emphasizes that flexibility in teaching is an important aspect that opens the door to increasing teacher creativity. In the context of PjBL, the freedom given to teachers to design diverse and interesting learning activities according to students' needs and interests is instrumental in creating a dynamic learning atmosphere. PjBL provides opportunities for teachers to develop the creative aspects of teaching through training, use of new teaching methods, integration of technology, and collaboration with peers. Teachers are not bound to traditional monotonous and one-way teaching methods but can explore various innovative approaches.

These findings also support previous research conducted by Amalina et al. (2023) on the PjBL method providing an innovative and flexible framework in the adaptation of the Merdeka curriculum. The data shows that the PjBL method in the adaptation of the Merdeka curriculum provides freedom for teachers to present learning that is creative, fun and according to student needs. For example, projects such as presentations, video analysis, and text creation, motivate students to think critically and work collaboratively.

However, while these findings support previous theories, they also highlight some additional aspects that may not have been given enough attention in previous research. For example, the findings show how important it is to give teachers the freedom to design learning activities that are not only in line with the curriculum, but also with students' interests and needs. The results show that teachers who can select and use relevant tools and resources are more likely to be able to create dynamic and engaged learning.

Overall, these findings reinforce the view that the PjBL method provides an effective framework for teachers to facilitate engaging and relevant learning. This not only supports Bustari's (2023) and Amalina et al. (2023) research, but also expands our understanding of how freedom and flexibility in teaching methods can improve student engagement and learning quality.

- b. Project Based Learning (PjBL) is effective in empowering students to increase independence, collaboration and uncover their individual potential.

PjBL encourages students to work independently as well as in groups, giving them greater responsibility for their own learning. In the PjBL process, students are involved in various stages from project planning, information gathering, to the completion and presentation of their project results. An English teacher stated,

KR: *“Children are more independent and do not depend on information from the teacher, more visible is the potential of each student.”*

This shows that students are no longer passive recipients of information but active information seekers who analyze and apply their knowledge, which significantly improves their critical thinking skills, problem solving as well as their

confidence.

PjBL is also instrumental in uncovering and developing each student's unique potential through group work. In certain projects, students can explore their interests and showcase their skill sets that may not be apparent in a traditional classroom setting. A student who is proficient in grammar can show excellence in a project that involves writing, while a student who is good at public speaking can lead a group presentation. Another English teacher expressed,

KR: "Team collaboration in this learning is really needed, because not all students have the same ability so if they work in groups they can exchange ideas and abilities."

Thus, PjBL allows each student to shine in their roles that match their interests and strengths, and in the process, they learn to appreciate and utilize the diverse potential in their team.

This finding strongly supports the theory proposed by Wati (2023), which states that challenging and relevant project learning can encourage students to be more active and creative and provide opportunities for students to develop leadership, cooperation, and problem-solving skills. PjBL provides a framework that allows students to engage in projects relevant to their interests and real life, which motivates them to be more active in learning. This reinforces Wati's (2023) argument that when learning is designed to be relevant and challenging, students are more likely to engage deeply and participate actively.

Furthermore, PjBL expands our understanding of the importance of independence and collaboration in learning. Research by Wati (2023) also emphasizes that teaching methods that allow teachers to develop creative aspects of

teaching, including the use of technology and group work, are key to creating effective and engaging learning. PjBL facilitates this by encouraging students to work independently and in teams, explore different approaches to completing projects, and take initiative in their own learning process.

c. PjBL provides a more relevant learning experience in English learning.

The Project Based Learning (PjBL) method provides a more relevant and applicable learning experience for students, by connecting the theory learned in class with real practice. In an interview with English teachers, one teacher stated,

AD: "For students, this method provides a more relevant learning experience, they become trained to speak English."

This statement emphasizes that PjBL not only helps students understand the subject matter better but also trains them in practical skills such as communication.

In the context of English language learning, students engaged in PjBL get the opportunity to use language in a variety of real-world practices. For example, they may be required to create presentations, write texts or analyze videos, all of which require the active use of English. This not only improves their language skills but also builds their confidence in speaking and using the language actively.

From the research results, it can be seen that teachers continuously encourage students to speak in English when discussing, asking questions, and answering. This practice helps students to practice and strengthen their language skills in everyday situations, making language learning more lively and relevant. The results of this study are in line with the opinion of Arintonang & Armanto (2022), that in improving the quality of education, teachers also need to create meaningful learning. Meaningful here means learning that is not only realized by the

achievement results shown by students but by the ability of students to develop the learning outcomes they get at school into their daily lives.

This finding also strongly supports previous theories and research, particularly that proposed by Napitupulu et al (2023). Napitupulu stated that teachers have a great opportunity to create relevance of learning materials by connecting academic concepts with students' real life and experiences. In the context of PjBL, projects designed by teachers bring real-world context into the classroom, bridging the gap between theory and practice. This is in line with the research results that students at SMA A involved in the video analysis project learned not only linguistic theory but also how to apply the theory they learned in a practical context, such as understanding the story and culture in the video and how this relates to language use in real situations.

Overall, the implementation of PjBL provides a more relevant and applicable learning experience for students by connecting theory with real practice. PjBL not only helps students understand the subject matter but also trains them in practical skills such as communication, critical thinking and collaboration. With project designs that match students' interests and talents, PjBL increases their motivation and engagement in learning, and helps them develop their potential to the fullest. These findings support and reinforce previous theories and research that emphasize the importance of relevance and practical application in learning to ensure that students not only absorb information but also value knowledge as a useful skill in their lives.

d. Project Based Learning (PjBL) is aligned with the Merdeka Curriculum

Project Based Learning (PjBL) is very much in line with the principles

promoted by the Merdeka Curriculum. This curriculum emphasizes student-centered learning, encouraging them to be more active and able to manage their own learning process, in line with the vision to create Pancasila-minded learners. Two interviewees provided insights into how PjBL supports this goal:

AD: *“This method is in accordance with the principles and concepts of Merdeka Curriculum which requires students to be more active and able to manage their own learning.”*

KR: *“The Merdeka Curriculum is the vision of creating students who have the spirit of Pancasila, then in all the syllables, I conclude that it explores the potential in the students themselves”.*

In practice, English teachers at SMA A apply PjBL in the classroom giving students the opportunity to take an active role in their learning and the teacher acts as a facilitator. Teachers divide students into small groups and ask them to work together in solving problems or developing projects. This process involves discussion, collaboration and exploration of topics that interest students, which not only deepens their understanding of the subject matter but also hones critical thinking, collaboration and communication skills. This learning concept is in accordance with the concept promoted by the Merdeka curriculum which emphasizes student-centered learning and provides in-depth learning experiences for students.

This finding strongly supports previous theories and research showing that PjBL is in line with the principles of the Merdeka Curriculum and is very effective in promoting student-centered learning and the development of 21st century skills. As explained by the Ministry of Education and Culture in Mulyasa (2023), the

Merdeka Curriculum prioritizes learning that encourages students to learn actively and independently through projects that are challenging and relevant to real life. The learning model recommended for use in the Merdeka Curriculum is a student-centered learning model, one of which is PjBL.

Overall, the application of PjBL in the Merdeka Curriculum provides great opportunities for teachers and students to create dynamic and relevant learning experiences. PjBL is in accordance with the principles of the Merdeka Curriculum which focuses on developing students' individual potential and preparing them with relevant skills for real life. These findings support and strengthen previous research showing that project-based learning is an effective method to achieve the educational goals expected by Merdeka Curriculum. With PjBL, teachers can create a learning environment that supports students to become active, independent, and Pancasila-minded learners.

- e. The implementation of Project Based Learning (PjBL) makes learning more fun by utilizing technology.

The results show that the implementation of Project Based Learning (PjBL) that integrates technology makes the learning process more interesting and effective. Technology provides a new dimension in PjBL by making learning more dynamic and interesting. This is in accordance with the statement of a teacher who emphasized that technology makes learning more fun and interesting:

AD: "This method makes learning more fun, especially if you apply technology (such as YouTube, Quiziz, etc.), students are more interested in learning."

Besides making learning more fun, the application of technology in PjBL also

plays an important role in the development of 21st century skills. Technology supports the development of various important skills such as critical thinking, problem solving, collaboration and digital literacy. The use of YouTube videos and interactive websites allows teachers to present learning materials in a more lively and contextualized format. When English teachers play the “Snow White” video when studying the Fairy Tales theme, students not only listen to the story but also engage visually and emotionally. This activity not only enriches their understanding of the story but also hones their listening and speaking skills.

Technology integration also allows teachers to adapt learning materials according to students' individual needs. This supports more personalized learning that can be tailored to each student's individual learning pace and style. Technology provides a range of tools and resources that can be used to support differentiation in learning, which is essential to accommodate the diversity of students' needs and potential.

This finding is in line with the theory from Ma'some University (2023) which emphasizes the importance of preparing students for a rapidly changing world, and technology is a key tool in this process. The research findings corroborate this view by showing that the integration of technology in PjBL not only develops the critical skills required in the 21st century but also makes learning more engaging. In addition, the research confirms that PjBL supported by technology not only makes learning more interesting but also more meaningful for students.

Overall, the findings of this study support and strengthen the theory and research from Ma'some University (2023). The findings suggest that the integration

of technology in PjBL makes learning more relevant to global demands and more interesting for students, which in turn increases their engagement in the learning process. Thus, the findings reinforce the view that technology is a very important tool in modern education and in preparing students for a rapidly changing world. PjBL improves students' productive skills such as speaking, writing, and critical thinking.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher summarizes the main findings previously described and provides conclusions related to the research objectives. Practical and strategic suggestions are also proposed to assist educators, students, schools/policymakers, and other researchers in maximizing the potential of PjBL in Merdeka Curriculum.

5.1 Conclusion

Based on the analysis and processing of the research results, the researcher then concluded the research results in the following points:

- a. The challenges experienced by English teachers at SMA A in maximizing the application of the PjBL method based on the Merdeka curriculum include; 1. Lack of adequate facilities and infrastructure in applying technology for project learning, 2. Project-based learning is not optimal because of the Islamic boarding school environment, 3. Difficulty coordinating between teachers and students, 4. Teachers find it difficult to understand student characters, 5. Students lack discipline during learning because they abuse learning facilities.
- b. Opportunities for the PjBL method in English language learning in the Merdeka curriculum according to the perspective of English teachers at SMA A as follows; 1. PjBL is in line with the vision and concept of the Merdeka curriculum, 2. PjBL provides flexibility for teachers to present creative, varied, and interesting learning in the Merdeka curriculum, 3. PjBL is effective in empowering students to increase independence, collaboration and uncover their individual potential, 4. PjBL provides a more relevant learning experience

to train students' speaking skills, 5. PjBL makes learning more fun by utilizing technology.

- c. In maximizing the implementation of PjBL to teach English in Merdeka curriculum, English teachers at SMA A overcame the challenges with the following solutions; 1. Teachers created a fun learning atmosphere by starting the learning with music, 2. Increased cooperation between teachers and students through discussion and strategy exchange, 3. Encouraged students' active participation with essential questions, 4. Teachers also provide motivation by rewarding students' activeness, 5. Being ready with alternatives if obstacles occur, 6. Teachers need to increase supervision during project learning to manage students' focus

Overall, although the implementation of the Project-Based Learning (PjBL) method for English language learning at SMA A presents considerable challenges for teachers due to environmental factors under the auspices of an Islamic boarding school, PjBL shows great potential to improve the quality of English language learning in the Merdeka curriculum. PjBL in the Merdeka curriculum is not just a teaching strategy, but also a holistic effort to empower students and teachers, improve the quality of education, and prepare students for future success. With a deep understanding of these challenges and opportunities, teachers can prepare better strategies and solutions to maximize the success of the PjBL method in an Islamic boarding school setting by creating a dynamic and adaptive learning environment, and supporting students in reaching their full potential in English language learning.

5.2 Suggestion

Based on the conclusions written, at the end of this chapter the author adds some suggestions addressed to the parties related to this research. The suggestions are as follows:

1. For English teachers, the results obtained in this study can be used as a reference to improve the quality of learning in the Merdeka curriculum, especially by applying the PjBL method. By understanding the challenges and opportunities faced in implementing PjBL in the Merdeka Curriculum, teachers can prepare better strategies to overcome these challenges and optimize opportunities and ensure success in implementing this method, so that English learning can run better during the Merdeka curriculum.
2. For students, students should be more active and participatory in project learning. Students also need to increase concentration, collaboration and focus during project learning so that learning runs optimally and achieves learning objectives.
3. For schools that are transitioning to the Merdeka Curriculum, they can increase the effectiveness of PjBL and create a learning environment that is more innovative and in line with the vision of the Merdeka Curriculum. For the school as well as the entire academic community, they should always improve school facilities and infrastructure so that the PjBL learning method applied at school can be organized more optimally. In addition, teachers who meet students every day should be given more training programs to be better prepared for all the challenges in adapting learning to the concept of the Merdeka curriculum.

4. For other researchers, it is hoped that this research can be used as a reference to carry out similar research, it can even be developed better.

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APPENDICES

Appendix 1



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : 20/Un.03.1/TL.00.1/01/2024 03 Januari 2023
Sifat : Penting
Lampiran : -
Hal : Izin Survey

Kepada

Yth. Kepala SMA An-Nur Bululawang
di
Kabupaten Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Suciani
NIM : 200107110028
Tahun Akademik : Genap - 2023/2024
Judul Proposal : **Investigating English Teacher's Challenges and Opportunities in Implementing Project Based Learning in The Merdeka Curriculum**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

an. Dekan,

Wakil Dekan Bidang Akaddemik



Muhammad Walid, MA
730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix II Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id email : fitk@uin-malang.ac.id

Nomor : 1889/Un.03.1/TL.00.1/05/2024 17 Mei 2024
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada

Yth. Kepala SMA An-Nur Bululawang, Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Suciani
NIM : 200107110028
Jurusan : Tadris bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2023/2024
Judul Skripsi : **English Teacher's Challenges and Opportunities in Implementing Project Based Learning in Merdeka Curriculum**

Lama Penelitian : Mei 2024 sampai dengan Juli 2024 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Kedudukan,
Kepala Bidang Akademik

Muhammad Walid, MA
30823 200003 1 002



Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Apendix 3



LEMBAGA PENDIDIKAN MA'ARIF NU
SEKOLAH MENENGAH ATAS AN-NUR
Bululawang Malang

Status : Terakreditasi 'A'

NSS : 30405181059 NDS : E. 13134004 NPSN : 20517785

Alamat : Jalan Raya Bululawang Kec. Bululawang 65171 Malang Telp 0341 833366

SURAT KETERANGAN PENELITIAN

Nomor : 386/104.26/SMA.AN.89/V/2024

Yang bertanda tangan di bawah ini :

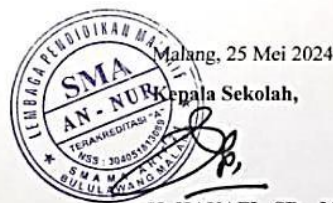
Nama : **H. HANAFI, SP., M.Pd.I.**
Tempat Tgl Lahir : Malang, 22 Maret 1969
Jabatan : Kepala Sekolah
Alamat : Jl. Kranyak Jaya No. 42 RT. 13 RW. 03 Kreet Sengrong Bululawang
(65171) Kab. Malang

Menerangkan bahwa :

Nama : **SUCIANI**
NIM : 200107110028
Jurusan : Tadris Bahasa Inggris (TBI)
Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah melakukan penelitian pada tanggal 16 s.d. 25 Mei 2024 dengan judul Skripsi: "English Teacher's Challenges and Opportunities in Implementing Project Based Learning in Merdeka Curicullum"

Demikian surat keterangan ini disampaikan, agar dapat dipergunakan sebagaimana mestinya.



Malang, 25 Mei 2024
Kepala Sekolah,
H. HANAFI, SP., M.Pd.I.

Appendix 4

The following questions were asked to English teachers who implement project-based learning in the independent curriculum.

Date :

Location :

Respondent's Information:

Name :

Positions in School :

Length of time teaching English :

Questions :

1. What do you know about project-based learning and Merdeka curriculum?
2. What is your experience in applying Project Based Learning (PjBL) in English language teaching?
3. How do you see PjBL in accordance with the principles of the Merdeka Curriculum?
4. What challenges do you face when implementing PjBL in teaching English in the Merdeka Curriculum?
5. What opportunities do you think PjBL offers in improving English language learning in the Independent Curriculum era?
6. How do you overcome the challenges you face in your daily teaching practice?
7. What do you think needs to be improved or added to make you more successful in implementing PjBL in the Merdeka Curriculum?
8. Are there any suggestions or recommendations that you would like to share with relevant parties to support the implementation of PjBL in the Merdeka Curriculum?

Appendix V

INSTRUMEN OBSERVASI

INVESTIGATING ENGLISH TEACHERS CHALLENGES AND OPPORTUNITIES IN IMPLEMENTING PROJECT BASED LEARNING IN MERDEKA CURICULLUM

Instrument Observation

Date :

Subject Observed :

Location :


Theme of the Project :

Please give a Check List (√) mark in the column provided according to the researcher's observation. Add notes if needed:

No	Opportunities and Challenges for English Teachers' Implementation of Project Based Learning in the Merdeka Curriculum	Data Acquisition Scale		Note
		YES	NO	
1.	The teacher is present in the classroom and interacts with students during the learning project			
2.	Teachers have developed a clear and structured lesson plan for the PjBL project			
3.	Project design is in accordance with the issues and topics of Merdeka Curriculum			
4.	Educators are aware of English learning opportunities using PjBL			
5.	Educators give learners the freedom to express opinions related to the material 5.			
6.	Educators give freedom to learners in learning			
7.	The teacher prepares materials, resources, and support to implement the PjBL project well.			
8.	The teacher makes good use of technology to facilitate communication, research, and			

	creation of the final product of the project			
9.	Teachers experience difficulties or barriers as facilitators of PjBL project learning			
10.	Teachers have strategies or adjustments made to overcome certain obstacles or difficulties.			
11.	Teachers provide opportunities for students to develop critical and creative thinking skills and facilitate collaboration between students.			
12.	Students actively participate in planning, implementing, and evaluating the project.			
13.	Learning implementation is in accordance with the lesson plan			

Appendix 6

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : B-792 /Un.03/FITK/PP.00.9/05/2024 14 Mei 2024
Lampiran : -
Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.
Harir Mubarak, M.Pd
di - Tempat

Assalamualaikum Wr. Wb.


Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Suciani
NIM : 200107110028
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : English Teacher's Challenges and Opportunities in
Implementing Project Based Learning in Merdeka
Curriculum
Dosen Pembimbing : Nur Filtria Anggrisia, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.


Wakil Dekan Bid. Akademik
Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Appendix 7

Validation Sheet
 Blueprint of interview and questionnaire guide
**ENGLISH TEACHER'S CHALLENGES AND OPPORTUNITIES IN
 IMPLEMENTING PROJECT BASED LEARNING IN MERDEKA
 CURICULLUM**

Validator	:	Harir Mubarak, M.Pd
NIP	:	1987008201802011152
Expertise	:	English Education Department
Instance	:	UIN Maulana Malik Ibrahim Malang
Validator Date	:	May 13, 2024

A. Introduction

This validation sheet is use to get an assessment from the validator on the research instrument that I use. Every feedback and suggestion are essential for increasing the quality of the instrument. Thanks for your willingness to become a validator in this research.

B. Guidance

- In this part, please give a score on each item with sign (y) in the following columns below:
 - 1 = Very Poor
 - 2 = Poor
 - 3 = Average
 - 4 = Good
 - 5 = Excellent

C. Assessment Rubric

1. The construction of research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1	Research instrument relevant to the research objectives.					✓	
2	Research instrument formulated well.					✓	

2. The languages use in the research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1	Research instrument uses excellent and correct languages.					✓	
2	Research instrument easy to understand.					✓	
3	Research instrument interactive and communicative.					✓	

3. The effectiveness of research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1	Research instrument can help the researcher examine detail the English teacher's challenges and opportunities in implementing project					✓	

	based learning in merdeka curriculum.							
2	Research instrument can describe the English teacher's challenges and opportunities.						✓	

D. Suggestion

I hope this instrument can be used to
 to help the data for your findings.
 Good luck!

E. Conclusion

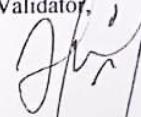
Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
2. The instrument can be used with slight revision.
3. The instrument can be used with many revisions.
4. The instrument cannot be used.

Malang, May 13 2024

Validator,



Harir Mubarok, M.Pd

NIP. 1987008201802011152

Appendix 8 Interview transkript

INTERVIEW TRANSKRIPT

The following questions were asked to English teachers who implement project-based learning in the independent curriculum.

Date : 18 Mei 2024

Location : SMA AN Nur Bululawang

Respondent's Information:

Name : Arie Dewantara, S.Pd
Positions in School : English Teacher (class X and XI)
Length of time teaching English : 5 years

Questions :

No	Questions	Answers
1	What do you know about project-based learning methods and Merdeka curriculum?	Project-based learning is a teaching method where students are required to be more active and the teacher becomes a facilitator, usually after learning will produce or display a learning product. Meanwhile, the Merdeka curriculum, as I understand it, is a curriculum that requires students to be more active and creative in learning, for example, actively asking and answering questions and giving criticism or suggestions.
2	What is your experience in implementing Project Based Learning (PjBL) in English language teaching?	I usually use PjBL by analyzing problems and discussions or the term small talk.
3	How do you see PjBL in accordance with the principles of the Merdeka Curriculum?	This method is in accordance with the principles and concepts of the Merdeka curriculum which requires students to be more active and able to manage their own learning. However, it seems that the application is still not optimal because students are still shy and difficult to explore themselves and even difficult to understand what the teacher says.

4	<p>What challenges do you face when implementing PjBL in English language teaching in the Merdeka Curriculum?</p> <p>*What are the factors that cause students to participate less in class?"</p> <p>*Can you tell me more about the difficulties in understanding student characteristics?"</p>	<p>Sometimes the obstacle is in terms of learning facilities, especially laptops, which are a little laggy, which can hinder learning a little. In terms of students, many of them do not understand but are unwilling and embarrassed to ask so I assume they understand. Another obstacle is that it is also difficult for me to understand the character of the students.</p> <p>The cause of this can come from a lack of motivation, because in English learning not all students have good skills, so students who feel behind in skills or lack of understanding of the material may feel less confident because they are afraid of making mistakes in front of their friends so students lose motivation to try harder."</p> <p>Each student has a different learning style, some students prefer to learn visually with power points, focus on listening to material from teachers and books, while others are better at kinesthetic or auditory learning such as learning with music, discussions or hands-on practice. Adjusting teaching methods to meet the needs of all these students is a challenge because it is necessary to identify the individual needs of each student with a large number of students in one class, it is difficult to give special attention to each individual. Meanwhile, in this Merdeka curriculum, teachers are required to be able to develop the potential of each student.</p>
5	<p>What opportunities do you think PjBL offers in improving English language learning in the Independent Curriculum era?</p> <p>*How do you apply technology in project-based learning?</p>	<p>This method makes learning more enjoyable especially if it applies technology (such as YouTube, quiz, etc) students are more interested in learning. This method also makes teachers able to present creative learning that is varied and not boring. For students, this method provides a more relevant learning experience. relevant learning experience, they become trained to speak English.</p> <p>I always use technology when teaching in Idaman class because there are facilities so it's a shame if it's not used, usually I use YouTube for children to</p>

	<p>*How do you plan and prepare for the implementation of PjBL in the classroom?</p> <p>*What kind of learning experience does the PjBL method offer?</p>	<p>see the snow white video because the theme is currently Fairy Tales, then after seeing the video I tell the children to analyze and retell it in front of the class.</p> <p>First, prepare teaching materials in the form of videos. Then I prepare questions about the video so that children are able to analyze the video. Here I emphasize more on English deep learning. Then I divide the children into groups of 4 to 5 people so that they can discuss and answer questions together about analyzing the video that has been shown. After that, the group representatives come forward to retell the story.</p> <p>Project-based learning is able to provide real experience to students and is able to hone students' abilities. For example, analyzing the 'Snow White' video, through the project, students not only learn about linguistics but in the process of discussion and presenting the results of this discussion will train their speaking, then by watching the video students can increase vocabulary and hone listening skills, students work in groups, collaborate, divide tasks, and work together, thus developing collaboration skills and team abilities. Like that.</p>
6	<p>How do you do to overcome these challenges in your daily teaching practice?</p>	<p>Here it is necessary to have cooperation between teachers and students, cooperation between English teachers also to get solutions. So we often share and discuss learning problems and then find solutions. In addition, I also attract students' attention with entertainment, if I usually use music. The children sometimes have to be lured with music first so that they are happy and interested and pay attention.</p>
7	<p>What do you think needs to be improved or added to make you more successful in implementing PjBL in the Merdeka Curriculum?</p>	<p>Access to technology and adequate facilities are essential to support project-based learning, especially in the context of the Merdeka Curriculum which requires flexibility and digital resources. Then trainings for teachers. Actually, the school always holds training once a year for teachers, but I prefer if it is directly from the expert or native speaker, children will be more interested.</p>

8	Are there any suggestions or recommendations you would like to share with relevant parties to support the implementation of PjBL in the Merdeka Curriculum?	Perhaps the application of this method can be tried with outdoor learning so that children enjoy recognizing the environment and the material can be in accordance with real life. And the lesson exchange program is also quite helpful if implemented by the government.
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The following questions were asked to English teachers who implement project-based learning in the independent curriculum.

Date : 20 Mei 2024

Location : SMA AN Nur Bululawang

Respondent's Information:

Name : Khulafaurrosyidin, S.S
 Positions in School : English Teacher (class X and XI)
 Length of time teaching English : 3 years

Result:

No	Questions	Answers
1	What do you know about project-based learning methods and Merdeka curriculum?	PjBL is learning that uses sparking questions to students after which the teacher provides clarification or direct feedback so that teachers and students can exchange ideas. Meanwhile, the Merdeka curriculum is the vision of creating students who have the spirit of Pancasila, then in all of the silanaya, I conclude that I explore the potential in the students themselves, yes, if in English lessons it might be like the potential of the students themselves in which skills because sometimes there are those whose understanding of the text is good but their grammar is weak or their grammar is good but their speaking is weak or vice versa.
2	What is your experience in implementing Project	In applying PjBL I usually focus more on discussion and presentation. So I divide students into groups then I give them a theme or topic then later they discuss and present the results of their

	Based Learning (PjBL) in English language teaching?	discussion in front of the class through ppt. During the learning process, I facilitate students to use laptops and look for learning resources from the internet. Sometimes I also take children to the library so that they can look for references through books provided at school as well. In addition, I have also asked children to make short texts but without using google translate or anything like that so they rely on the vocabulary they know, just a short text is not too long as long as the important topic is fulfilled. Then they presented in front of the class.
3	How do you see PjBL in accordance with the principles of the Merdeka Curriculum?	Yes, although maybe my implementation is lacking because maybe it is seen from the environment here, it is based on boarding school, so the time for facilities etc. is not optimal. With so many activities at pesantren and school sometimes they are tired and then also internet connection problems that make it less than optimal. But theoretically the PjBL method is in accordance with the principles of the independent curriculum where children are triggered or provoked by problems after that how to solve the problem after that we help answer the problem.
4	What challenges do you face when implementing PjBL in English language teaching in the Merdeka Curriculum?	Maybe from the readiness of students, children are less reading, so when told to convey ideas it is difficult. Then in this independent curriculum, it also welcomes learning that applies technology, it is also sometimes an obstacle. The obstacle is in the network which is sometimes troubled because in this school every hour the internet token changes so sometimes there are problems. And also the material in advanced English is rarely available on the internet. In this school, there are two classes, regular and ideal, if regular, it is impossible to apply technology because they are not facilitated by electronics or internet networks, all pure information from books.

5	<p>What opportunities do you think PjBL offers in improving English language learning in the Merdeka Curriculum era?</p> <p>*How do you apply technology in project-based learning?"</p> <p>*How do you plan and prepare for the implementation of PjBL in the classroom?</p> <p>*How are you able to explore and develop the potential of each student in project learning?</p>	<p>Students are more independent and do not depend on information from the teacher, more visible potential of each student.</p> <p>For technology, maybe it's just like PPT and searching on google, if it's like google translate, I don't encourage students to use it, I encourage them to rely on the vocabulary they know.</p> <p>First, the material is prepared, what is the topic, then it is discussed together, the most important thing that needs to be prepared is the time management so you have to make an agreement with the students that it should be finished by the next meeting or in two weeks. If the writing project is usually one semester, so every time I come in I ask where the project is.</p> <p>Through collaboration. Team collaboration in this learning is very much needed, because not all students have the same potential and abilities so if they work in groups they can exchange ideas and abilities, there are those who have good speaking but can't do grammar usually they lead the presentation, there are those who like to write they can usually be relied on to write conclusions, there are also those who lack English skills but are good at critical thinking so they can provide ideas in their groups</p>
6	<p>How do you do to overcome these challenges in your daily teaching practice?</p> <p>*How do you stimulate students to be active during learning?</p>	<p>Yes, it is seen how good it is, so the teacher must also be smart and smart to find other alternatives if suddenly there are obstacles in learning, for example, such as a slow internet network, immediately the children are invited to the library, if from students who are less active in learning, they can be given questions to provoke, because sometimes the children do not want to be told to present in front of the class, finally I give questions so that they want to talk, think critically, convey ideas and respond.</p> <p>I usually provoke them with questions, so that they want to answer I give them tolerance such as 'Let's speak English, don't worry I will help you'. Then I give rewards for those who dare to answer</p>

7	<p>What do you think needs to be improved or added to make you more successful in implementing PjBL in the Merdeka Curriculum?</p>	<p>What we need is training and support, actually there is training once a year from the school, but maybe my suggestion is that the presenters should not be the only ones, maybe at the national level, if only those people will not be upgraded, so I usually learn and look for information through you tube and read books about teaching methods.</p>
8	<p>Are there any suggestions or recommendations you would like to share with relevant parties to support the implementation of PjBL in the Merdeka Curriculum?</p>	<p>Providing resources that are easier for students to understand, because if I look at the material the height is not like in curriculum 13 so there needs to be a relevant book because if I look at the book from the government or kemendikbud it is less also too focused on text structure, vocabulary and no more grammar development, and also the material is too ambiguous and there is no grammatical sequence. The second thing is to look at the learning environment because not all schools have the technology that the government wants, such as those based on Islamic boarding schools like this, then schools in rural areas that have not been touched by the internet should be allowed to still be based on an independent curriculum, maybe given their own module lines or their own designs because I see this government hitting the policy evenly so it seems imposing.</p>

Appendix 9 Observations Paper

LEMBAR OBSERVASI

INVESTIGASI TANTANGAN DAN PELUANG GURU BAHASA INGGRIS DALAM MENERAPKAN PROJECT BASED LEARNING DI KURIKULUM MERDEKA

Hari/tanggal : Sabtu / 18 Mei 2024

Subjek observasi : Arie Dewantara, S.Pd

Lokasi : Kelas Ruang kelas X.17

Tema proyek : Fairy Tales (Analisis video 'Snow White')

Beri tanda Check List (√) pada kolom yang disediakan sesuai dengan pengamatan peneliti. Tambahkan catatan jika dibutuhkan:

No	Peluang dan Tantangan Penerapan Project Based Learning di Kurikulum Merdeka oleh Guru Bahasa Inggris	Skala Pemerolehan Data		Catatan
		YA	TIDAK	
1.	Guru hadir di kelas dan berinteraksi dengan siswa selama pembelajaran project	√		Guru hadir di kelas sesuai dengan jam pembelajaran dari awal hingga akhir
2.	Guru telah menyusun rencana pembelajaran yang jelas dan terstruktur untuk proyek PjBL. Desain proyek sesuai dengan isu dan topic Kurikulum Merdeka	√		Guru memiliki modul ajar yang jelas sesuai keterbatasan kurikulum Merdeka dan topik-topik pembelajaran terstruktur dan sesuai dengan salah satu tema fairy tales.
3.	Pendidik mengetahui peluang pembelajaran bahasa Inggris menggunakan PjBL	√		Guru mengetahui bahwa PjBL berpusat pada siswa maka guru merancang siswa untuk aktif dalam pembelajaran. Guru juga mengaktifkan potensi siswa pada saat pembelajaran.
4.	Pendidik memberikan keleluasaan peserta didik untuk menyampaikan pendapat terkait materi	√		Pendidik membuka pelajaran dengan pertanyaan-pertanyaan agar siswa mampu memberikan pendapat terkait materi.
5.	Pendidik memberikan kebebasan kepada peserta didik dalam belajar	√		Dalam mengerjakan proyek siswa diberi kebebasan untuk berdiskusi dan
6.	Guru mempersiapkan materi, sumber daya, dan dukungan untuk melaksanakan proyek PjBL dengan baik.	√		Guru mempersiapkan bahan ajar berupa video yang digunakan selama pembelajaran.
7.	Guru memanfaatkan teknologi untuk memfasilitasi komunikasi, penelitian,	√		Guru menggunakan teknologi berupa alat elektronik

Catatan :

Print 5 :- mencari informasi. Siswa memiliki keleluasaan untuk menyelesaikan proyek sesuai dengan kemampuan dan gaya belajar masing-masing.

	dan pembuatan produk akhir proyek dengan baik			laptop dan menggunakan aplikasi ap YouTube untuk ke mendukung pembelajaran.
8.	Guru mengalami kesulitan atau hambatan sebagai fasilitator pembelajaran proyek PjBL		✓	Saat guru sulit berkoordinasi dengan siswa, siswa sering tidak memperhatikan guru dan kehilangan fokus pada pembelajaran
9.	Guru memiliki strategi atau penyesuaian yang dilakukan untuk mengatasi hambatan atau kesulitan tertentu.	✓		Untuk mengatasi siswa yang kurang aktif dalam pembelajaran, guru memberikan pancingan berupa pertanyaan esensial kepada siswa
10.	Guru memberikan kesempatan kepada siswa untuk mengembangkan kemampuan berpikir kritis, kreatif, serta memfasilitasi kolaboratif antar siswa.	✓		Guru mengelompokkan siswa dalam kelompok-kelompok berjumlah 4-5 anggota. Dalam kelompok tersebut siswa saling bertukar pikiran dan pendapat berbagi tugas dan berdiskusi.
11.	Siswa terlibat aktif berpartisipasi dalam merencanakan, melaksanakan, dan mengevaluasi proyek		✓	Siswa terlihat kurang aktif dalam kelas, tidak ada inisiatif dari siswa untuk menjawab pertanyaan yg diberikan guru
12.	Pelaksanaan pembelajaran sesuai dengan RPP		✓	Pelaksanaan pembelajaran tidak sesuai RPP karena terjadi hambatan
13.	Guru memberikan umpan balik yang konstruktif kepada siswa untuk meningkatkan kualitas proyek mereka	✓		Sehingga guru perlu mencari alternatif lain untuk pelaksanaan pembelajaran

Catatan:

Point 8 : Siswa menonton film secara diam-diam saat guru menjelaskan di depan kelas. Hal ini menunjukkan guru kurang melakukan pengawasan saat pembelajaran sehingga hal ini menghambat pembelajaran dan menyebabkan sulit koordinasi antara siswa dengan guru.

- Pasilitas kurang memadai karena proyektor tidak berfungsi dengan baik.

Point 9 : Guru membangun fokus dan konsentrasi siswa dengan mengatakan "Focus on Me".

- Guru menawarkan score dan reward yang bagus kepada siswa yang berani mengutarakan pendapat.

Point 10 : Siswa dalam kelompok saling berdiskusi dan bekerjasama untuk menyelesaikan tugas dengan membagi tugas sesuai kemampuan dan kesepakatan.

- Dalam presentasi guru memberi ruang kepada siswa untuk menyanggah, memberi saran dan pendapat.

Point 11 : Siswa terlihat kurang percaya diri dan malu-malu untuk memberikan tanggapan, menjawab dan memberi saran.

Point 13 : Guru memberi feedback secara langsung dan mengevaluasi kinerja siswa saat presentasi setelah siswa melakukan presentasi

LEMBAR OBSERVASI

INVESTIGASI TANTANGAN DAN PELUANG GURU BAHASA INGGRIS DALAM MENERAPKAN PROJECT BASED LEARNING DI KURIKULUM MERDEKA

Hari/tanggal : Senin / 20 Mei 2024
 Subjek observasi : Khulafaurrosyidin, S.S
 Lokasi : Ruang Kelas X1.20
 Tema proyek : History Exposition (membuat presentasi)
 Beri tanda Check List (√) pada kolom yang disediakan sesuai dengan pengamatan peneliti. Tambahkan catatan jika dibutuhkan:

No	Peluang dan Tantangan Penerapan Project Based Learning di Kurikulum Merdeka oleh Guru Bahasa Inggris	Skala		Catatan
		Pemerolehan Data		
		YA	TIDAK	
1.	Guru hadir di kelas dan berinteraksi dengan siswa selama pembelajaran project	✓		guru hadir di kelas selama pembelajaran PjBL berlangsung. Namun untuk
2.	Guru telah menyusun rencana pembelajaran yang jelas dan terstruktur untuk proyek PjBL. Desain proyek sesuai dengan isu isu dan topic Kurikulum Merdeka	✓		guru memiliki modul ajar yang jelas. Materi yang dipelajari adalah sesuai dengan materi pengembangan bahasa Inggris
3.	Pendidik mengetahui peluang pembelajaran bahasa Inggris menggunakan PjBL	✓		Dalam pembelajaran guru bertindak sebagai fasilitator dan pembelajar fokus kepada siswa.
4.	Pendidik memberikan keleluasaan peserta didik untuk menyampaikan pendapat terkait materi	✓		guru memberi kesempatan kepada siswa untuk bertanya dan menjawab pertanyaan.
5.	Pendidik memberikan kebebasan kepada peserta didik dalam belajar	•	✓	guru memberikan batasan-batasan kepada siswa dalam mengerjakan proyek
6.	Guru mempersiapkan materi, sumber daya, dan dukungan untuk melaksanakan proyek PjBL dengan baik.	✗	✓	Sebelum siswa mengerjakan proyek guru memberikan materi melalui diskusi bersama kemudian guru meminta siswa mencari materi
7.	Guru memanfaatkan teknologi untuk memfasilitasi komunikasi, penelitian,	✓		guru menggunakan literasi

Catatan: Point 1 : membuat teks eksposisi penguasannya sebagai pekerjaan rumah dan tidak dikerjakan di sekolah.

Point 6 : di Internet sebagai materi pendukung

Point 5 : dalam mengerjakan tugas/proyek siswa diingatkan menggunakan kata kata sesuai kemampuan siswa dan tidak boleh menggunakan Google translate atau perangkat pembantu.

	dan pembuatan produk akhir proyek dengan baik			dari web dan internet search Untuk pendukung pembelajaran.
8.	Guru mengalami kesulitan atau hambatan sebagai fasilitator pembelajaran proyek PjBl.	✓		Jaringan internet yang tidak stabil dan materi yang terbatas menghambat Pembelajaran.
9.	Guru memiliki strategi atau penyesuaian yang dilakukan untuk mengatasi hambatan atau kesulitan tertentu.	✓		Siswa guru memberikan toleransi kepada siswa yang tidak percaya diri mempresentasikan hasil kerjanya mereka
10.	Guru memberikan kesempatan kepada siswa untuk mengembangkan kemampuan berpikir kritis, kreatif, serta memfasilitasi kolaboratif antar siswa.	✓		guru membentuk siswa secara berkelompok agar siswa dapat berkolaborasi berdiskusi dengan baik
11.	Siswa terlibat aktif berpartisipasi dalam merencanakan, melaksanakan, dan mengevaluasi proyek	✓		Siswa mampu merespon pertanyaan dengan baik dan bertanya sesuai konteks
12.	Pelaksanaan pembelajaran sesuai dengan RPP	✓		guru melaksanakan pembelajaran sesuai perencanaan dan tidak ada hambatan berarti.
13.	Guru memberikan umpan balik yang konstruktif kepada siswa untuk meningkatkan kualitas proyek mereka	✓		guru memberikan feed back secara langsung dan meminta siswa untuk perbanyak membaca agar meningkatkan kualitas proyek mereka.

Catatan:

Point 8: • ketika sesi presentasi siswa tidak percaya diri untuk menampilkan hasil kerjanya

Point 9: • Presentasi dilakukan ditempat duduk siswa masing-masing tidak didepan kelas. Kemudian untuk siswa yang tidak mampu menyampaikan hasil diskusi guru memberikan pertanyaan sebagai pemancing.

MODUL AJAR
BAB 6 FRACTURED STORIES

INFORMASIMUM

A. IDENTITAS MODUL

Nama Penyusun	: Arie Dewantara, S.Pd
Satuan Pendidikan	: SMA Annur Bululawang
Kelas / Fase	: X (Sepuluh) - E
Mata Pelajaran	: Bahasa Inggris
Prediksi Alokasi Waktu	: 12 JP (7 x Pertemuan)
Tahun Penyusunan	: 2024
Elemen	: Elemen Menyimak – Berbicara
Capaian Pembelajaran	: Peserta didik menggunakan Bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan Bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
Elemen	: Elemen Membaca – Memirsa
Capaian Pembelajaran	: Peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, <i>recount</i> , dan <i>report</i> . Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi keterampilan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.
Elemen	: Elemen Menulis – Mempresentasikan

Capaian Pembelajaran : Peserta didik menulis berbagai jenis teks fiksi dan nonfiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

B. KOMPETENSI AWAL

Narrative is a text that tells a story which aims to entertain the audience. It has elements such as plot, characters, and point of view. It consists of orientation, complication, and resolution. It often uses past tense.

C. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

D. SARANA DAN PRASARANA

- | | | |
|-----------------------|----------------------------|------------------------------|
| 1. Gawai | 4. Buku Teks | 7. Handout materi |
| 2. Laptop/Komputer PC | 5. Papan tulis/White Board | 8. Infokus/Proyektor/Pointer |
| 3. Akses Internet | 6. Lembar kerja | 9. Referensi yang mendukung |

E. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

F. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Alur Tujuan Pembelajaran Bab 6 :

Memproduksi teks naratif lisan dan teks naratif tulis multimoda tentang *fractured stories* sesuai dengan konteks dan tujuan yang hendak dicapai.

Alur Tujuan Pembelajaran Task 1 :

Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks naratif lisan dengan topik *Fractured stories*.

Alur Tujuan Pembelajaran Task 2 :

Mengidentifikasi karakteristik, rangkaian penyusunan, dan pengembangan gagasan secara sederhana dari teks naratif lisan dengan topik *Fractured stories*.

Alur Tujuan Pembelajaran Task 3 :

Mengidentifikasi makna tersurat dan dari teks naratif *fractured stories* dalam bentuk multimoda.

Alur Tujuan Pembelajaran Task 4 :

Menguraikan gagasan dan pendapat disertai dengan alasan sederhana terhadap teks naratif *fractured story*.

Alur Tujuan Pembelajaran Task 5 :

Mendemonstrasikan komunikasi efektif dalam penyampaian gagasan dan pendapat dengan alasan sederhana terhadap narasi *fractured story*.

Alur Tujuan Pembelajaran Task 6 :

Merancang teks naratif *fractured story* multimoda dengan memperhatikan konteks dan tujuan penulisan.

Alur Tujuan Pembelajaran Task 7 :

Memproduksi teks naratif *fractured story* sederhana dalam bentuk multimoda.

B. PEMAHAMAN BERMAKNA

Narrative is a text that tells a story which aims to entertain the audience. It has elements such as plot, characters, and point of view. It consists of orientation, complication, and resolution. It often uses past tense.

C. PERTANYAAN PEMANTIK

- Have you read or heard a good story?
- What makes a good story?

D. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa,

dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (90 Menit)

Task 1 Bagian A: Let's Ponder

- Guru mengingatkan kembali peserta didik pada cerita- cerita yang ditanyakan di Buku Siswa dengan mengajukan pertanyaan-pertanyaan seperti berikut ini:
 - *Have you heard the story of the race between the hare and the tortoise? Who won the race?*
 - *Do you still remember the story of Malin Kundang? What happened to Malin Kundang?*
- Guru mengajukan pertanyaan-pertanyaan yang ada dalam Buku Siswa.
- Guru dapat memberikan definisi *Conditional Sentence* seperti berikut ini:

In English grammar, a conditional clause is a type of adverbial clause that states a hypothesis or condition, real (factual) or imagined (counterfactual). A sentence containing one or more conditional clauses and a main clause—which expresses the result of the condition—is called a conditional sentence or conditional construction. A conditional clause is most often introduced by the subordinating conjunction if; other conditional subordinators include unless, even if, provided that, on [the] condition that, as long as and in the case of. Note that unless functions as a negative subordinator.

Conditional clauses tend to come at the beginning of complex sentences— sentences containing an independent clause and one or more dependent clauses—but, like other adverbial clauses, may also come at the end.
- Guru kemudian menjelaskan tipe dan contoh *Conditional Sentence*. Guru dapat menjelaskan hanya sebagian tipe *Conditional Sentence* yang muncul dan digunakan dalam teks yang dibahas terlebih dahulu sebelum menjelaskan semua tipe seperti di bawah ini.
- Guru dapat menggunakan pertimbangannya untuk memilih tipe *Conditional Sentence* mana yang akan dibahasnya dengan rinci dan mana yang akan dijadikannya sebagai tugas dan latihan lanjutan.

Types of Conditional Clauses

There are six main types of conditional sentences based on likelihood and tense: general rule/law of nature, open future condition, unlikely future condition, impossible future condition, impossible past condition, and unknown past condition. See below for definitions and examples of these, provided by John Seely in Grammar for Teachers.

General rule: *This event or action is a law of nature, it always happens. Example: "The equilibrium between liquid and vapor is upset if the temperature is increased."*

Open future condition: *This event or action may or may not happen. Example: "If you start thinking about this game, it will drive you crazy."*

Unlikely future condition: *This event or action probably won't happen. Example: "But if you really wanted to be on Malibu Beach, you'd be there."*

Impossible future condition: This event or action could never happen. Example: "If I were you, I would go to the conference center itself and ask to see someone in security."

Impossible past condition: This past event or action did not happen. Example: "I would have resigned if they had made the decision themselves."

Unknown past condition: The conditions of this past event or action are unknown; it might have happened and it might not have. Example: "If he had been working for three days and three nights then it was in the suit he was wearing now," (Seely 2007).

Sumber: Nordquist, Richard. "Conditional Sentences." ThoughtCo.

<https://www.thoughtco.com/conditional-sentence-grammar-4035237> (accessed April 17, 2022).

- Guru membantu peserta didik berlatih menggunakan *Conditional Sentence* untuk cerita yang akan ditulis peserta didik di *task* berikutnya.

Pre-Listening Activity:

- Guru meminta peserta didik mencermati beberapa gambar. Gambar-gambar yang disajikan merupakan gambar beberapa peristiwa dari sebuah cerita.
- Guru meminta sejumlah peserta didik (sesuai jumlah gambar) untuk maju ke depan kelas.
- Setiap peserta didik diminta memegang satu gambar.
- Peserta didik yang tidak memegang gambar diminta memberi saran kepada peserta didik yang memegang gambar untuk berdiri berjajar sesuai urutan cerita dari gambar yang dipegang.
- Contoh kegiatan mengurutkan gambar bisa dilihat di video yang berjudul "graiti shorts" dari tautan <https://youtu.be/FIIHDCn88ck>.

Task 1 Bagian B: Listen and Confirm

- Guru menyampaikan bahwa mereka akan mendengarkan rekaman audio cerita Malin Kundang dengan versi yang sangat berbeda dari cerita Malin Kundang yang selama ini peserta didik ketahui.

- Guru meminta peserta didik menomori gambar pada Buku Siswa sesuai dengan urutan cerita dalam rekaman. Berikut rekaman audio cerita Malin Kundang:

Once upon a time in the West coast of Sumatera Island, lived a poor widow with her son named Malin Kundang.

When he was walking around the seashores while singing Ayam Den Lapeh, Malin Kundang was approached by an agent and was asked to join Liga Dangdut Nasional.

Malin Kundang then said goodbye to her poor mother to go to Jakarta and join the contest with the hope to become the winner.

Malin Kundang won the competition and soon got busy with album making and concerts. He even won the Dangdut Singer rookie award that made him the most famous dangdut singer in Indonesia.

One day, Malin Kundang held a concert in Padang. His mother, who heard about it, asked for the backstage pass to meet Malin. Somehow, Malin did not want to admit that she is his mother.

No matter how broken her heart was. The mother forgave Malin Kundang and wished for his successful career.

- Guru bersama peserta didik mengecek jawaban.
- Guru dapat meminta peserta didik untuk menceritakan gambar menggunakan kata-kata mereka sendiri.
- Guru menyimak cerita peserta didik, memberikan masukan dan revisi apabila diperlukan.

Task 1 Bagian C: Listen and Take Notes

- Guru menyampaikan bahwa mereka akan menyimak kembali rekaman audio untuk mengelompokkan informasi dari rekaman audio ke dalam bagian-bagian teks seperti diperintahkan dalam Buku Siswa.
- Guru memperdengarkan rekaman audio.
- Guru dan peserta didik mengecek jawaban.
- Guru memberikan penjelasan tentang struktur teks, bagaimana ide pada masing-masing bagian (Orientation, Complication, Resolution) diorganisasikan, tentang kata serta ungkapan kunci yang digunakan teks, dan tentang elemen penting yang ada dalam cerita seperti tokoh, setting cerita.

Task 1 Bagian D: Let's Discuss

- Guru meminta peserta didik untuk berdiskusi bersama dalam kelompok atau berpasangan menemukan dan menjelaskan perbedaan cerita Malin Kundang versi 'alternatif' dengan versi tradisional.
- Guru meminta peserta didik membuat catatan perbedaan tersebut dan melaporkannya.
- Guru menyimak laporan peserta didik, memberi masukan dan revisi apabila diperlukan.

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

E. ASESMEN / PENILAIAN

- Guru menjelaskan bahwa untuk mengukur pengetahuan dan keterampilan peserta didik tentang materi yang disampaikan pada bab, peserta didik harus membuat sebuah proyek yang akan mereka sajikan di depan kelas.
- Guru menyampaikan bahwa peserta didik dapat bekerja dalam kelompok untuk menyelesaikan proyek itu.
- Guru menyampaikan bahwa peserta didik dapat menyelesaikan proyek ini di luar kelas (atau secara *asynchronous*, apabila kelas dilakukan secara daring).
- Guru menjelaskan langkah-langkah pembuatan proyek itu dan rubrik penilaian yang akan digunakan untuk menilai pekerjaan peserta didik seperti dijelaskan di Buku Siswa.
- Guru menyampaikan bahwa peserta didik dapat bertanya atau berkonsultasi selama penyelesaian proyek itu.
- Guru memberikan masukan, atau revisi apabila diperlukan selama peserta didik menyelesaikan proyek mereka.
- Guru menilai pekerjaan peserta didik menggunakan rubrik penilaian yang ada di Buku Siswa.
- Guru menyampaikan bahwa peserta didik juga akan menilai proyek yang disajikan oleh teman mereka berdasarkan rubrik penilaian yang disediakan di Buku Siswa.

F. PENGAYAAN DAN REMEDIAL

Pengayaan

- ✓ Guru meminta peserta didik membaca potongan teks yang ada di Buku Siswa dan merambah tautan yang disediakan.
 - ✓ Guru meminta peserta didik untuk menonton salah satu film yang merupakan bentuk alternatif (*fractured*) dari sebuah cerita.
 - ✓ Guru memberikan daftar pilihan film berikut ini yang disarankan pada peserta didik untuk mereka tonton:
 - Peter Pan (2003)
 - Beauty and the beast (2017)
 - Snow white and the huntsman (2012)
 - The huntsman : Winter's war (2016)
 - Maleicent (2014)
 - Into the woods (2014)
 - Red Riding Hood (2011)
 - Ever after: A Cinderella story (1998)
 - Cinderella (2015)
 - The little mermaid (2018)
 - Jack and the giant slayer (2013)
 - Hansel and Gretel: Which Hunters (2013)
 - Mirror Mirror (2012)
 - The Brothers Grimm (2005)
 - Alice in Wonderland (2010)
 - Pan (2015)
 - Tangled (2010)
 - Neverland (2011)
 - The Princess and the Frog (2009)
 - Cinderella (2021)
 - ✓ Guru meminta peserta didik untuk membaca cerita asli dari film yang mereka pilih untuk ditonton.
 - ✓ Guru meminta peserta didik membandingkan cerita asli dengan cerita yang sudah diilmkan dengan panduan pertanyaan-pertanyaan berikut:
 - Bagian-bagian mana dari cerita yang tidak ditampilkan di film?
 - Apakah filmnya menambahkan hal-hal lain (seperti poin-poin dalam plot, tokoh lain di film) yang tidak ada dalam cerita aslinya?
 - Apakah peserta didik lebih menyukai versi film atau versi cerita asli? Mengapa?
 - Apakah peserta didik membayangkan tokoh yang berbeda dengan yang di film saat mereka membaca ceritanya aslinya?
 - Mengapa pihak produser film mengubah cerita asli menjadi cerita yang seperti ditampilkan di film?
 - Apabila dibandingkan antara cerita asli dengan cerita versi film, bagaimana film merubah pencahayaan atau seting dari cerita asli.
- Diadaptasi dari:
<https://study.com/academy/lesson/comparing-an-original-story-to-its-film-version.html>.
- ✓ Guru meminta peserta didik menulis jawaban dari pertanyaan-pertanyaan tersebut dalam bentuk sebuah *essay* pendek.

Remedial

- Guru menjelaskan bahwa peserta didik harus melakukan pengecekan terhadap pemahaman mereka pada materi yang diajarkan pada bab ini.
- Guru meminta peserta didik untuk menjawab dan melengkapi tabel revidi bab berisi pertanyaan yang harus dijawab peserta didik dan nilai yang akan diperoleh peserta didik.
- Guru menyampaikan bahwa peserta didik harus melakukan revidi bab itu secara individu dan dapat dilakukan peserta didik di kelas atau di luar kelas.
- Guru menyampaikan bahwa peserta didik harus melakukan revidi bab itu tanpa mencontek dari buku, atau menyalin jawaban dari teman.
- Guru menjelaskan bahwa dengan mengerjakan revidi bab itu peserta didik dapat mengukur sejauh mana mereka telah memahami materi yang diajarkan pada bab itu dan mengetahui bagian yang mereka belum pahami dan kuasai. Dengan demikian peserta didik dapat meminta guru untuk menjelaskan kembali bagian tersebut, atau peserta didik melakukan pembelajaran sendiri dengan mencari dan mempelajari materi dari sumber yang dapat diaksesnya

G. REFLEKSI

- Guru menjelaskan bahwa peserta didik harus melakukan refleksi atas apa yang telah mereka pelajari.
- Guru menjelaskan bahwa refleksi yang mereka lakukan tidak saja penting bagi mereka tetapi juga penting bagi guru karena refleksi peserta didik memberikan gambaran bagi guru hal-hal yang sudah dipelajari peserta didik, dan hal-hal yang tidak dipahami peserta didik dari materi pelajaran yang telah mereka pelajari.
- Guru minta peserta didik melakukan refleksi poin- poin atau hal-hal yang sudah mereka pelajari pada bab ini dengan membandingkannya dengan pemahaman teman mereka. Hal itu peserta didik lakukan dengan melengkapi diagram venn yang ada di Buku Siswa.

DOKUMENTATION



the tale is haunted by the number three: there are three drops of blood that drip from the first queen's head, there are three queens (Snow White's mother, her wicked step mother, and Snow White's step) the wicked stepmother has to come up with three plots to murder the girl at the dwarfs' cottage, and the dwarfs mourn Snow White's death for three days before burying her.

→ the first establishes a plot point, the second is a result, and the third end with success.

→ This can be seen in the countless fantasy integers produced in the work of "The Lord of The Rings" but enough of this digression into fantasy literature.

→ It may partly be to teach children that the world is big and bad, and that they shouldn't trust blindly in what strangers tell them. And from another angle, it is about finding peace and happiness even in humbler surroundings. Snow White is a princess who actually finds the happy living among miners in their cottage with the prince.

Appendix II

CURRICULUM VITAE



Name : Suciani

Place and Date of Birth : Lampung Selatan, 04 December 2001

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3. SMA An-Nur Bululawang, Malang (2017-2020)
4. English Education Department UIN Malang