

**THE IMPLEMENTATION OF PROJECT LEARNING (PJBL) USED BY THE
STUDENTS OF PENDIDIKAN PROFESI GURU (PPG) PROGRAM
PRAJABATAN DURING THE TEACHING PRACTICE PROGRAM AT SMP
IN JAMBI CITY**

A THESIS

**Submitted in partial fulfillment of the requirements for
Master of English Education Program**



Written by:

Miftahul Jannah (P2A421038)

MAGISTER OF ENGLISH EDUCATION

JAMBI UNIVERSITY

2024

THE IMPLEMENTATION OF PROJECT BASED LEARNING (PJBL)
USED BY THE STUDENTS OF PENDIDIKAN PROFESI GURU (PPG)
PRAJABATAN DURING TEACHING PRACTICE PROGRAM AT
JUNIOR HIGH SCHOOL IN JAMBI CITY

By:

Miftahul Jannah

P2A421038

MASTER PROGRAM OF ENGLISH
EDUCATION UNIVERSITAS JAMBI

Approved By:

First Advisor



Dr. Dra. Rosinta Norawati, M.A
NIP.196610121994032001

Second Advisor



Dr. Rd. M. Ali, S.Pd, M.Pd
NIP.197407172006041003

LETTER OF RATIFICATION

This thesis entitled "*The Implementation of Project Based Learning (PJBL) used by The students of PendidikanProfesi Guru (PPG) Prajabatan During Teaching Practice Program at Junior High School in Jambi City*", was written by MiftahulJannah , student's number P2A421038, who has defended in front of the board of examiner on 4th January 2024 and was declared acceptable.

The Board of Examiners

1. Dr.Dra. RosintaNorawati, M.A
NIP.196610121994032001

(Chair Person) :



2. Dr. Rd. M. Ali, S.Pd, M.Pd
NIP. 197407172006041003

(Secretary) :



Jambi, January 2024
The Head of Master Program of English Education



Dr. Dra. Rachmawati, M.Pd.

NIP. 195907031987022001

DECLARATION OF ORIGINALITY

I am the student with the following identity:

Name : Miftahul Jannah
Student' Number : P2A421038
Study Program : Master of English
Education University : Universitas Jambi

I honestly certify that, this thesis entitled “ The Implementation of project based learning (PJBL) used by the students of Pendidikan Profesi Guru (PPG) prajabatan during teaching practice program at junior high school in Jambi city” which I have written does not contain the other people work. I am completely responsible for the content of this thesis. Other's opinion those cited in the question and references are quoted in accordance with ethical standards of scientific paper.

Jambi, January 2024

Miftahul Jannah

P2A421038

MOTTO

“ All our dream can come true if we have the courage to pursue them”

- Walt Disney

“ The way to get started is to quit talking and begin doing “

- Walt Disney

ACKNOWLEDGEMENTS

Bismillaahirrahmaanirrahiim may praise go to Allah SWT, the Almighty for the mercy and strength so that I could finish this thesis. Invocation and peace go to Muhammad SAW, his family, and his disciples. I would like to give deep thanks to all of the lecturers and staff at the English Study Program, especially to my first thesis supervisor, Dr.Dra. Rosinta Norawati M.A who has patiently given her guidance, supports, and encouragement. I also thank my second supervisor, Dr. Rd. M. Ali, S.Pd., M.Pd who has been through in analyzing my thesis patiently.

I would say thanks to my academic supervisor Failasofah, S.S., M.Pd., P.Hd who always patiently guides, giving pieces of advice, and support me. I also thank to Dr. Ella Masita, S.Pd., M.Pd., M.Sc., Prof. Urip sulisty, S.Pd., M.Ed., Ph.D, Failasofah, S.S., M.Pd., P.Hd as examiners team in the seminar of thesis proposal for their additional suggestions in improving this research.

Furthermore, my great gratitude is particularly addressed to my parent, my sisters, and also to my nephew as always make my energy full and my happiness who have given me unconditional love, always support me in ups and downs in the past four years, and encouragement to finish my thesis. I also thank all of my friends in the English Department of Jambi University for their assistance.

Finally, I expect that this thesis gives some improvements in English teaching and learning and for the readers. However, I realize that this writing is far from being perfect. Hence, any criticism, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Jambi, January 2024

Researcher

Miftahul Jannah

P2A421038

ABSTRACT

Jannah, Miftahul (2023). The Implementation Project-Based Learning (Pjbl) was Used By the students of the pendidikan profesi guru (PPG) program Prajabatan during the teaching practice program at SMP in Jambi City. Thesis, Magister of English Education, Universitas Jambi in Academic year, 2024. The first supervisor is **Dr. Dra. Rosinta Norawati, M.A.** The second supervisor is **Dr. Rd. M. Ali, S.Pd, M.Pd.**

Keywords: *English, Implementation, Project- Based Learning (Pjbl), the students of Pendidikan Profesi Guru (PPG) program Prajabatan*

The present study aimed to find out the implementation of the project-based used by the students of Pendidikan profesi guru (PPG) prajabatan during the teaching practice program and investigate the problems faced by the students of Pendidikan profesi guru (PPG) prajabatan during the teaching practice program. A qualitative method was used as the methodology of the present research. There were 6 students of pendidikan profesi guru (ppg) program who participated in filling out the interview of the present research. The instrument consists of interviews, The findings show that the students of pendidikan profesi guru (PPG) program in implementing PjBL during the teaching practice program consist of planning project design in PjBL, deciding learning topics using PJBL, making schedule arrangements in PjBL, monitoring students' learning, assess students learning progress in PjBl and evaluate students' experience in PjBL. The findings show that the research also reveals some of the problems experienced by the students of the pendidikan profesi guru (PPG) program while implementing PjBL. The researcher can conclude that the problems faced by the the students of Pendidikan Profesi Guru (PPG) program are regarding the difficulty in allocating time and assessment of students' achievement.

TABLE OF CONTENTS

ABSTRACT	ii
TABLE OF CONTENT	iii
CHAPTER I: INTRODUCTION	4
1.1 Background of the Research	4
1.2 The Research Questions.....	9
1.3 The Purposes of the Research	9
1.4 Limitation of the Research	9
1.5 Significant of the Research	10
1.6 Definition of Key Term	11
CHAPTER II: LITERATURE REVIEW	13
2.1 The Concept of Curriculum Merdeka	13
2.2 Definition of Project Based Learning	25
2.3 The Definition of Teaching English	40
2.4 Teachers Professional Education Program	42
2.5 Previous Research	50
CHAPTER III: RESEARCH METHODOLOGY	56
3.1 Research Design.....	56
3.2 Participants	57
3.3 Data Collection	58
3.3.1 Interview	58
3.4 Research Instrument	60

3.5 Data Analysis	62
CHAPTER VI: FINDING AND DISCUSSION	65
4.1 Profile of Participant	65
4.2 Finding.....	65
CHAPTER V: CONCLUSION	109
5.1 Conclusion	109
5.2 Recommendation	111
REFERENCES	112
APPENDIX	117
INTERVIEW PROTOCOL	118
TRANSCRIPTS	120

CHAPTER I

INTRODUCTION

In this chapter, there are several things that researchers explain. The main part explained in this chapter is the background of the research problem. In addition, there is also a review of research questions and research objectives. Additionally, the researcher also explained some of the limitations of this study. The following is a further explanation related to this matter:

1.1 Background of the Research

In this era of globalization, English language skills are skills needed by generations. English is also used as the key to access for the students. This happens because through English students can follow the development of science. Not only that, the development of technology is also currently still related to the function of the English language itself. Therefore, educators need to ensure that the English language learning that is implemented can have maximum impact.

In achieving the goals of education, several elements that important role of education, one of them is the influence of the teacher because as we know the teachers have an important role in the education system itself, and influence the world of education, therefore they are directly involved in educational activities in the teaching and learning process. Not only that but to support educational activities, a set of helpful curricula needed to be given by the students at their respective levels. The curriculum as a bridge to the goals in each educational unit has been explained above in several

subjects at school. In response to that matter, Richards (2013) argues that the curriculum in the teaching and learning process has a very important role. The term curriculum is used in this context to describe the overall layout or design of a course and how course materials are transformed into a teaching and learning framework that promotes the attainment of the desired learning outcomes.

In Indonesia, the government has several curriculum that has been implemented in education in Indonesia, one of them is currently ongoing is the independent curriculum, where in 2022 the Indonesian government will begin implementing a new curriculum called the independent curriculum. So therefore there are changes to the components in the curriculum, one of which is the syllabus that will be used in implementing the independent curriculum and this is where a teacher's ability will be tested to see whether or not they are successful in implementing this independent curriculum. This is supported by Dzimiri et.al. (2015) explained that adjustments to various curriculum components must ultimately be followed by understanding and the ability to apply them in the teaching and learning process. In fact, with the implementation of the independent curriculum, not all teachers can fully understand every content of the curriculum, many teachers feel confused about implementing the independent curriculum because teachers are not used to using it and are still stuck to the old curriculum. This curriculum requires students to be more active than teachers and implements student-centered learning so that teachers are also required to be more creative in designing learning models that are certainly interesting and easy for students to understand and of course, can improve students' learning abilities.

Moreover, In the independent curriculum, there are several learning models applied, one of which is project-based learning, this learning model is believed to be able to increase the effectiveness of learning and in this context, students are more often involved in various learning projects where the aim of making these projects is to increase in-depth understanding of this in support by Eguchi (2006) states that Project-Based Learning can influence students' motivation in learning by making students more active in exploring their skills and socializing training with peers in working on joint projects. This approach encourages student-centered classes that focus on developing skills for lifelong learning and collaboration between students working either in small groups or classes. In this independent curriculum, not all teachers can implement PJBL well by the applicable syntax due to a lack of teacher knowledge.

Meanwhile, to achieve effective learning goals by using an independent curriculum and of course, improving students' abilities, the role of a teacher is very much needed for this. Teachers are required to have many skills in teaching and have the potential to be able to create interesting education and learning and make it easier for students to understand the lessons given. Nowadays, to become a teacher, it is not enough just to be a graduate of education, and with a bachelor's degree in education, you are not entitled to get an educator certificate, but since the enactment of Law Number 14 of 2005, the government has issued new regulations for prospective teachers in Indonesia. Teachers must take additional education. It is called teacher professional education (PPG). More specifically, it states that the teachers must have academic qualifications, competencies, and educator, certificates, be physically and mentally healthy, and have the ability to realize national education goals. The Teacher's

Professional Education must be taken for 1 year after a candidate graduates from an undergraduate or non-graduate education program. Through the PPG program, it is hoped that PPG (Teacher Professional Education Program) will make teachers competent and professional. The teachers' professional education program also understands the students' needs especially the students in the globalization era, and also must know how to use technology in all aspects using in the teaching-learning process and the implementation of the independent curriculum especially using the PJBL during the teaching practical program.

A research by Ni Wayan Rati et.al. (2021) has explored the teachers' perspective: exploring the difficulty of project-based learning (pjbl). According to this research, researchers found some problems to this research that it turns out that many students of PPG do not fully understand to use PJBL, especially PPG students, some students feel that they do not understand the correct use of PJBL because when they were undergraduates they had never gained detailed and deeper knowledge about PJBL and when teaching practice was carried out in Undergraduates have also never implemented PJBL during the learning process, especially during the implementation of the independent curriculum which is in effect, while in the PPG program, they are asked to practice in schools that already use the independent curriculum, whereas in the PPG program there are also no courses that specifically discuss PJBL. In implementing PJBL several syntaxes must be carried out by the teachers and each process must be based on the syntax that applies to PJBL, especially in the Merdeka curriculum. In implementing PJBL, teachers are required to be responsible or monitor student activities while

completing projects so that students can develop ideas generate and increase student creativity and make students more active.

However, in implementing PJBL, of course the teacher must toknow know and understand the steps in implementing PJBL, and every process and activity carried out must be based on the syntax that applies in the PJBL learning model, whether it is appropriate or not yet appropriate. In its implementation, some students find it difficult when apply PJBL in learning, one of which is in adapting each activity or step in using PJBL to the PJBL syntax. So PPG students often go back and forth doing each stage in the PJBL syntax. There are several obstacles for PPG students in preparing teaching materials and carrying out learning by applying PJBL during the teaching practice program. To find out each process of implementing PJBL, researchers are interested in seeing the process of implementing PJBL used by PPG program students when practicing teaching at school.

In addition, instead of discussing the importance of the PPG program for teachers, not many researchers have examined how the implementation process and teaching steps are carried out by the students of PPG program, especially with the PjBL learning model. It is necessary to identify the steps of the syntax PJBL used to evaluate the accuracy of the teaching method used and the fulfillment of the needs of learners.

Based on the problems found by the researchers before, the researchers think it is important to conduct a research titled "The Implementation of Project-based Learning Used by the Students of PPG program during Teaching Practice Program at SMP in Jambi City" and this research aims to find out the implementation of the project-based

learning during teaching practice program by the students of PPG program at Jambi University in the academic year 2022/2023.

1.2 Research Questions

The research question in this research was formulated as follows:

1. How is the implementation of project-based learning (PjBL) used by the students of Pendidikan Profesi Guru (PPG) prajabatan during the teaching practice program?
2. What are the problems faced by the students of Pendidikan profesi Guru (ppg) prajabatan while in implementing PjBL during the teaching practice program?

1.3 The purposes of the Research

The purpose of the research investigate the implementation of the project-based used by the students of Pendidikan Profesi Guru (PPG) prajabatan during the teaching practice program and investigate the problems faced by the students of pendidikan profesi guru (PPG) prajabatan during the teaching practice program

1.4 Limitations of the Research

This research focused on finding the implementation of project-based learning by the students of Pendidikan Profesi Guru (PPG) prajabatan during the teaching practice program. Therefore, the research could not take the students of pendidikan profesi guru (PPG) prajabatan who chose the PJBL and who chose the Merdeka curriculum during the teaching practice program as the participants. Not only that, in the present of the research, the researcher focused on the process of the implementation PJBL during the teaching practice program used

by the students of pendidikan profesi guru (PPG) prajabatan in the academic year 2023/2024

1.5 Significance of the Research

After conducting the presentation of this research, the researcher hopes that the findings can contribute to the scope of the teaching process and learning process policies. In this regard, this research has two major significances. It consists of practical and theoretical significance. Below is the explanation:

1. Practical Significance

The significance of this research is for the students of Pendidikan Profesi Guru (PPG) prajabatan the findings of the research will hopefully contribute to improving the students of Pendidikan Profesi Guru (PPG) teaching skills, especially in teaching English during the teaching practice program, and add the knowledge about the using PJBL, especially in teaching English skills. Meanwhile, English teachers, teachers will get to know information about the implementation of the PJBL strategy in teaching English. The teachers will get knowledge about the kind of PJBL in teaching English, especially for the school while using the curriculum Merdeka. The future English teacher will get to know the use of PJBL for teaching English skills at the school.

2. Theoretical Significance

The researcher hopes that the findings of the present research can be a reference for readers who search for related knowledge of the implementation of PjBL especially for students of the PPG program during

the teaching practice program. Additionally, the researcher hopefully the finding of this research will be helpful for related stakeholders to decide on arrangements related to supportability and assess instructional method courses related to PjBL implementation.

1.6 Definition of Key Terms

a. English language

English is a language that originated in England and is a unified language used in this world. Some people from all over the world can communicate in English. As a world language, English is widely used in various contexts such as education, business, knowledge, technology, and other international communications.

b. Implementation

As Mulyadi (2005) states, implementation refers to the process of applying a concept, plan, and policy to more tangible steps. The implementation is often associated with practical steps to carry out a strategy. The implementation also boils down to activities that include the mechanism of a system.

c. Project-Based Learning (Pjbl)

Kemendikbud (2013) states that in the Indonesian context, project-based learning is a teaching method that uses projects or activities as the core media in the teaching and learning process (p: 2). Meanwhile, Lavakos, Losif, and Areti (2011) define that project-based learning is of the teaching methods which

provides the natural teaching of the four language skills such as listening, speaking, reading and writing.

e. The Teacher Professional Education Program (Ppg) Prajabatan

Government Regulation No. 74 of 2008 concerning teachers states that professional teacher certificates are obtained through a Teacher Profession Education program. in Indonesia, it is known as a teacher professional education program or PPG. It is organized by universities that have accredited teacher training programs. In connection with the implementation of this PPG program, Law No. 14 of 2005 Article 23 concerning teachers and lecturers stipulates that the government is developing an education system for teachers who are boarding in educational personnel institutions or universities.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Concept of Curriculum Merdeka

The concept of curriculum could be approached from four different perspectives. Firstly, the curriculum could be seen as an idea that emerges from theories and research. Secondly, it could be viewed as a written plan that embodies the curriculum as an idea, including objectives, teaching materials, learning activities, tools or media, and learning time. Thirdly, the curriculum could be seen as an activity, referring to the implementation of the written plan in the form of learning practices. Finally, the curriculum could be seen as a result, which is the outcome of the curriculum as an activity, demonstrated through the accomplishment of curriculum goals by students. Furthermore, based on UU No. 20/2003 stated that a curriculum is a set of plans and arrangements regarding the objectives, content, materials, and methods used as guidelines for organizing learning activities to achieve certain educational goals.

Updating and enhancing the curriculum is essential as it should be able to keep up with the changing times and developments in society. In other words, the curriculum needs to evolve to remain relevant and responsive to the changing needs and demands of the era, including learning loss due to COVID-19, the curriculum is necessary to be refined to adjust the conditions of the learning system in the post-pandemic. To address the learning crisis in

Indonesia due to learning loss, a range of comprehensive and interconnected measures are needed. One such measure, that aims to overcome the issue of curriculum, is the implementation of the Merdeka Curriculum policy by the Ministry of Education, Culture, Research, and Technology in Indonesia.

Merdeka Curriculum offers a varied range of learning opportunities within the curriculum that will allow learners to take deeper into concepts and improve their skills. Teachers have the freedom to select from different teaching methods to provide to the diverse learning styles and interests of their students. To enhance the development of the Pancasila learner profile, projects are designed according to government-set themes. These projects are not focused on achieving particular learning outcomes and are therefore not restricted to specific subject matter.

In response to that matter, the researcher concluded the development has some curricula to support education, one of the curricula that have been implemented in Indonesia education is curriculum K13, but in early 2022 the Indonesia government issued the education the government has new curriculum we called the new curriculum is Merdeka curriculum. by using the Merdeka curriculum can make the teacher improving the teaching skills, and the teacher can use some teaching method in implementing this curriculum, for example using the PJBL method to improve the student's skills, not only that also improving the student's talent, creativity and make the students to be more active and think critically. To implement the curriculum the teachers must see

the components in the curriculum, one of the components used in the assessment rubric must depend on the Profil pelajar Pancasila.

2.1.1 The Characteristics of Merdeka Curriculum

a) Soft skills and character development

The main characteristic of the Merdeka Curriculum is that it prioritizes project-based learning and character. Learning does not only focus on memorizing concepts but also involves students in practicum or experiments called "learning by doing". Students will be involved in observing phenomena related to a concept to gain knowledge. The learning models used include inquiry, problem-based learning, project-based learning, and discovery learning. Through conducting experiments and making projects, students will develop soft skills such as communication skills, cooperation, leadership, critical thinking, and time management, which will make learning more meaningful for them.

The formation of student character by the profile of Pancasila occurs indirectly through the learning process. However, without being accompanied by the right attitude, students' abilities in various matters will not provide benefits to society. Therefore, it is expected that students can demonstrate behaviour that are by the values of Pancasila, including its six main characteristics, namely faith and piety to God Almighty, noble character, respect for diversity, cooperation, independence, critical thinking, and creativity. In addition, students also have the opportunity to

study important issues such as sustainable lifestyle tolerance, mental health, culture, entrepreneurship, technology, and democratic life. They will then be trained to act in response to these issues.

b) Focus on essential material

All subject matter is important to learn, and the time available for learning in school is limited. Therefore, it is better if we focus on the most useful essential materials. One of the basic competencies that need to be emphasized is literacy and numeracy. Literacy is the ability to analyse reading and understand the concepts behind writing, while numeracy is the ability to analyse and use numbers. Both competencies are important for students in everyday life, no matter what profession they will take in the future.

Merdeka Curriculum offers less teaching material, but the discussion is more in-depth. This is much better than learning a lot of things, but it is easily forgotten because it does not delve into it. Each teaching material in this curriculum has essential questions that guide students in understanding the things they learn. It is expected that students can answer these questions based on their learning experience.

c) Flexibility for teachers and students

Teachers can conduct learning that is tailored to the abilities of each learner. Since each child has different abilities, it is the teacher's job to assess the learners' initial competencies and facilitate appropriate learning.

Based on the review above the researcher concludes that there are some characteristics in the Merdeka curriculum, characteristic consist of soft skills and character development for example using the PJBL method and some other methods in teaching during the learning process, not only also consist of focus on essential it is better when we focus on the most useful the material that has been used in the teaching process. The last thing that must be concluded about the character in the Merdeka curriculum is flexibility for teachers and students.

2.1.2 English Subject in Merdeka Curriculum

1. Learning Outcome

Learning outcomes are the minimum competencies the students have to achieve for each subject in the learning process. The learning outcome was designed concerning the Competency Standards Graduates and Content Standards, as Core Competencies and Basic Competencies in the Merdeka Curriculum. Achievements learning are renewal from Core Competencies and Basic Competencies, which are designed to continue Strengthening learning that focuses on competency development. In learning outcomes strengthened strategy to achieve these goals increasingly is to reduce the scope of the material and change the procedures for preparing achievements that emphasize flexibility in learning.

Material reduction, a Consequence of oriented learning competence is the need for a reduction in subject matter. Simplification of the curriculum through reducing content or subject matter does not mean that the achievement standards set are lower. Instead, the curriculum focuses on essential subject matter. This essential material is studied more freely, not in a hurry so that students can learn deeply, explore a concept, see it from a different perspective, see the relationship between one concept and another, apply the newly learned concept in different situations, and real situations, as well as reflect on their understanding of the concept. The learning experience will strengthen students' understanding of a concept more deeply and continuously.

According to constructive learning theory, knowledge is not a collection or set of facts, concepts, or rules to remember. "Understanding" in constructivism is the process of constructing knowledge through real experience. Understanding is not static, but evolves and changes constantly as students construct new experiences that modify previous understandings. This meaningful understanding requires a student-centered learning process and a longer time than learning that simply "stuffs" students with information that is less meaningful because it is just to be known or memorized.

Outcome prioritizes competencies that need to be achieved without binding the context and content of learning. Based on these competencies, education units are expected to develop learning that is by

the school context and relevant to the development, interests, and culture of students. This refers to the meaning of competence which is more than just the acquisition of knowledge and skills, but also cultivates and uses the knowledge, skills, attitudes, and values learned to deal with complex situations or problems. The learning outcome is expected to show a series of learning processes of a science concept, from understanding a concept to using science concepts and skills to achieve more complex cognitive demands such as asking creative solutions, not just answering questions.

Flexibility is very important for educational units to be able to develop learning that provides opportunities for students to make connections between the concepts learned and the local situation, as well as determine the learning speed of each concept. The flexibility of learning outcome that provides flexibility for contextual learning is exemplified in learning Pancasila and Civic Education, where topics about General Elections can be studied in the times around General Elections in Indonesia or its region.

In this stage of formulating learning objectives, teachers have not sequenced the goals just design more operational and concrete learning goals first. The sequence of learning objectives will be arranged in the next stage. Thus, teachers can carry out the process of developing lesson plans step by step. Writing learning objectives should contain two main components, namely:

- a. Competence, namely the ability or skill that needs to be demonstrated by students. Guiding questions that teachers can include: concretely, what abilities do learners need to demonstrate, what stage of thinking do learners have.
- b. The scope of the material, namely the main content and concepts needs to be understood at the end of a learning unit. Guiding questions teachers can use include: what are the things they need to learn from a big concept expressed in the learning outcome. Whether the surrounding environment and the lives of learners can be used as a context for learning content in learning outcomes.
- c. Learning outcome target

General English learning at the Primary and Secondary Education levels in the national curriculum provides opportunities for students to open insights related to themselves, social relations, culture, and job opportunities available globally. Their understanding of this sociocultural and intercultural knowledge can improve critical thinking skills.\

- d. English Learning Outcome object

The achievement of English learning in the Merdeka Curriculum has the following objectives:

1. Communicative competence in English with a variety of multi-modal texts (oral, written, visual, and audiovisual).

2. Intercultural competence to understand and appreciate the perspectives, practices, and products of Indonesian and foreign cultures.
3. Self-confidence to express as Merdeka and responsible individual.

In response to this the researcher concluded that there is an English subject in implementing Curriculum Merdeka, it consists of the learning outcome to make the students achieve each subject in the learning process, material reduction is also a consequence of oriented learning components in subject matter, the learning objective should consist of the competence, for example, the skills and ability needs to be demonstrated by the students, to the scope of the material need the main content and concept to easy understand at the end of the learning process.

2.1.3 The policies of Merdeka Curriculum

It is crucial to examine the historical background to comprehend the origins of the Merdeka Curriculum. The curriculum is a response to the changing demands of the twenty-first century, acknowledging that graduates must possess critical thinking, creativity, and adaptability in addition to academic knowledge. Indonesia aims to raise a generation that can engage with the international community and contribute to the country's progress in this fast-paced technological age. Directorate General of Teachers and Education Personnel, Ministry of Education and

Culture, Republic of Indonesia (2022) explained that there are several policies in the Merdeka Curriculum such as:

A. Competency-based learning

Merdeka Curriculum emphasizes competency-based learning heavily, moving the emphasis from memorizing facts by heart to developing transferable abilities. To develop a thorough comprehension of the material and stimulate lifelong learning, educators urge students to apply their knowledge in practical settings.

B. Multidisciplinary integration

The curriculum dismantles conventional subject barriers by encouraging a transdisciplinary approach. This fosters an integrated understanding of complicated situations and equips students for the transdisciplinary challenges of the future by encouraging them to draw links across many domains of study.

C. Student-centered pedagogy

Kurikulum Merdeka promotes inquiry-based learning, group projects, and active engagement as key components of student-centered teaching. The objective of this strategy is to foster in pupils a sense of responsibility, creativity, and critical thinking, enabling them to take charge of their education.

D. Challenges and Prospects

Even though curriculum Merdeka is a progressive step forward for Indonesian education, issues like inadequate infrastructure and the requirement for thorough teacher preparation still need to be addressed. In addition, ongoing assessment and modification will be necessary to guarantee the curriculum's continued applicability and effectiveness.

According to Wardani et.al (2023), the Merdeka curriculum has several principal characteristics, including a holistic orientation, competency-based design, contextualization, and personalization. It focuses on project-based learning, essential materials, and flexibility for teachers to carry out learning based on students' abilities and local context and content. Moreover, the curriculum encourages the development of soft skills, character, and essential competencies such as literacy and numeracy. It also provides flexibility for teachers to adapt learning to students' abilities and local contexts.

Based on the explanation above, it can be concluded that the Indonesia government has several policies in the Merdeka curriculum consisting of competency-based learning, and to see the multidisciplinary integration, not only the policy in curriculum Merdeka also used the student-centered pedagogy for example to see the students' creativity, make the students think critically,

meanwhile is also to see the challenge and prospect in the curriculum Merdeka.

2.2 Definition of Project-Based Learning (PJBL)

Kemendikbud (2013) states that in the Indonesian context, project-based learning is a teaching method that uses projects or activities as the core media in the teaching and learning process (p: 2). Meanwhile, Lavakos et al. (2011) define project-based learning is of the teaching methods which provides the natural teaching of the four language skills such as listening, speaking, reading and writing (pp: 115). Furthermore, project-based learning method, generally takes time since it considers long-term or several weeks of activity which are part of an instructional method that promotes the simultaneous acquisition of language, content, and skills.

Project-based learning (PjBL) is defined as an instruction of an active student-centered which is covered by the autonomy of students, constructive investigations, setting of goals, collaboration, communication, and reflection within real-world practices (Kokotsaki, et.al, 2016) Thomas (2000) said that project-based learning (PBL) is a model which arranges to learn in the projects. The projects are complex tasks based on real problems while students are doing design, overcoming the problem, making decisions, and investigating activities, that facilitate students' chances to work relatively autonomously individual or group work in a specific time, and produce them as real products or presentations.

Katz & Chard (2000) defined Project-based learning as a very effective approach that allows the students to throw out opinions about the topics covering fields of interest, ask questions, estimate, develop theories, use different tools, to use the skills acquired in the context of real and meaningful life and allows the learner to solve problems and answer questions in a creative way in the classroom and outside.

Many definitions of project-based learning have been proposed by experts, one of them is from Moss and Van Duzer define it as an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop. As is discussed in project-based learning (PJBL) is a model that organizes learning around projects which are complex tasks, based on challenging questions or problems, involving students in design, problem-solving, decision-making, or investigative activities allowing students to work relatively autonomously over extended periods and culminating in realistic products or presentations.

2.2.1 The Steps of the Project-Based Learning

Patton (2012) gives some basic steps for conducting PJBL in the classroom, such as:

1. Get an idea.

Getting an idea becomes the first step in designing the project. This is very important to do to get the project outcome that can be in the form of a performance such as a theatre piece or a debate, a product such as an artwork or a machine, or a service such as a lesson to students which the outcome

that something that students, as well as other people, value. Other valuable things while finding the idea is the tasks will help students to comprehend the contents that they are asked to study and they can get the things that are essential from the projects.

2. Design the project.

Thinking about planning can be considered an easy way of doing the project. To begin with, the teachers will take notes on everything that they want their students to learn from conducting this project. This involves the things which are the information of course-specific content, generic skills like working together in teams and making drafts, having specialist skills, and personal attributes such as students 'confidence. It is essential to introduce the project platform for the students to ensure that they will not forget about the important things.

3. Deal with the project.

In dealing with the project, the students will present the plans to a group of teamwork, who will contribute constructive feedback work with ideas that have not been thought of, and focus, on the potential problems that may not have been overcome.

4. Do the project

In doing the project, there are many ways to start a project: firstly by giving the students duration time to discuss the project they are interested in, and then talk about how the project can speak to these concerns and interests. During the process of conducting the project, the teacher should monitor the

students' process of work and transform the feedback. When project-based learning is working, teachers' roles are transformed.

5. Exhibit the project

In this step, the teacher assigns the students to show their project by exhibiting in learning access, campus, school, galleries, parks, community centres, etc.

Furthermore, Kemendikbud (2013) defines six steps for project _ based learning method in the teaching and learning process, the explanation of each stage is elaborated as follows:

1. Starting with the essential question

The question that will launch a project-based learning lesson must be one that will engage students. It is an open-ended question. It means that students possibly explain and find out different information to answer the question.

2. Designing a plan for the project

When designing the project, it is essential to select content standards to be addressed. After selecting the topic, the students and teacher determine the outcome of the project such as bulletin board display, written report, debate, brochure, letter, handbook, oral presentation, video, multimedia presentation, and theatrical performance). For example ask the student to make a project about the advertisement, like making a brochure to promote the product, etc.

3. Designing a fixed schedule

After finish makes the topic and outcome of the project are determined, the students and teacher work out project details that guide students from the opening activity to the completion of the project. After giving the students a project, the teacher must be discussion about the time of the learning activity by making a project with the student's fixed schedule to complete the project. For example, discussing with the teacher mentor or discussing with the students about the time to complete the result of the project by the students.

4. Monitoring student's project progress

In this stage, the students and teachers have different roles; students are ready to work on completing their projects. In working groups, students organize information and discuss the value of the data that they have collected, keeping some and discarding others. The goal is to identify information that is critical for the completion of the projects. Meanwhile, the students are working on their projects, and the teachers will monitor the students' activity and their project progress. The teachers will remind the students that every part of the process belongs to them and needs total involvement. For example, in making the project the teacher can monitor the student's progress to be a mentor, facilitator, motivator, etc.

5. Assessing students outcome

The teacher provides students with feedback on their language and content of learning. The teachers will give the students feedback on

how well the students understand the information and what the students need to improve on. For assessing the student's outcome the teachers need the assessment rubric for example before designing the project the teacher must prepare the assessment rubric first like the assessment diagnostic depending on the profil Pelajar Pancasila.

6. Evaluating students Experience

The teachers allow the students to do individual reflection, such as journaling, as well as group reflection and discussion. The teacher guides students to share their feelings and experiences and discuss what worked well and what. After the students complete the project, the teacher must evaluate the result of the project by the students, for example, ask the students to present the project in front of the class, they explain their experience during the process of making the project and not only that the teachers used to question and answer session to evaluate the student's project.

From the explanation above the researcher concludes there are some steps during implanting project-based learning the first explained by Patton (2023) defines that the first step in PJBL is to get the idea to design the project, and after getting the idea the teachers design the project with planning can be considered an easy to do the project. Not only that dealing with the project is one of the most important things in the step of project-based learning, and the next step is to do the project and exhibit the project. Meanwhile, kemendikbud (2013) defines six

steps for project-based learning which consists of starting with the essential question, designing a plan for the project, designing a fixed schedule, monitoring students' project progress, assessing students' outcomes, and evaluating experience.

2.2.2 The characteristics of Project-based Learning (PJBL)

Stoller (1997) stated that the activities during the development of the end product can be characterized as follows:

1) A student-cantered teaching-learning process

It is student-centered since the students are completely involved in the process. Therefore, the teacher becomes a facilitator rather than a controller. It is responsible for facilitating the teaching-learning process to run well and encouraging the students to be actively involved during it. In doing project-based learning the students must be more active and also more creative compared to the teacher because as we know in PJBL teacher is only a facilitator, monitor, and motivator to the students during the learning process. For example, by making a project the teacher only as a facilitator by facilitating the students to give the project it must be completed by the students.

2) Developing students self-motivation

The project is designed to be contextual, interactive, and fun. The students are likely to learn more in such a situation. Moreover, it involves topics that are relevant to their daily life. Related to writing,

implementing PBL gives an alternative to teaching writing which differs from its usual. It proposes a more comfortable and challenging atmosphere for the writing class. Further, the group work and the group discussion enhance their motivation as they can share ideas with peers. At last, success in creating a tangible end product that can be exhibited to others will be something that they can be proud of.

3) Creativity

Creating something must involve the creators' creativity. Physical skills such as drawing, designing, and decorating develop students' artistic skills. Moreover, in the context of competition among students, they are urged to create the end product more creatively to compete with others. Moreover, they can employ their creativity in composing their writing. Various media and discussions with peers also enrich their ideas and stimulate their creativity in writing.

4) A collaborative learning environment

To finish it appropriately and punctually, the project needs to be developed collaboratively. When students in a group work collaboratively, it makes them communicate and cooperate. Further, it enhances a positive relationship among the students. In addition, if they compose a text collaboratively, they will receive immediate

feedback. Writing in groups also develops the sense of writing for an audience.

5) Providing frequent feedback

Developing the project within a group encourages the students to speak and listen to others. It makes them share ideas, opinions, and suggestions. For example, brainstorming ideas for solving problems or achieving a common goal will produce a mass of feedback among them. Furthermore, the teacher is responsible for keeping them working on their project by giving corrections, feedback, and suggestions.

6) Employing technology and multiple learning sources

Sometimes, developing a project requires the students to access the Internet to obtain the necessary information to develop it. Using a computer, a printer, and other electronic devices may be important to their project development. Other resources can be from the teacher by providing materials and media such as newspapers, models, videos, examples of previous projects, etc. Furthermore, various tasks that are relevant to the project can be used to guide them in developing it or to strengthen their understanding.

7) Guidance and scaffolding

Especially for beginners, guidance, and scaffolding in developing projects will be urgently needed. These can be in the form

of student-teacher interactions, tasks, worksheets, peer feedback, guiding questions, and so forth.

Based on the explanation above, it can be concluded that there are some characteristics of project-based learning explained by Stoller (1967) who said that project-based learning must to implemented by the students' cantered teaching-learning process and also to develop the students ' -motivation, not only that the characteristic of the project-based learning also improves the student's creativity and collaborative learning environment, for example, decide the students by each group to make the project. Providing frequent feedback for example before starting the learning process gives the students brainstorming to make the student interesting and also enjoy the learning process, the characteristic of pjbl is employing technology and multiple learning processes and guidance and scaffolding.

2.2.3 The Application of Project-Based Learning in Teaching English

Kriwas as cited in Bell, (2010: 349) argues that there are some stages of Project Learning implementation as follows:

a. Speculation

The first is speculation, Bell (2010) defines Speculation in which the teachers provide the choice of project topics initially based on curriculum and discuss them with the students. In this stage, the

teacher and students speculate possibilities that will lead to the projects smoothly. However, the beginner or lower level students' problem, is because it is assumed that the students in beginner or lower level do not have the language or confidence to develop project themes (Gaer, 1998), so the teachers need to lead them first before they can decide by themselves.

b. Designing

The second stage is designing the project activities, referring to organizing the structure of a project activity that includes group formation, role assigning, concerning methodology decisions, and information sources, (Bell 2010). To design the project the teacher can give some projects to the students. For example, ask the student to make a brochure or video about the material of the advertisement.

c. Conducting

The third is conducting the project activities in which the students work on what had been planned and designed in the previous stage. At this stage, the students gather information, discuss it with their group members, consult problems encountered in their work with the teacher, and exhibit their final products which might be in the form of presentation, performance product, publication, etc.

d. Evaluation

In the last stage Fragoulis, 2009: 115 defines evaluation as referring to the assessment of activities from the participants and

discussion about whether the initial aims and goals have been achieved, implementation of the process, and final products meanwhile Bell (2010) also says that the evaluation, towards project organization, problems encountered during the process of working it, students attitudes toward it, also includes evaluation from others and self- evaluation.

To responds the explanation before it can be concluded that the application of the PJBL also defined by the Kriwas as cited In Bell (2010) consists of speculation first because the teacher can provide to choice the project topic based on the curriculum or discuss with the students. The second stage is designing the project activities, and also conducting the project activities in which the students work that has been planned and designed before, the last application the project-based learning is an evaluation to referring the assessment from the students.

2.2.4 The Implementation of PJBL

PJBL typically involves the following steps: significant content should be carefully chosen to meet the learners' needs and attract their attention. Then the topic should be introduced in an interesting way such as activating students' prior knowledge through short discussion, eliciting questions, or displaying a video or a trip. The main purpose of this stage is to stimulate students and encourage their eagerness to know more about the topic. After introducing and discussing the topic, students are

encouraged to come up with a driving question to help them stay focused on the area of the project and to give them a purpose behind conducting the project. The question should be challenging, open-ended, and directly related to the core of the project. However, different groups might have different driving questions.

It is very important to make the project meaningful by giving students enough freedom for their voice and choice about how to carry out the project. They should be encouraged to use their ideas in designing the project, what materials to use, sources of information, and how to present the end product. This room would help them to be more creative and independent learners. During the process of conducting the project, teachers should make sure that learners have sufficient time and opportunities to practice skills such as effective communication, using technology, critical thinking, and problem-solving which all are important for the 21st-century job market.

After answering the main driving question, learners have to share the gathered information to be evaluated and summarized more sub-questions can be generated by students for more detailed information. Feedback and revision are other important elements of project-based learning. Students usually learn from the process of conducting the project through which they revise and modify their work according to the feedback received from their teacher and peers. Presenting the end product to a public audience like students and teachers of other classes,

parents, community members, and friends is considered the main motive for students to work hard and feel proud of what they have done. So students should be encouraged as much as possible to display their projects and talk about them to other people and answer their questions.

Based on the explanation it can be concluded that implementing the PJBL has some steps it is to choose the significant content carefully depending on the student's needs and the topic it should be interesting and should be encouraged to use the ideas in designing the projects, to prepare what the material to be used and how to present the end of the project, and also make the students to be more creative and make the students as the independent learner, not only that after making the project the learner have to share to gathered information to evaluated and summarized the results of the project made by the students.

2.3 The definition of Teaching English

Forzani, et.al (2009) state that teaching is helping others to learn particular things, is an everyday activity in which many people engage regularly and help the students to learn and give material, the teacher can teach by using a combination of art, science, and skill. Meanwhile Hamalik, (2004) argues that teaching is an effort to use optimally the component of teaching to the students who have skills and knowledge. It means that teaching is a systematic way, the teacher as an organizer should be creative to make learners interested in following the subject. Also, Grace-Hui-chin (2010) stated that teaching English raises the

English as well as the foreign language trainers' knowledge and capabilities in carrying out effective lessons in the classroom. Therefore, it can be concluded that the teaching English process of attending to people needs to use optimally the components of teaching, feelings of others, and intervention so that they think to learn certainly.

From the explanation above it can conclude that there are some definitions of teaching English from some experts' Grace Hui Cin (2010) argues that teaching English as well as a foreign language with the knowledge and capabilities to carry out effective lessons in the classroom, it can conclude the teaching English is the most important in education especially for in the globalization era, with knowledge of English can make students follow the development of science and of course can follow the knowledge about the development of technology it is important to.

2.3.1 Components of Teaching English

In teaching English process there are some components of teaching English as follows:

a. The objective

Hamalik,(2004) states that objective is the goal of education that interprets from the vision, and missions owned by an institution important as a component of teaching and it's a goal reached after the teaching process Therefore, this is important as a component of teaching English. In this stage, the teacher must be

prepared to choose the learning objective, must know what material can be used, how to assess the students learning outcome, and must think about how to evaluate the result of the learning process.

b. The students or participant

In the teaching-learning process, the learners have significant roles. Students are demanded to be more active and innovative in the learning process. The learners should actively look for meaning and try to find regular and order in the events of the world in the absence of full complete information. To the students, the teacher must have the result of the learning that can make the students active and make the process of learning effective.

c. The teacher

In teaching English, the teacher not only does or holds the teaching process technically but also realizes his or her work and responsibility as well as possible (Gulo, 2008; 14). Therefore, the effectiveness of teaching English is based on the teacher's role. The success of teaching is also based on teacher quality. To make a success of the learning process the teacher must have some skill in teaching especially can making the teaching or topic of learning interesting and easy to understand by the students.

2.4 Teachers Professional Education Program (PPG)

2.4.1 The definition of teachers Professional Education Program (PPG)

Government Regulation No. 74 of 2008 concerning teachers states that; professional teacher certificates are obtained through a Teacher Profession Education program. In Indonesian it is known as a teacher professional education program or PPG. It is organized by universities that have accredited teacher training programs. In connection with the implementation of this PPG program, Law No. 14 of 2005 Article 23 concerning teachers and lecturers stipulates that the government is developing an education system for teachers who are boarding in educational personnel institutions or universities. Educational personnel institutions are higher education institutions assigned by the government to organize teacher procurement programs for early childhood education, basic education, and secondary education, and to organize and develop education and non-education.

The requirements of teachers as professionals are to fulfil academic qualifications and have several competencies and educator certificates as stated in Article 8-11 of the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers. In terms of fulfilling academic qualifications, article 9 of the Law confirms that teachers must have a minimum education qualification of Bachelor (S1) or Diploma (D) IV. Furthermore, Article 10 of Law Number 14 of 2005 also underlines that teachers must have several competencies, namely

personal, social, pedagogical, and professional competencies obtained through professional education. Meanwhile, to obtain an educator certificate, the teacher must attend professional education. This means that the requirement to become a professional teacher besides having to have an S1 or D IV academic qualification must also be added with professional education to have several competencies mentioned above. This was reinforced by the issuance of Permenristek diktat Number 55 of 2017 concerning Teacher Education Standards those efforts to realize the creation of professional teachers with several competencies mentioned above are carried out through the Teacher Professional Education (PPG) program.

Teachers Professional Education Program (PPG) is a training and professional development program for teachers in Indonesia. This program is designed to improve teachers' competencies and skills to provide quality education to educational developments and global demands. in the PPG program has two characteristics of the program by PPG. There is PPG DALJAB, for this program it is the teachers who have NUPTK and also the teacher who have taught at the school but do not have received the professional certificate (SERDIK) also in Daljab program has two characteristics of K1 is the teacher who teaches for more than 5 years and to undergoing a program it is 57 days and to the next type of PPG Daljab is K2, in this type who teaching under 5 years and to becoming a teacher's professional certificate the teacher must

follow the program of PPG is undergoing the period of the program is (90 days). Meanwhile, the second characteristic of the PPG program is PPG Prajabatan, PPG prajabatan is the teacher who does not have a NUPTK and also the students who not teaching at the school, especially the students who only graduated from S1.

According to the Ministry of Education and Culture Republic Indonesia (2022), this program aims to Improve Teacher Competence: PPG aims to improve teachers' understanding of the latest curriculum, innovative teaching methods, and classroom management skills. Not only that it also aims to, strengthen character Education: This program also emphasizes strengthening character education, helping teachers develop moral values and personality in students. thus it aims as the Adaptation of Technology in Learning: With the development of technology, PPG also includes the application of technology in learning, ensuring that teachers can integrate digital tools and online resources in the teaching process.

2.4.2 Purpose of the Pre-service Teacher Professional Education (PPG) Program

The Teacher Professional Education Program is a government instruction given to teachers and must be implemented by teachers. The government implements this education policy to improve the quality of education and advance the field of national education. Based on the Guidelines for Implementing the Teacher Professional Training Program (2018: 12), the Pre-

Service PPG program aims to develop professional teachers who have pedagogical, personal, social, and professional competencies by statutory requirements.

By Article 3 of Law No. 20/2003 on the National Education System, the general objective of the Teacher Professional Training Program is to produce teacher candidates who have the best qualifications to improve national education. Not only that, but the law also states that with this professional program, students are expected to be educated to the maximum based on God, noble, creative, intelligent, and democratic.

Considering the objectives of the PPG program, researchers conclude that the program focuses on improving the professionalism of prospective teachers. This is stated in Law Article 10 number 14 of 2005. Prospective teachers can improve their duties professionally. Through this program, the government has launched several competencies that must be mastered such as pedagogic competence, personality competence, social competence, and professional competence obtained through this professional education training.

2.4.3 Academic Qualifications of Teacher Professional Education (PPG) Program Participants

Specifically, Article 6 of the Regulation of the Minister of "Education and Culture of the Republic of Indonesia" Number 87 of 2013 concerning the Pre-Service Teacher Professional Education Program states that prospective participants in the Teacher Professional

Education Program must have an appropriate academic background. The academic qualifications of participants in the Pre-Service Teacher Professional Education (PPG) Program in Indonesia generally include certain requirements.

Although requirements may vary, here is a general example of the academic qualifications required consist of from the Bachelor's Degree (S1) participants must generally have a bachelor's degree or equivalent from a recognized university. This degree is usually related to the field of study relevant to the subjects to be taught. Second Adequate Grade Point Average (GPA) as many PPG programs require participants to have a GPA that meets certain standards. A high GPA can be a plus in the selection of participants. The next is from the appropriate Field of the Study, Participants are expected to have an educational or study background that is appropriate to the subject they will be teaching. For example, someone who wants to teach English education is expected to have a background in English or a related field of study. However from the Language Proficiency, Sometimes participants are required to have good language skills, especially if the Pre-service PPG program involves teaching in a particular language. To be a participant in the PPG it must be Entrance Exam results, Some PPG programs require participants to take entrance or other selection exams to measure academic ability and relevant skills. Not only that of the PPG program is must to test Physical and Spiritual Health, but Some PPG programs also require physical and

mental health examinations to ensure that participants are capable of performing their duties as teachers. Local Alignment, Sometimes pre-service PPG programs give priority to candidates who come from or have a strong attachment to the area where the program will be implemented.

PPG Pre-Service students are encouraged to detail the academic requirements that apply to the specific program they choose, as requirements may vary between programs and educational institutions. The best reference is the official Pre-Service PPG program guidelines from the Ministry of Education and Culture or related agencies.

2.4.4 Implementation of Pre-Service Teacher Professional Education Program (PPG)

Based on the explanation stated in Article 1(3) of Minister of Education and Culture Regulation No. 87 of 2013, the Pre-Service Teacher Professional Education (PPG) program must meet the requirements set by the Minister. These requirements are stated in Article 3 (2) of the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 87 of 2013 concerning the Pre-Service Teacher Professional Education Program. In response to this, here are some of the intended requirements are consist of Have an undergraduate education study program (S1), facilities and infrastructure that support the activities of learning practice activity requirements, an instructional improvement and development program that

functions effectively, a self-evaluation and quality assurance report based on facts, at least the last 2 (two) years.

2.4.5 Curriculum Used in the Pre-Service Teacher Professional Education (PPG) Program

Based on the Guidelines for Implementing the Teacher Professional Education Program (2018: 14), the development of the PPG Pre-Service program curriculum has some stages it consists of the Development of Postgraduate Learning Outcomes (ELOs) or PPG Learning Area Postgraduate Learning Outcomes (CPBS) in the context of the PPG program as a field of study that covers various fields of learning. Then the Postgraduate Learning Outcomes are more operationally formulated as learning in the learning domain (CPBS), Determination of Learning Activity Subjects and the weight or load of learning activities, Preparation of Activity Performance Values (CPMK), and Study Plans Semester (RPS) CPKM

Furthermore, we refer to Article 9 (1) of the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 87 of 2013 to find out more details about the curriculum structure of the PPG program as a prospective teacher. In this case, the PPG program curriculum structure includes a material package program in the Pedagogical Learning field (Thematic Pedagogy) and the Pedagogical Field Experience Program (PPL).

In the curriculum used in this teacher professional education program (PPG), two types of curriculum content must be carefully considered by managers. According to the PPG implementation plan in 2017, the first is the stabilization of academic content or subject and professional fields. In this case, the workshop is the development of learning tools and action research plans by PPG participants. In this context, the maximum proportion of activities that must be fulfilled is 60%. The second content is field experience practice (PPL). The maximum proportion of these activities that must be carried out is 40%.

2.6 Previous Research

The current research conducted is inspired by previous research done by Iosif Fragoulis (2009) from Tutor Hellenic Open University with the title Project-Based Learning in the Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to Practice. This article deals with implementing project work in the teaching of English as a foreign language in Greek state primary schools. Theoretical foundations for project-based learning are presented and applied in the classroom, difficulties encountered are discussed, and benefits resulting from student participation in project work are suggested. The article purports to be pragmatic in focus, linking theory with practice, and providing practitioners with a tool for effectively implementing project-based learning in foreign language contexts.

In line with the previous research, Hetty Roessingh et.al (2011) from the University of Calgary, with the title *Project-Based Learning and Pedagogy in Teacher Preparation: Staking Out the Theoretical Mid-Ground*. In this article, the researcher advances a model of project-based learning (PJBL) offering eight guiding principles to support a pragmatic and principled approach to teacher preparation at the undergraduate and graduate levels. We provide a template for structuring PJBL, and the researcher includes illustrative exemplars that demonstrate that the ideological mid-ground can offer a balance of content knowledge and facilitate the dispositions the researcher values in the new generation of teacher practitioners.

Similarly, a study was done by Majed et al. (2020) from the Ministry of Education, Taif district, Saudi Arabia, with the title *The Effect of Project-Based Learning Model on Persuasive Writing Skills of Saudi EFL Secondary School Students*. This study aimed to investigate the effect of the project-based learning model on the persuasive writing skills of Saudi EFL secondary students. The design of the study was a quasi-experimental approach using pre and post-tests for control and experimental groups. Participants consisted of (59) students from third-grade secondary school, randomly divided into two groups: the experimental group consisted of (30) students and the control group consisted of (29) students. The experimental group was taught using project-based learning while the control group was taught using the traditional method.

Another former study with the title Online Project-Based Learning for ESP: Determinants of Learning Outcomes during Covid-19 was conducted by Akhmad Habibi et.al (2022) This study is focused on Indonesian EFL undergraduates' perceptions of the relationships between teacher performance, technological resources, online project-based learning (OPJBL), and ESP learning outcomes. Participants of the study have attended English for Specific Purposes (ESP) online courses during school closures due to Covid-19. A survey was addressed to 350 undergraduates after a one-semester implementation of the OPJBL. The students were requested to rate their perceptions of validated items using a 7-point Likert-type scale for the data collection. The data were modeled and computed through partial least square structural equation modeling (PLS-SEM).

Thus, the study conducted by Muzin et al. (2020) from the English Department, The Faculty of Language and Art, Universitas Negeri Surabaya with the title The Implementation of Project Based Learning in Teaching Speaking Recount Texts to the Students of Vocational High School. In this method, students can gain knowledge and skills by learning through responding to authentic problems and also challenges. Project-based learning is very helpful for sharpening students' speaking performance because they are involved in developing their speaking skills directly, while the teacher acts as an observer and facilitator in the teaching-learning process. This research is a qualitative descriptive study regarding the application of Project-Based Learning in

teaching recount texts to class X students and analyzing students' speaking performance.

In response to the aim of this study, some related literature reviews about the problem/challenges in PjBL were also found by the researcher. In this case, the researcher found that the study conducted by Rahman et.al (2021) explained there are some problems in the implementation of PjBL. Based on the findings, the challenges of implementing Project-Based Learning (PjBL) include time management issues for students due to conflicting schedules, difficulties in grading students' participation and contribution to group projects, and the struggle to motivate introverted and unconfident students to participate in group projects actively. Additionally, teachers often find it challenging to grade students fairly and only assess based on the final project, leading to potential unfairness in grading. These challenges highlight the need for a fixed grading system to ease the burden on teachers when assessing students' work. Furthermore as explained in this study, some students may not actively contribute to group projects, leading to decreased motivation within the group. Thus, implementing PBL may not fully develop all linguistic skills in students, potentially limiting their mastery of certain skills. These challenges underscore the importance of addressing issues related to student participation, motivation, and skill development within the PBL framework.

The research conducted by Ngadiso et.al (2021) finds that there are some problems with implementing in the EFL learning context. In that study, the problem identified in the study is that the teachers have misperceptions of how Project-based Learning (PjBL) should be practiced. They mixed the strategy of Task-Based Learning (TBL) and PjBL inappropriately and failed to recognize the phases of PjBL. Additionally, the teachers' misperceptions caused inappropriate planning, implementation, and assessment of the students using the PjBL strategy. Furthermore, the teachers did not realize the urgency of an essential question to start a PjBL, which is a key component of the implementation of PjBL. These misperceptions and misunderstandings of PjBL led to inappropriate practice and assessment of the strategy.

Another study that also examines the problems in PjBL was conducted by Syukri et al. (2022). This research found that one of the challenges of PBL is the potential for increased workload for both students and teachers. The extended period required for project completion may lead to a heavier workload for students, and teachers may need to invest more time in planning and guiding the project. Additionally, the need for authentic, engaging, and complex questions, problems, or challenges in PBL can be a challenge in itself, as finding suitable and relevant projects can be time-consuming and require careful consideration. Furthermore, the implementation of PBL may require a shift in the traditional roles of teachers and students, which can be challenging for both parties. Teachers may need to take on a facilitative role rather than a didactic

one, and students may need to adapt to a more self-directed and collaborative approach to learning.

In response to this, the researcher concluded that there have been many studies that examine how PjBL is implemented in some cases, especially in English classrooms. However, these investigations only examine how teachers implement and the problems in implementing PjBL in EFL contexts. So far, researchers have not found many studies that examine how the strategies of prospective teachers in the teacher professional education program (PPG) when implementing PjBL in English language learning. In addition, problems related to the implementation of these learning strategies will be reviewed more deeply in this study.

CHAPTER III

RESEARCH METHOD

This chapter explains the research design used to answer the research questions. In addition, several elements such as; participants, data collection, instrument of the research, data analysis, and trustworthiness will also be explained in full in the next explanation. The following is an explanation related to this:

3.1 Research Design

This research used qualitative research design to get the data. Holloway et.al, (2002) defines qualitative research as a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. Christensen and Johnson (2014) stated that the report as qualitative is longer, in narrative form, and describing what has been found form, and describing what has been found from the participant's perspective. Moreover, Lambert, (2012) argues that the qualitative was used to present the data in a straightforward descriptive summary of the information that is organized logically.

In this regard, researchers think that the purpose of this research is closely related to the objectives of qualitative research. Therefore, in the present of the research, the researcher used the qualitative method to explore participants' behaviour, perspectives, experiences, and feelings and emphasize understanding these elements related to this research.

1.2 Participants

In this research, the researcher 'chooses the students of PPG as participants. The participants were taken from the second batch of PPG students because the researcher focused on researching PPG students who teach junior high school, especially those who apply the PJBL when teaching practice, and of course the school where the participants practice already uses the independent curriculum. After all, PJBL is one of the learning methods in the independent curriculum. The researcher focused on selecting participants in PPL 1 semester 1 because they focused on who has been teaching in junior high school. The participants were selected using a purposive sampling method, the researcher tried to find participants to get information based on their knowledge and experience.

There were 25 PPG students in batch 2 after the researcher investigated information about all PPG program students by asking directly to the PPG program students one by one via WhatsApp or smartphone, then the researcher asked for permission to dig up information regarding the use of PJBL among PPG students and in the end it was revealed The fact is that not all of the students use PJBL as a teaching method during the teaching practice process. After getting the information there were only 10 people who used PJBL during the teaching practice program, but during the interview process, only 6 people responded and were willing to become participants in the research. Finally, the researcher decided to choose 6

participants to become the participants for this research. These 6 participants are PPG students who use PJBL during the teaching practice program and of course at the school where the participants practice have implemented the independent curriculum. The reason the researcher chose these participants was because the researcher thought that with these 6 participants, the researcher would get richer and more in-depth information and data regarding the implementation of PJBL, especially for students who teach in the schools that have implemented PJBL and of course, they could answer this research question by the research objectives. To identify and disguise the name of each participant, the researcher used the P symbol.

1.3 Data Collection

1.3.1 Interview

In this research, researchers used interviews to collect data. In the interview process, before conducting the interview, the researcher asked for permission and asked for the participant's availability first to be interviewed. After the participant was willing to be interviewed, the researcher asked again for the time of the interview, and then the participants were interviewed one by one at different times. The first interview was conducted on 7 September 2023, 2 participants were willing to be interviewed at different times, and the researcher conducted the next interview on 8 September 2023 by interviewing 3 other participants from morning to evening at different times. However, on 11 September 2023 with the participants, researchers had to adjust the implementation time to

participants based on the availability of participants for interviews. So the information and data obtained through researcher interviews took 1 week.

In this research, the researcher conducted interviews online via Whatsapp and then recorded them on a smartphone, because the participants were Batch 2 pre-service PPG students who had completed all courses and had also finished the teaching practice program and there were no more courses, therefore the researcher conducted online interviews. For this research, researchers used a semi-structured to collect the data. The questions included in the researcher's interview protocol used open-ended questions. The themes of the questions used in the interview protocol were adapted from the PJBL syntax contained in the module and also in the context of the independent curriculum.

In the interview section, the participants were interviewed for approximately 30-40 minutes. To keep the data, the researcher recorded the activities using a voice recorder. During the interview process, the researcher used Bahasa Indonesia to make the participants comfortable in answering the questions. Additionally, to maintain the ethics code of the participants, the researcher did not mention their real names. The name of the participant is P (participant).

3.4 Research Instrument

According to Arikunto (2013), research instruments are tools that help researchers collect research data. The success of a study depends on the researcher's ability to accurately determine the research instruments for data collection. In this study, the researcher used interview guidelines as the instrument of the research to collect the data. The following is an explanation regarding this matter:

3.4.1 Interview Guideline

To interview participants in this research, the researcher first prepared an interview guideline or interview protocol as a guide for the researcher in collecting research data. Apart from the interview guide, the researcher also used other tools such as a recorder and smartphone to record the information obtained from the interview. The interview was conducted within 1 week by interviewing 6 participants at different times.

In the interview guide that the researcher used, eleventh questions had to be answered by the participant. At the beginning of the interview protocol, the researcher included introductory remarks before asking several questions in the interview protocol. Questions one until nine relate to the implementation of PJBL used by the students of PPG and also the next questions from number one to question number eleventh relate to the problems faced by the students of PPG in implementing PJBL during the teaching practice program. Which each of these

questions has been classified based on themes or aspects adapted from the PjBL Syntax in the Merdeka curriculum.

Table 3.1 Themes of Interview Guideline

Themes	Number of questions
1. Implementing a public teaching practice program used by the students of the Pendidikan Profesi Guru (PPG) program	1-9
2. Problems faced by the students of the Pendidikan Profesi Guru (PPG) program in implementing PJBL	10-11

1.5 Data Analysis

Data analysis is systematically processed to analyse data that have been collected. After collecting research data, researchers need to analyse the data. This aims to answer research questions. In this research, the researchers used qualitative methods. According to Lodico, Spaulding, and Voegtler (2006) stated that there are some steps in analysing the data. As follows:

1. Preparing and organizing the data.

The first step taken by the researcher in analysing the data was after taking the data using an interview, then recording it via smartphone, from the results of the recorded interview the researcher collected the

data obtained from the participants first, namely the results of the recorded interview, the researcher listened again to the recorded interview and copied the recorded data using how to transcribe data or recorder results obtained from interviews via smartphone.

2. Reviewing and exploring

The next step is reviewing and exploring. In this step, the researcher reads again the data from the interview (transcript). This aims to understand the participants' explanations of the implementation of the PJBL and the problems experienced by the students of the PPG program. In addition, this also aims to avoid errors in writing transcripts or research data.

3. Coding

The next stage is the coding stage. Before the researcher coded, the researcher grouped the same participant's answers into several questions and after that, the researcher determined the theme from the results of the interview data obtained. The researchers carry out when carrying out the coding stage. First, the researcher made a theme column related to the research topic. Then the researcher organized the information into themes in the study. The next stage is to read the results of information that has been classified into existing themes. It aims to check the suitability of the themes and information that has been

included. At the end of the process, the researcher finally explains the theme and concludes.

4. Reporting and interpreting data.

The last step in analysing the data is the researcher writing the findings based on the gained data and making the conclusions and suggestions of the research. In this step, the researcher explained the overall data based on the students of the PPG program experience by using the PJBL during the teaching practice program. Not only that, but the researcher also made a kind of conclusion about the data to be presented in chapter 4.

1.6 Trustworthiness

The term trustworthiness was used in qualitative research design. It is to verify the accuracy, findings, and interpretation of the data. To get the trustworthiness, the researcher used one source of collecting data interview. The researcher validated the data through triangulation. Perry, 2005 p.51 defines Triangulation as a producer using multiple sources of data to see whether they converge to provide evidence for validating the interpretation of results. To increase the dependability of the findings, the researcher provided a rich and thick description. Furthermore, the consistency of the study was checked by triangulation and finally, the result of the analysis was checked by the first and second advisor.

CHAPTER VI

FINDING AND DISCUSSION

In this chapter discusses the various findings that have been carried out by the researcher regarding the profile of participants' process in implementing PjBL during teaching practice program and the problems faced in implementing PjBL faced by the students of pendidikan proffesi guru (PPG). The following is a further explanation related to this issue:

4.1 Profile of Participants

The participants in this study are teachers' professional education program (PPG) of Jambi University. They have experience in teaching English using PjBL in several schools under the Merdeka curriculum implementation policy. The participants in this study were 6 people from the teachers' professional education program (PPG). Where each of them has had practical experience teaching English in junior high schools by implementing PjBL as a learning method in Merdeka Curriculum.

4.2 Finding

In the present discussion, the researcher present and discuss the findings of the data and interpretation of the data analysis related to the implementation of Project-based Learning during teaching practice program done by the students of pendidikan profesi guru (PPG). Below is the explanation related to this matter:

4.2.1 Implementing PJBL during teaching practice program used by the students of Pendidikan Profesi Guru (PPG)

After conducting a further of the analysis process on the theme in Implementing PJBL during teaching practice program used by the students of Pendidikan Profesi Guru (PPG) The researcher found six sub-themes that underlie the main theme. The six sub themes consist of first, the students of Pendidikan Profesi Guru (ppg) to plan project design in PjBL. second, the the students of Pendidikan Profesi Guru (ppg) in deciding learning topics using PjBL. third, is the the students of Pendidikan Profesi Guru (ppg) to make schedule arrangements in PjBL. For the students of pendidikan profesi guru (ppg) to monitoring students' project progress in PjBL. Five, the students of pendidikan profesi guru (ppg) to assess students' outcome in PjBl and Six the students of pendidikan profesi guru (ppg) to evaluate students' experience in learning process in pjbl. In the further explanation, the researcher was elaborate on the findings of each theme.

4.2.1.1 The students of pendidikan profesi guru (ppg) to plan project design in PjBL

In this stage, the researcher attempts to find out the next stage regarding the processs of the the students of pendidikan profesi guru (ppg) to implement project design in PJBL. However, there are some steps that must be applied when designing PJBL-based learning. Based on the findings, the researcher found that the students of pendidikan

profesi guru (ppg) **first identified the learning objectives.** This is explained in the following quote:

P2: “We first look at what the material is, what are the objectives of our learning?”

After knowing the objectives of learning, **the next steps are to determine the suitability of learning methods with learning objectives.**

According to the participants, it is useful to ensure there is alignment between the material, learning objectives and the learning methods they use.

It is explained based on the following quotes by P2:

P2: “We have to adjust what material is suitable for using pjbl, it so happens that yesterday my teaching material was advertising advertisements, well advertising is one of my learning objectives, one of which is students not only understanding about definition of advertising , not only know the types of advertisements like this, not only like that but also can make an advertisement, it's already a project, the end of the result is using pjbl because I think pjbl is more than suitable between the other methods.”

P1: “Therefore, we really have to see if this material can be used in pjbl because if we use the wrong learning method, we are afraid that we will not be able to achieve the learning objectives.”

The other steps before plan a design the project **is to ensure learning objectives with the curriculum and student needs.** Based on the detailed information explained by the interview, PjBL is one of the learning methods emphasized in the Merdeka Curriculum. Which in the implementation of learning process, the students are asked to be able to develop their potential and talents more tangibly, So that the teachers are

given the opportunity to be able to design the project-based and contextualized learning, this is explained by P1 in the following quote:

P1: "If the aspect of the merdeka curriculum is more independent like that and also I want that the students not only learn the material but the students also really develop their talents for example we give them writing, doing a test, maybe that's the old paradigm where they only know reading the writing but why I use pjbl is because I really want to make the students also to be creative when making a product they will produce their creativity."

Then, the researcher also found the next steps used by the the students of pendidikan profesi guru (PPG) in designing the PjBL-based learning process. The **steps are to determine clear the project steps by making a lesson plan.** In this case, the students of pendidikan profesi guru (ppg) explained that they must consider the time and each stage of the project. As in the following explanation:

P6: "yes, of course we make the rpp first. we plan first we want to make it how, then we want to use what media, what the flow is, so the flow must be in accordance with the syntax of pjbl so the first thing that needs to be prepared is definitely the rpp first."

In response to that matter, the participants said that the planned learning activities should also be based on the **Profil Pelajar Pancasila**. In which learning planned in the independent curriculum must include several points such as mutual cooperation, faith and piety in God Almighty, independence, global diversity, critical reasoning, and creativity. The

following is an explanation from one of the participants regarding this matter:

P6: “oh yes, determine with this pjbl, it works in groups, of course, their attitudes must be there, yes, we return to the profil pelajar pancasila, they must work together and socialize with all and fellow students, and also by socializing they also add communication skills between each other.”

In the design of learning activities contained also contains learning steps that will be implemented by a teacher. Therefore, from the results of the research, the researcher found that the next steps are to explain the project sequence contained in the lesson plan. While in the project flow sequence must be in accordance with the PjBL syntax. This can help the teachers in carrying out project direction to students. This is explained by P6 in the following quote:

P6: “planning the project, of course, if it is in accordance with the syntax, I must first give a briefing that in this material we will make a project and then we tell the students what form it will take, what the rules are before running and discussing it with the students so that they can later know what they are doing in the project.”

Furthermore, **the next steps are to prepare teaching modules.**

According to the students of pendidikan profesi guru (ppg) argue that modules are important in the learning process. Based on the results of the interview, before plan the project, the students of pendidikan profesi guru (ppg) prepared several teaching module concepts. Which each teaching module is aimed at and adapts to the respective needs of the students. This is

done as a form of realization of the differentiated learning process contained in the Merdeka curriculum. The following is an explanation of P4:

P4: "There are actually many things that need to be prepared before making this teaching module, the first is that if in this independent curriculum we have to prepare learning with dimensions because we have to adapt to the needs of students so the first thing is to know the needs of these students."

In response to this, the researcher looked at how the module development procedure in differentiated learning was intended by the participants. Based on the analysis of the interview data, it is known that the **teaching module was developed through diagnostic assessment**. It is done to ensure that the learning model implemented is in accordance with the learning profile of each student. As stated by P4 in the following quote:

P4: "I do a test first, for example, tomorrow we teach this advertisement, well we give questions to students about advertisements, so from there we can find out what they don't know, we also use diagnostic assessment of their learning style which is like visual, auditory or kinaesthetic, it is also analysed in the independent curriculum."

Furthermore, subsequent analysis revealed that the last steps are implemented by the students of pendidikan profesi guru **was to prepare assessment rubrics**. According to the participants, rubrics are important to prepare to help create consistency in an assessment. Through rubrics, teachers can have consistent learning guidelines from each project done by the students. Moreover, based on the explanation given by one of the participants, rubrics can also help them to determine the types of the

products and skills that are mastered at the end of learning that students will produce. The following is an explanation regarding this matter:

P3: "Therefore, what needs to be prepared is the assessment rubric, then what media will be used, then whether we use the application or we use writing media or make videos or just make mind maps, so back to that again, making the output we expect is what then what we want to hone is what skills, whether writing, or speaking."

4.2.1.2 The students of pendidikan profesi guru (PPG) in deciding learning topics using PjBL

Determining learning topics in project-based learning (PjBL) has some fundamental benefits. It helps students to relate learning to the context of their daily life experiences. In other words, interesting and meaningful topics can provide opportunities for the students to develop relevant skills that can be applied in everyday life. Therefore, it is important to use steps in determining topics that are relevant to the project that will be given in project-based learning.

In this research, the researcher found several steps used by the students of pendidikan profesi guru (PPG) in determining learning topics using PjBL. The findings showed that there were 2 steps used by the students of pendidikan profesi guru (ppg), the steps **consist of discussion with the mentor teacher, and reviewing the learning and determining the topic independently**. In the next explanation, these two things will be further explained by the researcher.

As explained earlier, the **first steps are carried out by the students of pendidikan profesi guru (PPG) is to conduct discussion activities with the mentor teacher (guru pamong).** It is done to be able to choose the topic of material that has not been studied before. This activity is important to identify the needs and characteristics of students. The discussion with the mentor teacher allows them to choose the topics that are in accordance with the objectives of the curriculum implemented at the school as well as choosing topics that are in accordance with the students' needs. This was described in the following quote:

P1: "well it so happens that after analysing we get that advertisement has not been taught while for other materials it has been taught, from the results of the discussion then we determine what learning model is suitable and then aaa... because indeed the input from the pamong also said that if this advertisement is later they can make this poster he said or can make a video advertisement we can make their learning outcomes. This can meet the needs of the students. It has also not been studied by students. So because of that also I chose to use the pjbl and it turns out that the advertisement material is indeed suitable to use pjbl because they really have to create a product right because the learning objectives when they want to make an advertisement they can use it in English, it will be more interesting the poster they make so. I also can decide the way I should assess my students"

The second is to determine material topics independently. This activity was carried out by the participants to determine the learning material that had not been implemented. It is done by reviewing the material that has been taught in class. The purpose of this activity is to avoid overlapping with the topic material that has been learned by students. Here is an explanation of this matter:

P4: "It was determined by myself, I analysed it myself with prior learning."

4.2.1.3 The students of Pendidikan Profesi guru (PPG) to make schedule arrangements in PjBL

Besides deciding on learning topics using PjBL, **the next step is making schedule arrangements**. In this steps, the teachers discuss and explain the process of project activities that will be carried out by students. Based on the interview results, it was found that the first stage carried out by students of prendidikan profesi guru (PPG) was to form learning groups. In order to determine this study group, the participants first carried out a diagnostic assessment. This is explained by P3 in the following quote:

P3: "The teacher makes the learning group according to their learning style, so maybe they have previously used a diagnostic assessment."

Furthermore, the researcher conducted further analysis related to diagnostic assessment activities and student grouping. Based on the findings, the researcher found that they grouped students based on cognitive scores or students' cognitive skills. Here is an explanation from several teachers regarding this matter:

P6: "at that time, how to divide the group heterogeneously according to cognitive levels"

P3: "I accumulate students who have high scores, you could say that their knowledge is above average."

Some teachers from the students of pendidikan profesi guru (PPG) explained that they **also coordinate with mentor teachers (pamong) in grouping students**. Here is an explanation from P6 regarding this.:

P6: "I first discuss with the tutor about whom the students have high cognitive, which are medium, which are low so I divide them like that anyway."

Furthermore, after the group division stage, the next steps implemented by the students of pendidikan profesi guru (PPG) are to **discuss the project that will be done by students and the time period for the project**. The participants said that at these steps they involved students to be asked for their opinions through discussion activities between teachers and students, which were explained by P5 in the following quote:

P5: "It is made according to mutual agreement, but it can't be too long."

From the results of the interview it is known that the project work period given by the participants is 1-2 weeks of work. The following is an explanation related to this:

P1: "for the time of making the project yesterday, today they plan to design the project that they will make, they are given time until next week, so the next meeting they have collected the project.."

4.2.1.4) The students of pendidikan profesi guru (PPG) to monitor students' learning in PjBL

Based on information released by the inspectorate general of the ministry of education and culture research and technology of the republic of Indonesia in 2023, teachers have a key role in identifying and optimally increasing the potential of students' learning interests by becoming facilitators and mentors for students in the learning process. As the researcher found in this study that, while carrying out learning based on the Merdeka curriculum the teachers from program pendidikan profesi guru (PPG) did a monitoring to the students during the learning process. The teachers explained that they were active to become student monitors. In which activities they monitored their obstacles and their understanding during the learning process. This is explained by P1 in the following quote:

P1: “coincidentally, at that time I was only a mentor because I demanded that you be as creative as you are so what will you make, what is this so they do it themselves, I checked it because for example this position is not right, and you put it here.”

P2: “I sit at the back while monitoring students and observing if in advertisement material in the project.”

Besides monitoring students, the students of pendidikan profesi guru **program (PPG) act as mentors for students**. According to the participants, the mentoring activities were carried out from the beginning of

making the project by giving instructions on how to implement the project to the presentation process. As in the following explanation:

P2: "I do guide them, for example, at the beginning of making the project, I give instructions on how to do it like this, and then when we have done it, we present it. Anyway, we give directions and then they do it."

It is important to implement the monitoring steps. From the findings, the participants explained that the results of monitoring can be used as evaluation material for teachers to find obstacles faced by students during the learning process. **Through the identification of these problems, they can immediately anticipate these problems by becoming student learning consultants.** According to P5 and P6, through the strategy of becoming a student consultant in learning, it can help students overcome the problems they face. The following is an explanation related to this:

P5: "while being asked how far the advertising product has come, and if they have difficulties, it's like being a consultant to help them with their difficulties."

P6: "If they have problems, for example, they can't and don't understand, they can ask me ... if there are problems, they can share them with me."

Furthermore, another step that the students of pendidikan profesi guru (PPG) often use in carrying out this monitoring activity is **to become a facilitator for students.** Where in the process the students of pendidikan profesi guru (PPG) also act as facilitators who provide various student needs

to support the learning process. For example such as prepare learning application such as puddled and several other teaching materials. In this regard, the following is an explanation from P3:

P3: "In my opinion, the teacher in the independent curriculum is more of a facilitator, we, for example, prepare puddled, and there they will design, create, upload."

Another step by the students of pendidikan profesi guru (PPG) program in carrying out learning monitoring activities is **to be a motivator**. According to one of the participants, providing encouragement in the form of motivation and enthusiasm for learning to students during the learning process is very important. Because through this, students can continue to be motivated to get the best learning results. The following is an explanation from P3 regarding this matter:

P3: "Then we also have to be a motivator, how to be a motivator is by giving them examples, giving them encouragement and I also during project based learning, what makes me tired as a teacher has to go around the group to make sure that they don't encounter difficulties."

Referring to the explanation previously, it can be seen that there are a series of strategies carried out by the students of pendidikan profesi guru (PPG) program in carrying out learning monitoring activities. The steps to monitoring the learning process the students of PPG program is to become monitors, mentors, consultants, facilitators, and motivators for students in the learning process.

4.2.1.5 The students of Pendidikan Profesi Guru (PPG) program to assess students learning progress in PJB

Assessment is an assessment activity carried out by teachers to improve the quality of education. Through assessment, a teacher can identify their professional progress or development. Moreover, this assessment can also help the teachers to understand the needs and abilities of students after the learning process is implemented. The results of this study reveal that during the learning process, assessment activities have been carried out by teachers.

Based on the results of the research, researchers found that there are a number of the steps to carry out by the participants in learning assessment activities at the classroom. Some of the students of pendidikan profesi guru (PPG) program explained that to carry out the assessment they need several things. The first thing that must be prepared by the students of pendidikan profesi guru (PPG) program is assessment rubrics. So according to the participants, rubrics are important for teachers to have. Through the rubrics, a teacher can easily assess important aspects of students. The following is an explanation from P1 regarding this matter:

P1: "For the assessment of advertising text, there is indeed a rubric, and it is important to have it. So based on the rubric yesterday, what we assessed was the language, then there was also the appearance or layout,

the content as well as the images used, the information included was sticky or not, we assessed it from there.”

Besides rubrics, according to one of participants are **preparing modules is one of the important** things to prepare. Through the module, they can see the arrangement and stages of learning according to the time that has been planned. In addition, the module also contains important things to be assessed by a teacher. The following is an explanation from P2 and P3:

P2: “before the learning process we make a module, in making the module there are many stages, for the assessment it is based on the objectives of learning, what you want to achieve.”

P3: “As for the assessment, if we want to make a module, there must be an assessment rubric, so there is a rubric that needs to be prepared too, which is quite time-consuming too.”

After preparing rubrics and learning modules, according to the participants, the next steps in carrying out the assessment is to determine some assessment criteria on projects in English subjects. According to the results of the analysis, the participants explain that there are several aspects that must be considered by the students of pendidikan profesi guru (PPG) in carrying out the assessment. The aspects consist of attitude, skills, cooperation, knowledge (cognitive), critical reasoning and creativity which is seen from the product produced through the project. Here is an explanation from each participant regarding this matter:

P1: “yes, I looked at their the cooperation”

P2: “, the first is the student's understanding, then for the skills is the student's ability to make the project itself and make the advertisement itself. for this skill is the project, for the skills here they make advertisements, the way I assess the projects they have done is by whether or not they are suitable, appropriate or not to use the language, then the criteria according to the product itself, interesting or not so like that..”

P3: “from various aspects, from the cognitive aspect, knowledge, skills and attitudes.”

P4: “how students think yes, it is seen from their process of discussing to presenting the product.”

P6: “So I judge it yes from the content of their products, if for example this is what I use, I see their activities, for example, whether or not they are creative in designing and the content is appropriate or not with the products they want to sell. Not only cognitive but also the attitude. Especially if it's in a discussion in class, yes, of course we as teachers can also see what their attitude is, whether they are responsible or not, whether there is cooperation or not.”

According to one participant, the assessment activities the students of pendidikan profesi guru (PPG) have carried out must be based on aspects of the profil pelajar Pancasila regulated in the Merdeka Curriculum. The following is an explanation from P1 regarding this matter:

P1: “we are more assessing what this P3 Pancasila student profile is...”

After conducting an in-depth analysis, the researcher found that the six aspects of the assessment that had been carried out by each the students of pendidikan profesi guru (PPG) were listed in the assessment aspects of

the profil pelajar pancasila. Which is based on the regulations explained by the Ministry of Education and Culture (2022) that the assessment aspects in the implementation of the Merdeka curriculum,

4.2.1.6 The students of pendidikan profesi guru (PPG) program steps are to evaluating students' experience in PjBL

To assess the significance of an education program and learning process, a teacher must carry out an evaluation process. In this activity, the researcher saw how the process of the teachers from the students of pendidikan profesi guru (PPG) program steps in carrying out evaluation activities during teaching practice took place. Not only that, this evaluation activity can also see the development and enthusiasm of students during the learning process.

Based on the research results, some teachers explained that the steps they used to carry out learning evaluation activities was to ask each of the students to explain the results of the project they had worked on in groups. This is expressed in the following quotes:

P2: "The way to evaluate it is after the learning process, meaning that after working on the project I ask students to present it to the front. So all groups come forward to present the results, not representatives but all groups come forward and then explain individually. I want to see the extent of understanding of each individual or student in understanding the advertisement and how they make the advertisement so far, what kind of involvement they have in the project and I ask them to explain...."

P4: "The project is displayed in class and shown to other friends. This is the result of this group and the same correction, each group displays the results but representatives one by one, they explain the project they are working on."

P4: "I ask them to come to the front of the class like presenting a product, for example someone makes a brochure about a music concert in Jambi, for example."

The presentation activity was carried out by the participants to give a good impression of the learning process and an opportunity for students to convey the results of the products they made from their understanding. This is explained by P5 in the following quote:

P5: "so they act as if they are sales agents promoting the contents of the brochure and there are also those who make videos, so they play the video advertisements in class and then discuss them together."

Then after the presentation activity was carried out, then to provide reinforcement of understanding, the participants explained that they invited students to carry out interactions through question and answer activities as well as providing comments and feedback on learning outcomes between students. This was done by the participants to train critical thinking skills and provide learning experiences for students through discussion activities. The following is an explanation from the participants regarding this matter:

P4: "corrected equally, each group"

P3: "then they can also give comments or feedback"

Not only that, the next evaluation steps are implemented by participants is to provide reinforcement from teachers to students after learning activities are carried out. This can be in the form of giving appreciation to students, rewards (applause), grade, comments and feedback. According to the teachers professional education program (PPG), this can increase students' motivation in learning. The following is an explanation from P1 regarding this matter:

P1: "Yes, we also give appreciation to the students because, for example, the drawings are good, then we give appreciation to the class by applauding, scores etc. To help them get motivated again"

Based on the explanation above, the researcher can conclude that three the students of pendidikan profesi guru (PPG) program in carrying out evaluation activities. The three strategies consist of the project presentation, QnA activities, and giving feedback, rewards and appreciation to students.

4.2.2 The students of pendidikan profesi guru (PPG) program faced the problem in implementing PJBL during teaching practice program

Based on data obtained from interviews, apart from implementing PJBL, researchers also found several problems faced by participants when implementing PJBL in teaching at schools, especially in schools that implement PJBL and have used the independent curriculum as a reference for the learning model that will be used, especially in teaching the material

English. The results of the research found can be presented in the following explanation:

4.2.2.1 Difficulty in allocating time

After conducting the data from the interviews, the researcher found several new facts that when implementing PJBL, especially with the implementation of the independent curriculum, it certainly takes a long time because we know that project-based learning is project-based learning, where students are asked to create a project in a material, where In making this project, flexible time is needed so that students can complete the project well. In fact, not all of the subjects can use PJBL as a learning method because PJBL is usually used at the end of the meeting because the practice of making projects is not only studying the material but directly making a product so it takes quite a long time to complete and of course the application of PJBL used must be in accordance with pjbl syntax. P3 explains this in the following quote:

P3: "indeed if you have taught in class there are many obstacles"

After conducting further review of the research results, it was found that one of the problems that occurred from the implementation of PjBL carried out by the students of pendidikan

profesi guru (PPG) program was the difficulty in allocating learning time. This was expressed by P3 in the following quote:

P3: "The difficulty is allocating time in learning"

This difficulty occurs because there are several stages of learning that students and teachers must go through. These processes must be implemented in stages. According to the teachers, this causes them to need quite a long time to implement the learning activities that have been described in the PjBL syntax. While the learning time is not enough. So, all of the series of activities sometimes cannot be carried out optimally in the classroom. The following is an explanation from P5 regarding this matter:

P5: "Actually, in implementing PjBL, we are required to carry out in accordance with the series contained in the syntax. So the time is sometimes not enough. And the activities are not maximized"

Moreover, according to the participants they also often feel stuck because the learning process must be implemented in accordance with the syntax. So all of the learning that must have preparations are strictly in accordance with the time allocation that has been planned previously. Whereas what happens in the field is not in accordance with previous planning. So they often cannot carry out the next activity. This is explained by P3 in the following quote:

P3: so if this syntax problem in pjbl is always tight in time because sometimes we are stuck in the first stage but right on the list there are 6 syntax so we have to prepare a timer, so lessons when in junior high school are always overstayed by time so sometimes only in stage 2 can be up to 40 minutes but we can't move to the next stage.

Based on the explanation above, the researcher can conclude that, the many learning sequences contained in PjBL cause teachers to sometimes feel burned out and have difficulty in dividing time more efficiently. Hence, they need to prepare the learning process and time allocation more optimally.

4.2.2.2 Difficulty in carrying out assessments on each student

Assessment activities have a very important role in learning for a teacher. It can be useful to measure the extent to which students have understood the learning material. Therefore it is important for teachers to be able to design effective teaching strategies for students. But in this study, the researchers found that the participants had obstacles in carrying out assessment activities in the learning model using project-based learning. This was revealed by P6 in the following quote:

P6: "I myself find it difficult to carry out the assessment process in this PjBL."

Based on further analysis, the researcher found that the main difficulty for the participants in conducting assessment is measuring each individual's ability. This happens because in the learning process with the PjBL method, students are grouped in a study group. So that according to the students of pendidikan profesi guru (PPG) program they cannot intensely carry out an assessment of each student. This is explained in the following quote:

P6: "so maybe there are still things that are missed there for the learning process, fortunately the children understand and can do it. For example, maybe I don't pay enough attention to each student because they are grouped. Therefore, I lack the intents to assess individually."

In addition, the participants explained that this happened due to the lack of time available. So that the participants only had time to assess group results and student attitudes during the learning process with this PjBL method. This is explained by P6 in the following quote:

P6: "I didn't have time to assess students' individual performance through presenting the results of their projects, I only assessed their work and attitude, I should have but because the time was lacking because they had exams and the teacher asked us before that date, and we were also almost at the end of the semester so we were about to finish the ppl. So we only assessed the process and the results"

Based on the explanation mentioned previously, the researcher can conclude that the problem faced by the students of pendidikan profesi guru (PPG) program is regarding the assessment of students' individual

achievements. this happens due to several factors. The first factor is because students are grouped in learning groups so it is difficult to see each student's ability. The second is due to limited time.

4.3 Discussion

4.3.1 Implementing PJBL during teaching practice program used by the students of pendidikan profesi guru (PPG) program

Project-based learning model syntax is very important for teachers to understand in the 21st century. However, as explained by Triyono (2023) PjBL syntax is a step in project-based learning which is currently highly emphasized in the implementation of the Merdeka Curriculum. In the PjBL syntax itself there are several learning steps. as explained by Triyono (2023) that the steps contained in PjBL are project planning design stage, schedule making stage, project progress monitoring stage, evaluation stage and, performance evaluation stage. In connection with the steps contained in PjBL, in the findings of this study, the researcher also found several similar things. The following is the explanation:

4.3.1.1 The students of pendidikan profesi guru (PPG) program to plan project design in PjBL

According to Paton (2012) the project design plan stage is the stage of the teachers in planning the project that students will learn. This covers a

variety of content from learning. Not only that, as described by Triyono (2023) at this stage the teacher makes the plans regarding several things that will be done by students. At this activity there are several things that can be done by the teacher. Triyono (2023) also said that at this stage the teacher can identify learning objectives and prepare project work steps.

In relation to the previous explanation, this research found several project implementation steps implemented by teachers from the students of pendidikan profesi guru (PPG) program. From the findings, the researcher found that one of the steps used by the students of pendidikan profesi guru (PPG) program in carrying out the planning stage of project design in PjBL is identifying learning objectives. Before giving projects to students, according to the participants, the first step they take is to know in advance the learning objectives. According to Thomas (2000), identifying learning objectives in project planning is something that can help teachers focus on developing students' skills and understanding. From the findings, the participants explained that this can also help teachers explain the purpose and focus of completing the project.

After identifying learning objectives, the next learning steps are carried out by the students of pendidikan profesi guru (PPG) program in implementing the PjBL method is to determine the suitability of the PjBL learning method with the learning material to be used. According to the participants, they explained that they must carry out this stage to align the material, learning objectives and methods used.

The next steps are to ensure curriculum policies and student needs, as explained in the decree of the Minister of Education and Culture of the Republic of Indonesia (2020) that the Merdeka curriculum focuses more on skill development and real learning. Therefore, according to the participants, it is important for teachers to be able to design project-based and contextualized learning.

When the stages of identifying learning objectives, the suitability of methods and the suitability of policies in the curriculum that is being implemented have been carried out, then the next strategy is to make a lesson plan. In this stage, teachers can include several things including; project steps and things needed in completing the project. According to the participants, the planned learning activities must also be based on the Pancasila Student Profile such as mutual cooperation, faith and piety in God Almighty, independence, global diversity, critical reasoning, and creativity. Therefore, it is important for teachers to pay attention to the details of the project that will be designed in the lesson plan.

The next is applied by the students of pendidikan profesi guru (PPG) program in implementing the PjBL method is to prepare teaching modules. Which each teaching module is aimed at and adjusts to each learner's needs. According to Thomas (2000), teaching modules can help in developing a structural framework for the project. Modules can also guide the steps that students can take during the learning process. From the results of further analysis, researchers found that the modules developed were the result of the

development of diagnostic assessments. Where the development of the module content is tailored to the learning based on the profil pelajar pancasila.

Furthermore, the next analysis revealed that the next steps he implemented by the students of pendidikan profesi guru (PPG) program is to prepare assessment rubrics. Based on information from PjBL works (2018), assessment rubrics can provide clarity regarding assessment criteria and performance expectations from students. This is related to the results of this study, where some of the participants explained that through rubrics they can also be helped to determine the types of products and skills that are mastered at the end of learning that students will produce.

Based on the results of the explanation above, the researcher concluded that there are several steps used by the students of pendidikan profesi guru (PPG) program in designing learning. There are some steps consist of identifying learning objectives, ensuring learning objectives with the curriculum and student needs, making lesson plans and determining project steps in them, explaining the project sequence contained in the lesson plan, preparing modules based on differentiated learning, and preparing assessment rubrics.

4.3.1.2 The students of pendidikan profesi guru (PPG) program in deciding learning topics using PjBL

Establishing learning topics in project-based learning (PjBL) has some fundamental benefits. Selecting relevant learning topics can help

students to relate learning to the context of their daily life experiences. In other words, interesting and meaningful topics can provide opportunities for students to develop relevant skills that can be applied in everyday life. Therefore, it is important to use some steps to determining topics that are relevant to the project that will be given in project-based learning.

After conducting further analysis, the researcher found that the first steps are carried out by the students of pendidikan profesi guru (PPG) program in deciding learning topics using PJBL is to conduct discussion activities with the mentor teacher. From the findings, some of the participants explained that they could identify the topics that have not been taught through discussions with their mentor teachers. In addition, they can also identify the needs and characteristics of students, from which they can choose topics there are in accordance with the curriculum objectives and the needs of students.

The learning topic selection process in PjBL discussed with the Mentor was based on several reasons. The first reason is the compatibility with the existing curriculum objectives. The determination of the learning topic must begin with a deep understanding of the curriculum objectives. Therefore, an educator must adjust the learning topic with the aim of providing education that refers to the goals of the curriculum. In this regard, the researcher sees that the participants have made efforts to adjust the topics to the curriculum objectives. This ensures that PjBL-based learning can contribute meaningfully to students' academic growth.

The second reason is to find the relevance of the topic to the real world context. Through the discussion with mentors, the participants can find out learning topics that are rooted in real-world contexts. By understanding the context, the participants can increase the authenticity of students' learning experience through the PjBL-based learning approach. Furthermore, according to Thomas (2000) through understanding the context and real life of students a teacher can foster deeper connections with students through the learning methods he/she uses. Hence it is important to understand the relevance of the topic to the real context by discussing with the Mentor teachers.

The third reason is based on assessment considerations. Through discussions with mentors, educators can plan assessment methods by the learning approach used. Based on the findings, the researcher also found that through discussions the students of pendidikan profesi guru (PPG) program can determine the assessment methods that are in accordance with the PjBL approach. This is used by the participants to ensure that the evaluation process held can be accurately reflected and can measure student understanding properly.

However, some of the participants also prefer to determine the material topics independently. This activity is carried out by reviewing the material that has been taught in class. Through this material review activity, the participants can also avoid the material that has been learned by the students.

Besides, according to Aisyah et. al, (2020) some teachers may feel more comfortable and confident when determining the topic themselves, especially if they anticipate uncertainties or questions that may arise during the discussion. Determining topics themselves can help the teachers' better plan and prepare responses. In addition, teachers often face tight time constraints to complete the subject matter. Therefore, they may choose to determine their own learning topics to fit into a tight schedule.

4.3.1.3 The students of pendidikan profesi guru (PPG) program to make schedule arrangements in PjBL

The schedule arrangement strategy is important in the project-based learning process. There are several reasons why this stage needs to be done. Based on the information stated by Blumenfeld et al. (1991) through schedule arrangement the learning process and project implementation can be more effective. In addition, various aspects contained in the project can be carefully considered. In addition, this stage also helps teachers in determining the management of project work time that must be carried out by students.

In this research, the researcher examined how the steps used by the students of pendidikan profesi guru (PPG) program to make schedule arrangement. In this stages, the participants explained that the first step they took was to form student learning groups. However, the implementation of the grouping was based on the results of the diagnostic assessment. According to Balck & William (1998) diagnostic assessment helps teachers

to understand students' initial level of understanding of the subject matter. It enables teachers to identify students' individual needs and design learning accordingly. By knowing students' initial knowledge level, teachers can design learning activities and materials that match their level of understanding. Besides, Stiggins (2001) explains that the results of a diagnostic assessment can help teachers make more informed instructional decisions, such as adjusting the pace of instruction, providing additional support, or presenting more challenging material. In accordance with the previous explanation, from the findings in this study, the researcher found that one aspect of consideration for grouping learning activities is by looking at the cognitive scores and ways of thinking of students. Additionally, the participants also explained that this grouping activity was also carried out by discussing with student teachers.

Then another stage carried out by the students of pendidikan profesi guru (PPG) program, in this step is discussing the type of project and the time period for the project. As explained by participants, it is necessary to do. These discussions can help create better understanding, motivate students, and build deeper engagement in the learning process. Through discussion, teachers explain the rules, expectations, and responsibilities of each student in the project. This helps to create a clear framework for collaboration and cooperation. In the findings it is also explained that Discussion encourages students' active involvement. They can ask

questions, provide input, and participate directly in designing or clarifying project goals. Additionally, through the discussion of the type of project and the estimated time to work on it, students can know the types of project work steps that they must carry out.

4.3.1.4 The students of pendidikan profesi guru (PPG) program to monitor students' learning in PjBL

Furthermore, according to Thomas (2000), monitoring the learning process in the implementation of PjBL method can help teachers in evaluating the learning process, as explained by Mergendoller et al. (2006) it can also help teachers in monitoring students whether they have carried out instructions properly or not. Therefore, it is important to carry out this activity.

In this study, the researcher found several things done by the students of pendidikan profesi guru (PPG) program in monitoring the students' learning activities in PjBL. **The first process carried out by teachers is to become monitors.** Which is their task is to carry out the monitoring process of student activities. Not only that, the teachers also explained that they also monitored the obstacles, the level of understanding and the learning process carried out.

Other than monitoring students, the students of pendidikan profesi guru (PPG) program acts as a mentor for students. This mentoring activity aims to assist students in project completion activities. The teachers

explained that they are always willing to guide students by providing instructions from the beginning of the project implementation to the process of presenting learning outcomes. In addition, this monitoring strategy is important to implement. From the findings, the participants explained that the results of monitoring can be used as evaluation material for teachers to find obstacles faced by students during the learning process. This is important, because through the discovery of these problems, they can immediately anticipate these problems by becoming student learning consultants.

Afterwards, another step by the students of pendidikan profesi guru (PPG) program is often used to carry out this monitoring activity it is to **become a facilitator for the students**. Where in the process the participants are also acts as a facilitator who provides various student needs to support the learning process.

The next steps used by the students of pendidikan profesi guru (PPG) program to carry out learning monitoring activities is **to be a motivator**. According to one of the participants, encouraging the form of motivation and enthusiasm for learning to students during the learning process is very important. Because through this, students can continue to be motivated to get the best learning results.

4.3.1.5 The students of pendidikan profesi guru (PPG) program to Assess Students learning progress in PjBL

Assessment is an assessment activity carried out by teachers to improve the quality of education. Through assessment, a teacher can identify their professional progress or development. In addition, this assessment can also help teachers to understand the needs and abilities of students after the learning process is implemented. The results of this study reveal that during the learning process, assessment activities have been carried out by teachers.

To carry out assessment activities, of course there are several steps that must be prepared by teachers. From the analysis, the researcher found that the thing that must be prepared by the participants is preparing the assessment rubric. Through this rubric, teachers from the students of pendidikan profesi guru (PPG) program can more easily carry out the assessment. This happens because the assessment rubric contains several important aspects that can show them related to the progress of learning outcomes.

The next step in carrying out the assessment is to determine some assessment criteria on projects in English subjects. From the analysis, the participants explain that there are several aspects that must be considered by the students of pendidikan profesi guru (PPG) program in carrying out the assessment. The aspects consist of attitude, skills, cooperation, knowledge (cognitive), critical reasoning and creativity which is seen from the product produced through the project.

Assessment activities carried out by the students of pendidikan profesi guru (PPG) program have been based on the assessment procedures listed in the policies in the Merdeka Curriculum. From the findings, researchers found that the assessment activities were guided by the assessment procedures in the profile aspect of Pancasila Students. The Ministry of Education and Culture (2022) states that the assessment aspects in the implementation of the Merdeka curriculum, namely the Pancasila Student Profile Assessment.

4.3.1.6 The students of pendidikan profesi guru (PPG) program to evaluating students' experience in PjBL

In order to evaluate the importance of an educational program and the learning process, teachers must conduct an evaluation process. In this activity, the researcher examines the strategic process of the participant when carrying out assessment activities during teaching practice. In addition, this assessment activity can also see the development and enthusiasm of students in the learning process.

Based on the findings in the study, the researcher found that the first step carried out by teachers from the professional education program (PPG) was to **ask students to carry out project presentation activities**. Through this activity, teachers can evaluate students' understanding and how they carry out and complete the given project. From the findings, the researcher also saw that the participant provided opportunities for each student to carry out this presentation activity.

The second step in this evaluation activity is to provide opportunities for students to interact through **question and answer activities**. The participants explained that they invited students to carry out interactions through question and answer activities as well as providing comments and feedback on learning outcomes between students. This activity was carried out by participant to evaluate the process of interaction and information processing from each student.

Then reinforcement activities from teachers are also implemented the students of pendidikan profesi guru (PPG) program. From the findings, it was found that teachers provide feedback and appreciation to students who have presented their project results. This is done to provide reinforcement and increase students' learning motivation.

4.3.2 The students of pendidikan profesi guru (PPG) program faced the problem in implementing PJBL during teaching practice program

As explained by Lavakos, Losif, and Areti (2011) Project-based learning (PjBL) is a teaching method that provides a natural learning atmosphere. In the context of its implementation, they explained that PjBL requires long-term weeks of activity. In this process, students are given the opportunity to explore real world problems, issues and challenges more deeply through this process. This happens because they experience the process themselves.

However, although this PjBL method has several advantages, of course, during the learning process, there are some problems faced by the

teachers. Based on the findings, the researcher found that the participant encountered two crucial problems in implementing the PjBL method in their English classes. The two problems consist of difficulty in allocating time, and Difficulties in carrying out assessments on each student. In the next explanation, the two crucial problems will be explained further by the researcher.

According to Thomas (2000), the issue of teachers' readiness to allocate learning time is a crucial issue in implementing learning using the PjBL method. As explained by Yusriani et al. (2020) explained that the time allocation required exceeds the lesson hours. This is in line with the results of this research. Which after conducting interviews with participants, the researcher managed to reveal that the students of pendidikan profesi guru (PPG) program has problems in allocating learning time. Limited learning time to implement all the stages contained in the series of activities listed in the syntax of the PjBL method often makes teachers feel confused and burned out. This is because the lesson time that has been designed does not match the activities in the field. Therefore, in some sections of learning they cannot implement all series of learning activities. This is the project assignment given ends up taking home by each groups.

In response to this, the researcher considers it important to design maximum learning activities. Which the teachers can consider designing teaching time and providing timers in each series of learning the students of pendidikan profesi guru (PPG) program and senior teachers. It can be useful

to overcome the problem of being late and hampered by other activities because of running out of time during learning.

The learning procedure contained in the Project-based learning (PjBL) teaching method requires good collaboration activities between students, other students, and teachers. According to Kokotsaki et al. (2016) and Thomas (2000), this learning model also includes several stages of collaboration. The students are directed to have good cooperation with their peers during the implementation process.

In response to collaborative learning activities contained in PjBL, in some findings there are new problems that teachers have encountered to date. The findings in research conducted by Asni et al., (2017) explain that teachers often have difficulty seeing the development of individual students during PjBL is implemented. Likewise, the findings of this study indicate that teachers could not maximize monitoring activities of all individual learner activities. After further analysing, the researcher found a common thread of these difficulties. From the results of the findings, the researcher found that the teachers' professional education program (PPG) only had time to assess group outcomes and student attitudes during the learning process with the PjBL method due to limited time in learning.

CHAPTER V

CONCLUSION

In this chapter the researcher explains the conclusions of the research results and various recommendations related to it. The following is a further explanation of it:

5.1 Conclusion

According to finding and discussion, the first finding indicated the students of pendidikan profesi guru (PPG) program in implementing PjBL to teach English subject. Based on the findings, the first step is planning project design in PjBL. In this stage, there are several things that must be considered by teachers such as identifying learning objectives, ensuring learning objectives with the curriculum and student needs, making lesson plans and determining project steps in them, explaining the project sequence contained in the lesson plan, preparing modules based on differentiated learning, and preparing assessment rubrics. The second step is deciding learning topics using PJBL. In this step, there are 2 ways done by teachers from the professional education program (PPG) such as discuss with the teachers mentor, and conduct independent review and observation of learning materials. The third step is to make schedule arrangements in PjBL. At this stage, the things that must be done by the teachers are; diagnostic assessments. The fourth step is monitoring students' learning. The researcher found that there were several things done by participants to implement this

step. The steps to monitoring the learning process the students of pendidikan profesi guru (PPG) program are to be monitors, mentors, consultants, facilitators, and motivators for students in the learning process. The fifth step is to assess students learning progress in PjBl. The researchers found that the assessment of student project results is based on aspects of the Pancasila Student Profile. Where several things are assessed depending on aspects such as faith, piety to God Almighty and noble character, independence, mutual cooperation, global diversity, critical reasoning and creative. The last strategy is a strategy to evaluate students' experience in PjBL. According to the findings, the researcher found that teachers from the students of pendidikan profesi guru (PPG) program evaluated project presentation activities, QnA activities and providing feedback. The three activities are carried out to increase motivation and as a form of evaluation of the project results and learning that have been carried out by students.

The present of the research also reveal some of the problem experienced by the students of pendidikan profesi guru (PPG) program while implementing learning using PjBL. The researcher can conclude that the problems faced by the the students of pendidikan profesi guru (PPG) program are regarding the assessment of students' individual achievements. It happens because of several factors. The first factor is because students are grouped in learning groups so it is difficult to see each student's ability. Secondly is due to limited time. The time constraints also make it difficult

for teachers to implement the complex series of learning activities in the PjBL method optimally.

5.2 Recommendation

The findings in this study only examine the students of pendidikan profesi guru (PPG) program so the findings obtained cannot be generalized. The researcher recommends that future researchers be able to identify teaching strategies using the Project Based Learning (PjBL) method implemented by teachers' professional education program (PPG) in several populations from various study programs so that through these activities, the research findings can be generalized. Moreover, because in this study the researcher only examined strategies and problems, the researcher also recommended that future researchers be able to identify solutions used by the teachers' professional education program (PPG) when facing problems in implementing the learning process with the PjBL method.

REFERENCES

- Aisyah, S., Noviyanti, E., & Triyanto, T. (2020). Bahan ajar sebagai bagian dalam kajian problematika pembelajaran bahasa indonesia. *Jurnal Salaka: Jurnal Bahasa, Sastra, Dan Budaya Indonesia*, 2(1).
- Alotaibi, M. G. (2020). *The Effect of Project-Based Learning Model on Persuasive Writing Skills of Saudi EFL Secondary School Students*. *English Language Teaching*, 13(7), 19-26.
- Arikuto, Suharsimin. (2006). *(Edisi Revisi VI) Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Asmi, S., Hasan, M., & Safitri, R., Penerapan Model Pembelajaran Berbasis Proyek pada Materi Suhu dan Kalor untuk Meningkatkan Keterampilan Proses Sains. *Jurnal Pendidikan Sains Indonesia*. Vol.5, No.1, 2017, (20-26).
- Atikah, D., Syukri, S., Marhalisa, M., Halim, A., & Abidin, A. (2022). Perceptions of the Use of Project Based-Learning in the EFL Context. *KnE Social Sciences*, 180-189.
- Beglar, David, and Alan Hunt. (2002). *Implementing Task-based Language Teaching*. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice* (pp. 197-198). Cambridge: Cambridge university Press.
- Bell, S. (2010). *Project Based Learning for the 21st Century: Skills for the Future*. *The Clearing Home: A Journal of Educational Strategies, Issues, and Ideas*. Volume 83, 39-43.
- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-148.
- Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational psychologist*, 26(3-4), 369-398.
- Brown, H. D. (2004). *Language Assessment Principles and Classroom Practice*. New York: Longman.
- Crystal, D. (2003). *English as a Global Language*. Cambridge University Press.
- David, Fred R, 2011. *Strategic management buku 1*. Edisi 12 Jakarta

- Directorate General of Teachers and Education Personnel, Ministry of Education and Culture, Republic of Indonesia. (2022). *Empowering Students: A Handbook for Kurikulum Merdeka Teachers*.
- Fragoulis, L. (2009). *Project-Based Learning in Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to Practice*. (A Journal) English Language Teaching. Vol. 2 September 2009.
- Goodman Brandon. (2010). *Project-Based Learning*. Educational Psychology.
- Guskey, T. R. (2003). What makes professional development effective? Phi Delta Kappan, 84(10), 748-750.
- Habibi, A., Riady, Y., Alqahtani, T. M., Rifki, A., Albelbisi, N. A., Fauzan, M., & Habizar, H. (2022). *Online project-based learning for ESP: Determinants of learning outcomes during Covid-19*. Studies in English Language and Education, 9(3), 985-1001.
- Harmer, J. (2007). *How to Teach English*. England: Longman.
- Hosnan, M, Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21, Ghalia Indonesia, 2016.
- Katz, L. G., & Chard, C. (2000). *Engaging Children's Minds: The Project Approach (2nd Ed.)*. Connecticut: Ablex Publishing Corporation, Stamford.
- Kemendikbud. (2019). Panduan Pendidikan Profesi Guru Prajabatan. <https://www.kemdikbud.go.id/main/blog/2019/12/panduan-ppg-prajabatan>
- Kemendikbud.(2013). *pembelajaran berbasis project kurikulum k13*.jakarta:Kementrian Pendidikan dan kebudayaan.
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2020). Petunjuk Teknis Pelaksanaan Pendidikan Profesi Guru Prajabatan Tahun 2020. <https://www.kemdikbud.go.id/main/files/download/2020/01/ptppgpra2020.pdf>
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Indonesia. (2020). Panduan Operasional Pengembangan Kurikulum Merdeka Belajar. Retrieved from: <https://www.kemdikbud.go.id/main/blog/2020/09/panduan-operasional-pengembangan-kurikulum-merdeka-belajar>

- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2020). Kurikulum.2020. <https://www.kemdikbud.go.id/main/blog/2020/07/kurikulum-2020>
- Kemeristekdikti. (2017). *Kurikulum, RPS, dan Kompilasi Bahan Belajar: Program PPG Bahasa Inggris* [Curriculum, Lesson Planning, and Compilation of Learning Materials: PPG English Program]. Jakarta: Kemenristekdikti
- Menteri. 2013. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 87, Tahun 2013, tentang Program Pendidikan Profesi Guru Prajabatan.
- Menteri. 2017. Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Nomor 55, Tahun 2017, tentang Standar Pendidikan Guru.
- Mergendoller, J. R., Maxwell, N. L., & Bellisimo, Y. (2006). The effectiveness of project-based learning in classrooms: A meta-analysis. *Educational psychologist*, 41(3), 181-197.
- Mulyadi (2005). Implementasi kebijakan. Jakarta: Balai Pustaka.
- Ngadiso, N., Sarosa, T., Asrori, M., Drajati, N. A., & Handayani, A. (2021). Project-based Learning (PBL) in EFL learning: Lesson from Indonesia. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 1114-1122.
- Nurmalisa, Yunisca. 2017. Pendidikan Generasi Muda. Yogyakarta: Media Akademi.
- Panduan Penyelenggaraan Program Sarjana Fakultas Keguruan & Ilmu Pendidikan. 2015. Universitas Lampung.
- Pedoman Penyelenggaraan Pendidikan Profesi Guru. 2017. Direktorat Jenderal Pembelajaran dan Kemahasiswaan, Kemenristekdikti.
- Pedoman Penyelenggaraan Program Pendidikan Profesi Guru. 2018 Direktorat Jenderal Pembelajaran dan Kemahasiswaan, Kemenristekdikti.
- Presiden. 2005. Peraturan Pemerintah Republik Indonesia No. 19, Tahun 2005, tentang Standar Nasional Pendidikan.
- Project-Based Learning in the Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to Practice.*
- Rahman, D. F., Bharati, D. A. L., & Rukmini, D. (2021). The Evaluation of Teachers' Practices of Project-Based Learning Strategy in Writing Instruction. *English Education Journal*, 11(3), 356-365.

Republik Indonesia. 1945. Undang-Undang Dasar Negara Republik Indonesia, Tahun 1945.

Republik Indonesia. 2003. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

Republik Indonesia. 2005. Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen.

Republik Indonesia. 2012. Undang-Undang

Roessingh, H., & Chambers, W.(2011). *Project-based learning and pedagogy in teacher preparation: Staking out the theoretical mid-ground*. *International Journal of Teaching and Learning in Higher Education*, 23(1), 60-71.

Scott, P. (1994). "Project-based Learning". Retrieved from <http://pblchecklist.4teachers.org/>

Setiyadi, Bambang. (2016). *Teaching English As a Foreign Language*. Yogyakarta: Graha Ilmu

Simpson, J.(2011). *Integrating project-based learning in English language tourism classroom in a Thai University*. Unpublished thesis, North Sydney: Australian Catholic University.

Solomon, G.(2003). *Project-based learning: A primer*. *Technology & Learning*, 23, 20-27.

Stiggins, R. (2001). *Student-involved classroom assessment* (3rd ed.). Prentice Hall.

Thomas, J. W. (2000). *A Review of Research on Project-Based Learning*. Retrieved from http://www.bobpearlman.org/BestPractices/PBL_Research.pdf

Thuan, P. D. (2018). *Project-based learning: From theory to EFL classroom practice*. In *Proceedings of the 6th International OpenTESOL Conference* (Vol. 327).

Triyono, A. (2023). *Langkah Model Pembelajaran Project Based Learning (Sintaks PjBL)*. retrieved from; <https://www.haidunia.com/langkah-model-pembelajaran-project-based-learning-sintaks-pjbl/>

- Wardani, H. K., Sujarwo, S., Rakhmawati, Y., & Cahyandaru, P. (2023). Analysis of the Impact of the Merdeka Curriculum Policy on Stakeholders at Primary School. *Jurnal Ilmiah Peuradeun*, 11(2), 513-530.
- Yusriani., Arsyad, M., Arafah, K. (2020) Kesulitan guru dalam implementasi model pembelajaran berbasis proyek pada mata pelajaran fisika di SMA negeri Kota Makasar. *Prosiding Seminar Nasional Fisika PPs UNM*. Hal 138-141

APPENDICES

APPENDICES I

INTERVIEW SPECIFICATION

Aspect	Definition	Number of questions
1. Designing a plan for the project	Selecting the topic the students and teacher determine outcome the project	4-5
2. Designing a fixed schedule	Work out the projects details to complete the project	6-12
3. Monitoring students project progress	Teacher will monitor the students projects	4
4. Assessing students outcome	Teachers provide the students feedback about the projects	5-8
5. Evaluating students experience	The teacher guide the students to discuss about the result of the project	9
6. Teachers' problem in implementing PjBL		10-12

APPENDIX II

INTERVIEW PROTOCOL

Hello! Thank you for consenting to participate in this research. Once again, let me go over the purpose of the study. The purpose is to get a deeper understanding of how the students of PPg program pajabatan impelemting Pjbl during the teaching practice program. The question of the interview consist of two theme and consist of the first theme of the questions in about the implementation of pjbl and for this question the researcher limited the question from evaluate the project based learning and the second themes is about the problem faced during implementing pjbl in teaching practice program.the content of the question the researcher adapted from the syntax of the PJBL especially in the merdeka curriculum Do you have any questions for me before we start the interview? (Give the students of PPG prajabatan clarifications as needed). Great! Let's start then.

1. How do you plan the project before you ask the students to making project?
2. What kind of the projects or assignments do you give to students?
 - Are there specific assignment criteria that you give to students?
 - Are the projects carried out in groups or individually?
 - How do you divide several groups? Are there certain criteria or aspects in dividing groups, for example looking at them in terms of values or other aspects?

- For the theme of the projects that will be carried out determine by the teacher or the students itself?
3. How are about the time you give to the students to complete the project?
 - Is there a specified deadline or according to mutual agreement?
 4. What is your position in working on projects carried out by the students, whether only as a mentor or participating in working on the project?
 5. How do you assess the results of the projects that students have worked on?
 6. What are the aspects of assessment do you use when assessing student project results?
 7. What are the certain of criteria for assessing student project results?
 8. Are the assessments also included in the assessment criteria that you use when assessing student project results?
 - What kind of criteria do you assess?
 9. How do you evaluate on the results of the projects carried out by students?
 - What are about the results of the projects that students have been worked on?
Whether it was asked to be presented or just only done was not discussed.
 10. What are the problems you faced during implementing PjBL in teaching English?

APPENDIX III

TRANSCRIPTS

Transcribe 1 (P1) yayan

- R : Oke sebelum melakukan interview saya mau ucapin dulu untuk kakak yang sudah mau jadi bersudi untuk jadi participant saya kak, terus sebelum dimulai saya mau perkenalkan diri dulu nama saya miftahul Jannah kak dari mahasiswa mpbi. Sebelum kita mulai itu ada beberapa pertanyaan dalam interview protocolnya yang mau saya tanyakan kepada kakak, terus sebelum dimulai saya mau jelasin dulu kak tujuan penelitian saya seperti apa. Nah jadi tujuan dari penelitian saya ini saya mau melihat implementasi dari penggunaan pjbl itu yang digunakan oleh mahasiswa ppg dan juga saya ingin tahu proses, gimana sih proses penggunaan pjbl tersebut kak.nah jadi di pertanyaan ini ada 16 pertanyaan kak, bisa kita mulai kak?
- P1 : *Oke*
- R : oke, nah jadi pertanyaan pertama itu, hmm untuk melakukan ppl itu berapa lama sih kak waktu yang diberikan kampus untuk melakukan ppl itu berapa lama kak disekolah?
- P1 : *Oke, jadi kalo khusus ppg prajab ya kita kan pelaksanaannya sekitar 1 tahun dan 2 semester jadi waktu ppl 1 itu di semester 1 kita dikasih kesempatan ppl nya itu selama 36 hari, jadi 3 hari senin selasa jumat disekolah rabu dan kamisnya kuliah dikampus.kalo untuk ppl 2 nya kebetulan memang kegiatan ppl nya diperbanyak jadi kemaren itu jumlahnya sekitar 60 hari disekolah, aaa... jadi ppl nya itu senin selasa rabu sekolah aaaa, rabunya kuliah terus kamisnya pagi disekolah siangnya ke kampus terus hari jumatnya juga dikampus hari jumatnya di sekolah juga*
- R : jadi ppl nya itu dibagi ya kak, ada smp atau sma gitu ya kak ? minsalnya semester 1 di smp gitu gitu ya kak?
- P1 : *iya, kebetulan saya semester 1 nya di Smp kemaren, jadi pas di semester 2 nya pindah ke sma*
- R : jadi harus merasakan gimana mengajar di smp dan juga di sma ya kak?
- P1 : *iya, biar ada pengalaman,soalnya kan nanti kita ga tau mau ditempatkan dimana*
- R : mmm jadi sekarang ini udah ga ada matakuliah lagi berarti kak ya ? tinggal ujiannya lagi ya kak
- P1 : *udah selesai*

- R : terus kak, aaa.. ketika kakak ngajar kemarin disekolah kakak itu sudah menerapkan kurikulum merdeka atau masih menggunakan K13 kak untuk kurikulumnya ?
- P1 : *aaa... kalo di smp kemaren itu karena kurikulum merdeka termasuk baru ya baru di rilis gitu, jadi waktu di smp kebetulan Cuma kelas 7 yang pakek kumer sedangkan yang kelas 8 dan kelas 9 itu masih pakek K13. Kalo di SMA kebetulan kemaren aaa... penerapan KKM nya itu udah berjalan 2 tahun jadi yang pakek kelas 10 dan kelas 11 sedangkan kelas 12 itu dia masih pakek K13.*
- R : jadi yang kakak ngajar tu minsalnya yang di smp itu sudah ada belum menggunakan kurikulum merdeka yang kakak ajar ? udah kakak terapkan belum?
- P1 : *udah*
- R : berarti udah pernah itu ya kak ya menggunakan kurikulum merdeka kakak berarti ya pas ngajar?
- P1 : *kebetulan memang pas waktu ppg ini memang semuanya di pakek kelas yang pakek kurikulum merdeka*
- R : berarti difokuskan untuk kumer ya kak ?
- P1 : *ha' ah*
- R : oh gitu, terus mmm... ketika kakak ngajar Bahasa inggris itu apakah kakak menerapkan PJBL? Atau itu kak ketika kakak ngajar yang di smp itu ?
- P1 : *kalau yang di smp kebetulan model pembelajarannya yang saya pakai itu kemaren ada 3 yang pertama itu aaa... ada discovery learning, sama yang keduanya ada problem based learning sama yang terakhir itu kita pakek ini PJBL project based learning.*
- R : jadi pernah kakak menerapkan pjbl berarti kak ya ?
- P1 : *iya*
- R : berarti depend on materi ya kak
- P1 : *iya, dia memang kalo di Bahasa inggris itu ada beberapa materi yang bisa kita terapkan pakek pjbl tapi ada beberapa yang tidak gitu, jadi kita emang benar benar harus lihat materi ini bisa ga di pakek pjbl karena kalo seandainya kita salah metode pembelajaran itu aaa... takutnya nanti kita ga bisa mencapai tujuan pembelajarannya.*
- R : mmm iya, terus kak sebelum ngajar itu apasih yang kakak siapkan sebelum memulai pembelajaran, kegiatan yang seperti apasih kakak

siapkan? Minsalnya berdoa atau gimana gitu? Apasih yang kakak siapin ?

P1 : kalau untuk persiapan pembelajaran berarti ya ? mmm... kebetulan kita memang aaa... sudah menyiapkan perangkat pembelajaran, rencana pembelajaran itu yang pertama tentunya mereka harus ada kegiatan apersepsi jadi awalnya itu mereka berdoa aaa... salam kita nanyain kehadiran mereka terus melakukan brainstorming dan sebagainya, kalo untuk di kegiatan intinya itu nanti mereka kalo project itu kan pastinya berkelompok ya, jadi mereka awalnya itu dibuat perkelompok gitu. Perkelompok nanti baru secara berkelompok mereka aaa... apa namanya baru mereka mengerjakan project mereka.

R : teruskan kalo kita ngajar itu kana aaa... pasti ada media nya kan kak, terus ketika ngajar itu perangkat atau media apa sih yang sering kakak gunakan ketika mengajar Bahasa Inggris terutama dalam ini penggunaan pjbl ini kak. Perangkat apa ? seperti laptop atau apa gitu ?

P1 : kebetulan kemaren itu waktu penerapan pjbl itu kita materinya advertisement, nah disitu yang saya gunakan yang pertama laptop pastinya gitu kan karena sama infocus nah dari laptop itu saya menampilkan beberapa contoh advertisement terus cara buatnya juga dan juga beberapa materi kayak apa aja sih yang harus kita buat dalam advertisement itu semua saya tampilkan melalui infokus. Nah kebetulan kalo di kumer itu kan memang kita harus memperbanyak penggunaan teknologi gitu ya, Cuma waktu ppl di smp itu anak anaknya itu dilarang membawa hp jadi kita diharuskan untuk memang menggunakan infokus biar semuanya kelihatan.

R : jadi infokus sama itu ya kak ?

P1 : ha'ah laptop sama juga kalo pembelajarannya itu ada video, ada power point juga terus ada kayak contoh menggunakan canva kemaren

R : terus kak menurut kakak bagaimana sih kak cara penggunaan pjbl itu sendiri yang kakak gunakan lah, gimana menurut kakak ? cara kakak menggunakannya itu seperti apa sih kak yang pjbl itu ? apasih langkah langkah yang kakak lakukan dalam menggunakan pjbl itu seperti apa ?

P1 : oke, kalo penggunaan pjbl itu diawal itu kita berdiskusi dulu sama pamong Cuma kan waktu ppl 1 itu Cuma 36 hari gitu kan ya jadi ada waktu sedikit, mungkin kemaren hanya 4 sampai 5 kali pertemuan, nah disitu kita diskusi menentukan capaian pembelajarannya terus ada tujuan pembelajaran dari situ kita menentukan materi mana nih yang cocok diajarkan ke peserta didik kelas 7 pada saat itu, nah kebetulan setelah dianalisa kita mendapatkan bahwa advertisement itu belum diajarkan sedangkan untuk materi yang lain sudah pernah diajarkan, dari hasil diskusi itu kemudian kita menentukan ni model pembelajaran

apa sih yang cocok terus aaa... karena memang masukan dari pamong juga katanya kalo advertisement ini kan nanti mereka bisa buat poster ni katanya atau bisa buat video iklan tng bisa kita jadikan hasil pembelajaran mereka. Nah dari situlah saya juga memilih udah deh ini pake pjbl aja dan memang ternyata materi advertisement itu memang cocok menggunakan pjbl karena mereka memang harus menciptakan suatu produk gitu kan karena tujuan pembelajaran nya nanti mereka ketika mereka ingin membuat suatu iklan mereka bisa menggunakan itu dalam Bahasa Inggris kan nanti akan lebih menarik dia poster yang mereka buat gitu.

R : jadi itu cara kakak menggunakan pjbl ya kak, terus kan pasti ada alasan tertentu kan kenapa kakak memberikan ternyata kakak lebih memilih menggunakan pjbl ni yang diberikan kepada siswa dibandingkan pbl. Apasih kak alasan memberikan pjbl mungkin tergantung materinya oh materi ini cocok gitu untuk menggunakan pjbl?

P1 : karena memang selama di kuliah itu juga dosen sering bilang gitu ya kalo ini apa namanya memang kalian harus apalagi kita dari Bahasa lo dari bidang Bahasa ya, kalo Bahasa itu kan kita ngga serta merta pake pjbl terus tu misalnya science itu kan mereka biasa buat produk gitu kan, kalo Bahasa itu memang benar-benar harus dilihat materi yang sesuai. Misalnya kalo kita pakek ada materi kemaren tentang teks saja misalnya analytical exposition untuk sma ya kalo diterapkan pjbl kan mereka produknya apa gitu yang akan mereka buat nah disitukan yang pastinya kita harus tujuan pembelajarannya mereka harus paham teks gitu kan jadi disitu harus pakek pbl sedangkan kalo untuk materi yang memang diharapkan ada produk dari hasil pembelajaran tersebut makanya kita pakek pjbl makanya kemaren kita menetapkan untuk menggunakan pjbl di materi itu.

R : terus kan kakak juga sudah paham ni tentang kurikulum merdeka terus ada ga sih aspek yang membuat kakak itu tertarik untuk menggunakan pjbl ini, aspek dari kurikulum merdeka tersebut kan dibebaskan tu teachernya menggunakan metode pembelajaran apa gitu kak

P1 : kalo aspek dari kurikulum merdeka itu mungkin karena dia lebih merdeka gitu kan dan juga saya inginnya itu peserta didik itu bukan Cuma belajar tetapi mereka memang benar-benar mengembangkan bakat mereka kalau misalnya kita kasih mereka nulis, mengerjakan soal mungkin itu cara lama paradigma lama dimana mereka Cuma ya mereka Cuma tau menulis membaca tapi kenapa saya pakek pjbl itu karena memang saya ingin peserta didik itu juga berkreasi jadi ketika membuat suatu produk itu mereka akan menghasilkan kreatifitas mereka, terus kekompakan mereka, terus keterampilan mereka dalam berpikir kritis dan hal-hal yang seperti itu. Menurut saya kalau penggunaan kurikulum merdeka diterapkan dengan cara yang tepat baik untuk guru

ataupun peserta didik itu memang dapat menghasilkan proses pembelajaran yang benar-benar bermakna gitu.

R : jadi ada target yang kakak targetkan ya kak dalam pjbl ini untuk siswanya lebih kreatif gitu kak ya ? terus untuk projectnya itu sendiri gimana sh cara kakak merencanakan project itu? Apasih yang kakak rencanakan yang akan kakak berikan kepada siswa?

P1 : oke, kalau berdasarkan apa yang sudah saya lakukan kemaren itu perencanaan project itu memang kita fokuskan kemaren dibebaskan ni peserta didik kita ada bersiferensiasi product namanya ah didalam diferensiasi itu peserta didik bebas mau buat video kah mau buat foto mau buat poster mau buat intografis mau buat ppt itu terserah mereka gitu tapi kan namanya juga masih kelas 7 smp ya akhirnya kita kasih batasan adi mereka kemaren itu difokuskannya membuat poster atau membuat video. Nah perencanaan project itu kita pastinya sebagai guru sudah menyiapkan lkpd dulu nih itu kemaren saya susun siswa itu sudah tau tema yang akan mereka buat, terus tentang apa terus juga apa aja yang bakal mereka tulis di poster itu atau di video itu kita menyiapkan lkpd terus ada juga desain kosong jadi kertas kosong dan mereka disitu desain sendiri kalo minsalnya itu poster mereka desain tu poster temanya apa terus informasi apa yang akan mereka letakkan disitu kemudian barulah setelahnya mereka diakhir pembelajaran itu mereka mempresentasikan secara sederhana apa yang akan mereka lakukan untuk project mereka

R : terus kak setelah kakak memberikan tugas itu apakah dikerjakan berkelompok atau secara individu saja tugasnya?

P1 : kalo pjbl itu dia diwajibkan kelompok, karena wajib kelompok jadi mereka ngerjainnya secara berkelompok nah berkelompok itu kemaren kebetulan 1 kelompok saya buat 3apa 4 orang gitu, 3 orang dia berkelompok

R : terus gimana sih cara kakak membagikan kelompok tersebut? Terus apakah ada kriteria tertentu minsalnya ni dilihat dari nilai yang pintar kelompoknya yang pintar yang menengah gitu kak, gimana cara kakak membagi kelompoknya atas dasar apa gitu ?

P1 : kalau untuk pengelompokan ya kemaren dilakukan berdasarkan tempat tinggal, nah jadi mereka kan protes tu miss kami maunya yang dekat-dekat aja gitu Karen nantinya kan kalau mereka kerja kelompok mereka harus kumpul gitu kan untuk buat sama-sama, nah jadi saya suruh mereka buat kelompok pilih sendiri berdasarkan jarak rumah antar peserta didik

- R : jadi gitu ya kak cara membagi kelompoknya? Terus kak untuk tema project yang kakak berikan itu ditentukan oleh kakak atau kesepakatan bersama?
- P1 : *kalau untuk tema project kita lebih fokus kalau di kurikulum merdeka itu ada istilah kearifan local, nah jadi kita fokusin untuk kebudayaan jambi yang ada di jambi kemaren. Jadi kebetulan tema nya kemaren itu kita tentukan tentang kebudayaan jambi tapi peserta didik memilih sendiri mereka bisa milih tempat, milih makanan, milih product khas jambi lain sebagainya gitu*
- R : terus untuk waktu pengerjaan project tersebut apakah ada batas waktu atau sesuai dengan kesepakatan dengan siswa waktunya ?
- P1 : *kalau untuk waktu pembuatan project itu kemaren, hari ini mereka merencanakan ni merancang project yang akan mereka buat mereka dikasih waktu sampai minggu depan, jadi pertemuan kedepannya itu mereka udah mengumpulkan. Jadi waktunya sekita satu minggu lah untuk 2 kali pertemuan gitu.*
- R : bearti sesuai dengan kesepakatan bersama kak ya ?
- ST1 : *iya ya ya*
- R : kan dalam pengerjaan project ini kan posisi kakak itu sebagai apa? Apakah hanya sebatas mentor atau kakak juga ikut serta dalam pengerjaan project tersebut ? seperti jadi bantuin siswa atau Cuma sebatas mentor hanya mengawasi saja kak ?
- P1 : *kebetulan waktu itu Cuma sebagai mentor sih jadinya karena memang mereka saya tuntutan kamu buat nih sekeatif kamu lah gitu jadi apa yang akan kamu buat apa yang ini jadi mereka mengerjakan sendiri, saya mengecek karena kayak minsalnya ini posisinya kurang tepat kamu taroknya disini gitu, grammarnya atau bahasanya kurang tepat nih kamu benerin jadi kek gini ya, jadi saya hanya mengecek tugas-tugas siswa*
- R : jadi sebagai mentor bearti Cuma mengawasi kak ya ?
- P1 : *iya Cuma mengawasi*
- R : terus kan hasil dari project siswa itu, gimana nih nilai hasil dari project siswa itu gimana ? maksudnya kana da beberapa aspek ni yang ada di dalam penilaian minsalnya dari aspek isinya, penulisannya, gimana cara kakak menilainya?
- P1 : *kalau untuk penilaian teks iklan itu memang ada rubriknya, jadi berdasarkan rubric itu kemaren yang kita nilai ada Bahasa, terus ada juga tampilannya atau layoutnya, isi juga terus gambar-gambar yang*

digunakan, informasi yang dimasukkan itu lengkap apa nggak kita nilainya dari situ sih.

R : bearti semua aspek penilaian kakak gunakan ya, seperti isi, semuanya berarti kakak nilai ya ? itu kan di aspek penilaian kana da beberapa aspek ya yang harus kita nilai sebagai guru, terus ada aspek penilaian sikap itu apa kakak masukin juga untuk menilai projectnya atau apa kak masuk ga kak ?

P1 : *kalau untuk sikap, kalo pake kurikulum merdeka itu dia bukan ke sikap sih yang kita nilai gitu, kita lebih nilai ini nya apa P3 profil pelajar Pancasila, disitukan ada nilai bergotong royong tuh nah itu yang saya nilai jadi di dlam kelompok itu biasanya kalau kita sudah berkelompok pasti ada yang nggak kerja atau ada yang nggak berkontribusi nah itu yang saya nilai*

R : bearti kerja samanya yang kakak nilai ya

P1 : *iya kerja samanya kompak nggak, ada yang kerjanya sendirian nggak, ada yang tidak ikut berkontribusi nggak gitu*

R : terus kan setelah selesai ni project nya sudah dikerjakan terus gimana sih cara kakak mengevaluasi hasil dari kerja siswa itu?

P1 : *yang pertama itu pastinya mereka harus ngumpulin dulu tugas mereka kemaren itu kan pilihannya ada dalam bentuk poster ada dalam bentuk video gitu kan atau kalau mau buat dua-duanya boleh nah cara saya mengevaluasinya itu ya berdasarkan rubric yang sudah saya buat jadi saya memang mau melihat kreatifitas mereka melihat isi informasinya dari poster yang mereka buat nah memang ada beberapa hasil poster mereka itu yang bagus banget tapi ternyata didalamnya tata bahasanya masih acak nah itu ada beberapa point yang dikurangi atau ada yang informasinya yang bagus banget ni tapi dia kurang menarik itu juga harus dinilai secara adil gitu atau memang kemaren ada yang buat dua-duanya ni buat poster ada juga yang buat video pastinya ada nilai tambahan*

R : jadi kakak kasih masukan juga dari hasil projecnya ini kakak kasih masukan juga kan minsalnya salahnya di grammar terus kakak dia kan sudah menampilkan berarti setiap kelompok itu diminta untuk tampil kedepan ya kak untuk mempresentasikan hasil projectnya?

P1 : *aaa... kebetulan kemaren itu waktu mereka pengumpulan project mereka tu udah hamper ujian gitu jadinya kita Cuma ini aja Cuma dikumpulin aja, tapi kemaren itu mereka nih nampilin di Instagram, upload di Instagram terus di tag, kalau untuk feedback sih waktu ini nya waktu pengumpulan itu bukan secara proses belajar mengajar jadinya maksudnya karena mereka waktunya singkat gitu kan jadi ketika mereka*

mengumpulkan baru disitu saya oh ini kamu ada yang salah nih tapi yaudahlah gapapa karena waktunya tidak ada lagi untuk mereka ngumpul jadi ya dinilai aja.

R : terus kak setelah kakak menggunakan pjbl ini menurut kakak sejauh mana sih kakak sudah menjalankan proses pjbl ini apakah sudah sesuai dengan proses pjbl itu sendiri apakah sudah sesuai belum menurut kakak yang kakak lakukan itu?

P1 : *kalau menurut saya untuk pjbl yang sudah saya terapkan itu udah sesuai cuman ada beberapa kekurangan misalnya kayak tadi itu pengumpulan itu harusnya mereka mendapatkan feedback gitu kan mereka ditampilkan satu persatu punya kelompok lain nah mungkin saya kurangnya disitu karena memang kalau peserta didik anggaplah kiya sebagai mahasiswa kalau kita ngumpul tugas tapi gak ada feedback ga enak ga sih saya kurangnya disitu mungkin kedepannya itu setelah mereka mengumpulkan project disitu akan ada proses umpan baliklah setidaknya udah bagus atau masih ada kurang gitu*

R : menurut kakak nih untuk kurikulum merdeka ini sudah efektif belum penerapan pjbl ini dalam kurikulum merdeka kan banyak tuh metode pembelajaran lainnya mana yang lebih efektif menurut kakak?

P1 : *kalau untuk kumer itu memang Cuma ada 2 yang bukan diwajibkan bilang diwajibkan sih enggak Cuma yang disarankan itu emang cuma 2 model pembelajaran Cuma pjbl dan pbl kalau kita menerapkan atau menentukan materi yang di ajarkan yang akan digunakan pjbl kita menerapkan pjbl itu dengan cara yang benar efektif banget loh apalagi kalau misalnya ada nih materi teks deskriptif misalnya atau materi teks apa nih how to make procedure misalnya teks procedure nih tentang cara membuat sesuatu itu kalau diterapkan pjbl itu produk yang dihasilkan peserta didik zaman now saya yakin itu benar-benar efektif dengan tingkat kreatifitas peserta didik yang ada zaman sekarang*

R : berarti menurut kakak penggunaan yang sudah kakak gunakan selama menerapkan pjbl itu sudah kakak lakukan sesuai dengan step step pjbl itu sendiri ya kak berarti udah sesuai kan dan tuh kegiatan intinya penjadwalan project atau evaluasi berarti sudah dilakukan sesuai berarti kak ya ?

ST1 : *iya kalau proses dari pelaksanaan pembelajarannya itu sudah sesuai dengan syntax nya*

R : itu kan dan syntax syntaxnya tuh kak berarti sudah sesuai kak ya

P1 : *iya ya*

R : mungkin itu saja pertanyaan interviewnya kak, terimakasih kakak sudah meluangkan waktu untuk saya tanya tanya semoga sukses ya kak terimakasih kak.

Transcribe 02 P2 (wella)

- R : oke kak sebelum kita mulai, saya mau mengucapkan terimakasih untuk kak wella udah bersedia menjadi participant saya dan bersedia juga meluangkan waktu untuk melakukan wawancara. Nah jadi kak sebelum menanyakan beberapa pertanyaan saya menjelaskan terlebih dahulu apa tujuan penelitian saya. jadi tujuan penelitian saya itu penerapan pjbl yang digunakan oleh mahasiswa PPG dan juga saya mau melihat proses dari penggunaan pjbl yang digunakan oleh mahasiswa ppg ini apakah sudah sesuai dengan syntax syntax yang ada di dalam pjbl tersebut seperti itu. nah untuk pertanyaan pertama ini, kalau untuk ppl itu berapa lama sih waktu yang diberikan kampus itu kak biasanya?
- P2 : nah program ppg itu kan 2 semester, program ppg ini dilakukan itu 2 semester. Untuk ppl nya sendiri 1 semester itu ada di SMP 10 kebetulan saya dapat di smp 10 kemudian di kota jambi yah terus kemudian untuk yang semester 2 itu di SMA 1 kota jambi. Dari 2 ppl ini untuk semester 1 nya itu kurang lebih 3 bulan 2 atau 3 bulan untuk ppl itu sendiri, sama dengan sma 1 kurang lebih 2 atau 3 bulan sekitar itu lah ppl nya
- R : jadi persemester itu ppl ya kak ? semester 1 di smp semester 2 di sma gitu ya kak
- P2 : iya ha'ah, karena memang pas semester 1 itu fokus ke ini kita dibimbing oleh guru pamong dengan dosen pamong, kalau untuk yang ppl 2 itu kita lebih mandiri terjun ke kelas langsung. Tapi kalo ppl 1 itu kita lebih ke lihat guru mengajar, bantu-bantu gurunya, lebih kesitu menyerap ilmu dari pamong, sedangkan untuk yang di ppl ke 2 ini kita lebih banyak terlibat sebagai pengajarnya.
- R : terus disekolah tempat kakak mengajar ini sudah menerapkan kurikulum merdeka atau masih menggunakan kurikulum k13
- P2 : sebenarnya dua duanya digunakan untuk yang saya bicarakan 2 sekolah ya untuk yang di smp 10 kelas 7 8 sudah menggunakan kurikulum merdeka tapi untuk kelas 9 nya belum. nah kalo untuk yang di sma 1 itu kelas 10 yang sudah menggunakan kurikulum merdeka tapi untuk yang kelas 12 belum, dan kemaren pas mau baru sebulan kalo tidak salah itu baru diterapkan kurikulum merdeka pada kelas 1 jadi pake istilah fase gitu.
- R : terus kak, ketika kakak mengajar pernah tidak kakak menerapkan pjbl ketika mengajar Bahasa inggris
- P2 : pernah, pernah menerapkan pjbl, pbl dalam mengajar pernah, apalagi discopery juga pernah. tapi paling sering digunakan itu adalah pbl dalam mengajar Bahasa inggris.

- R : terus biasanya yang kakak gunakan pjbl itu, kakak ngajar dimana waktu di smp kah atau di sma
- P2 : kalau untuk sebenarnya penggunaan pjbl itu sendiri tergantung dari materi yang akan kita gunakan gitu, nah kalo seandainya kita lihat dulu materinya apa, dari materi ini kira kira tujuan dari pembelajaran kita itu apa gitu, kalo sudah tau tujuan pembelajarannya minsalnya gini kita harus menyesuaikan metode apa sekiranya cocok gitu sedangkan untuk yang pjbl ini saya pernah terapkan di smp kelas 9 kalo untuk sma saya belum pernah menerapkan pjbl
- R : terus sebelum memulai pembelajaran itu apa saja yang biasanya kakak persiapkan terlebih dahulu seperti kegiatan apa saja yang kakak siapkan terlebih dahulu mengenai media pembelajaran yang kakak katakana tadi, biasanya kakak menggunakan perangkat atau media apasih yang kakak gunakan ketika mengajar
- P2 : ini maksudnya itu untuk semuanya ini apa fokus pjbl ?
- R : fokus pjbl aja kak
- P2 : nah untuk pjbl itu kemaren saya menggunakan beberapa media seperti kertas karton nanti ada dikertas karton siswa diminta untuk menempekan bagian bagian dari iklan gitu termasuk nama dari produknya terus ini termasuk harganya gitu, jadi siswanya menebak dan itu sebagai pemantiknya terus selain kertas karton, internet pasti terus infokus, laptop terus papan tulis kalau memang belum paham siswanya harus dijelaskan lebih detail lagi kan terus spidol, kalo proyektor itu menampilkan poin poin atau secara garis besarnya memang harus dipahami siswa.
- R : terus untuk menerapkan pjbl ini sendiri bagaimana sih cara kakak menggunakan pjbl ketika mengajar?
- P2 : oke, seperti yang kita ketahui itu metode itu ada beberapa metode kan, salah satu dalam metode pembelajaran itu adalah pjbl, nah pjbl itu sendiri adalah pembelajaran yang berbasis projek, diakhirnya itu adalah siswa itu membuat projeknya kan itulah yang membedakan dengan metode yang lain untuk bisa menggunakan metode ini kita harus menyesuaikan materi apa yang memang yang cocok menggunakan pjbl gitu, kebetulan saya kemaren materi ajarnya advertisement iklan, nah iklan itu tujuan pembelajarannya saya itu salah satunya adalah bagaimana siswa itu tidak hanya memahami apa itu iklan, tidak hanya mengetahui jenis iklannya seperti ini, tidak hanya seperti itu akan tetapi juga bisa membuat kalau membuat iklan itu kan sudah projek kan hasil akhirnya kan menggunakan pjbl karena saya rasa lebih cocok pjbl dibandingkan metode yang lain gitu. Jadi saya menggunakan pjbl untuk materi advertisement.

- R : berarti dengan cara kakak berikan tugas berarti ya ? cara kakak menggunakan pjbl itu
- P2 : iya, kalau untuk untuk pertemuan advertisement itu kalau tidak salah 3 atau 4 kali pertemuan, nah untuk pertemuan 1 2 itu lebih fokus ke pemahaman siswa tentang advertisement itu apa terus language picturenya apa kemudian bentuk bentuknya seperti apa, iklan kan ada banyak jenisnya terus pertemuan 1 pertemuan 2 disana saya akan memberikan lkpd untuk mengetahui sejauh mana pengetahuan siswa tentang pemahaman yang sudah saya berikan dan materi yang sudah saya berikan. Kemudian pertemuan yang ke 3 membuat proyek produk itu sendiri jadi sebagai prakteknya keterampilan
- R : apa alasan kakak sehingga keputusan kakak jadi materi ini cocok menggunakan pjbl, apa sih alasan kakak memberikan metode pjbl kepada siswa ?
- P2 : iya makanya sudah saya sampeikan sebelumnya karena materinya itu lebih kan kalau kita dapat materi itu dilihat dulu kira kira siswanya ini tujuan pembelajaran itu seperti apa dan dari tujuan pembelajaran itu kan advertisement ini bukan hanya pemahaman yang dibutuhkan bagi siswa bagaimana cara dia membuat langsung iklan itu dan iklan itu bukan hanya menulis tapi proyeknya bisa jadi video kan, itu kan berupa proyek nantinya tapi kebetulan saya menggunakan membuatnya menulis saja gitu kan tingkatnya masih smp kalau untuk keterampilannya lebih cocok menulis saja itu kan juga kelompok
- R : jadi itu alasannya ya kak ? terus untuk projectnya sendiri gimana sih cara kakak merencanakan proyek yang akan kakak berikan kepada siswa itu?
- ST2 : sebelum itu kan pertemuan ketiga kan, sebelum merencanakan project itu pertemuan 1 2 itu kan sudah selesai pemahaman sudah selesai untuk masuk ke pertemuan ke 3 di awal pertemuan saya tanya dulu bagaimana tentang iklan bagaimana sih pemahaman saya mengetes pemahaman pelajaran yang sudah dipelajari nya kemudian saya baru memberikan instruksi akan membuat iklan terus apa saja syarat syarat dan ketentuan dalam membuat iklan kemudian juga iklan nya ini itu dalam bentuk kertas karton kemudian siswa diminta untuk membuatnya disana. Saya meminta siswa untuk membuat iklan atau produk yang sesungguhnya, nah misalnya ada kemarin 6 kelompok itu berbeda beda iklannya, ada yang membawa mie, ada yang membawa kopi, ada yang parfume ada yang handbody ada yang sabun. Nah dari 6 itu an berbeda beda ada yang makanan ada yang minuman dan ada berbagai macam iklan, memang saya minta di awal bawa iklan yang ada di sekitar kalian. Mereka bawa kemudian pas pertemuan ke 3 mereka menulis berdasarkan iklan yang mereka bawa, kemudian menggambarkan secara persis dengan iklan yang mereka bawa gitu.

- R : berarti proyek atau tugas yang diberikan dalam bentuk iklan kak ya ?
- P2 : *iya karena materinya membuat iklan dengan iklannya itu terserah kepada mereka yang penting dilingkungan mereka gitu jadi itu asli produk iklannya terus digambar dan diwarnai*
- R : terus tugasnya itu sendiri dikerjakan secara berkelompok atau individu kak?
- P2 : *kebetulan kemarin itu secara kelompok karena memang di metode pjbl itu memang mengutamakan kelompok kalau individual saya rasa untuk itu agak lebih berat ya karena kalau untuk membuat proyek seperti itu pjbl itu saya rasa lebih berat makanya saya buat berkelompok, kerjasama itu kan lebih memudahkan mereka*
- R : terus untuk kelompok itu sendiri, bagaimana cara kakak membagi kelompoknya ? apakah kriteria tertentu atau berdasarkan nilai minsalnya yang pintar sama pintar atau bagaimana cara kakak membagikan kelompoknya ?
- P2 : *kebetulan kemarin untuk pembagian kelompoknya tidak ada kriteria khusus, secara heterogen, jadi tidak ada ini yang pintar sama pintar ini yang kurang pintar tidak seperti itu tetapi memang semuanya sama sama tidak ada kriteria tertentu memang dikelompokkan berdasarkan nama absen itu saya panggil kemudian saya pilih berdasarkan absen, tidak berurutan absen tetapi saya acak acak gitu, tetapi tidak harus kriteria tertentu*
- R : tapi dibagikannya itu secara acak berarti kak ya ?
- P2 : *iya secara acak, kelas itu kalau tidak salah ada 32 apa 33 ini kan smp ya, terus dari 1 kelompok itu ada 5 apa 6 orang gitu?*
- R : jadi ada berapa orang dalam 1 kelompok kak?
- P2 : *6 kelompok, ada yang 5 ada yang 6 gitu.*
- R : untuk tema proyek itu sendiri ditentukan oleh kakak atau siswa itu sendiri atau sesuai dengan kesepakatan bersama ?
- P2 : *kalau untuk proyek itu, kalau dari saya sendiri itu memang menyerahkan kepada siswa boleh cari produk iklan itu tolong dibawa ke kelas memang saya mau lihat betul bentuk iklannya seperti apa, terserah iklannya seperti apa Cuma dengan catatan yang memang ada disekitar kita gitu. Kadang ada yang memang Cuma membawa bungkus kosong, ada juga yang membawa mie itu popmie yang masih ada mie nya kan, ada juga yang bawa susu kadang diminumnya dulu kurang lebih seperti itu*

- R : terus kak untuk waktu pengerjaan projek itu sendiri apakah ada batas waktu atau bedsesuai dengan kesepakatan dengan siswa untuk waktunya?
- P2 : *untuk deadline waktunya, kalau untuk projeknya kan ini pertemuan ke 3 kalau tidak salah advertisement ada beberapa pertemuan untuk materi yang saya ajarkan kemaren itu projeknya saja ada 2 kali pertemuan, itu pertemuan pertama itu mungkin bisa separuhnya yang sudah jadi gitu kan, untuk pertemuan yang selanjutnya melanjutkan projek nya sampai selesai. Kadang itu Cuma sampai gambarnya yang sudah pewarnaannya belum. Jadi memang saya tidak membatasi kalau menargetkan maksimal 2 kali pertemuan*
- R : berarti ada batas waktunya ya kak
- P2 : *iya tapi tidak harus selesai sehari, maksudnya itu tidak harus selesai dalam 1 kali pertemuan tapi kalau memang selesai dalam 1 kali pertemuan oke tapi kalau tidak selesai boleh 2 kali pertemuan tetapi maksimalnya anak smp itu jarang yang cepat selesai biasanya. Apalagi ini kelompok*
- R : terus dalam pengerjaan projek itu sendiri posisi kakak ini bagaimana ? sebagai mentor kah atau kakk juga ikut serta pengerjaan projek itu sendiri ?
- P2 : *disini kana da 6 kelompok,dalam 1 kelas itu ada 6 kelompok. Sebenarnya dalam proses pembelajaran ditempat ppl itu kana da 4 orang anggota ppl di dalam kelas ada 4 guru, 1 orang guru yang ada di depan itu sebagai kan setiap guru ppl ppg itu memegang 1 kelas, nah 1 kelas ini kebetulan kemrae saya megang 9c, di 9c ini saya mengajar Bahasa inggris guru yang lain selain saya itu duduk dibelakang sambal memantau siswa dan observasi kalau dalam materi advertisement dalam prprojek ini saya memang membimbing mereka minsalnya itu diawal pembuatan projek itu saya memberikan instruksi cara pengerjaannya seperti ini nanti kalau sudah pengerjaannya kita presentasikan. Pokokny kita memberikan arahan terus mereka kerjakan. Nah selama mereka mengerjakan saya membimbing dan mengecek satu satu dan saya cek perkelompoknya, kalau memang mereka ada yang bingung dan kalau memang ada yang mau ditanyakan baru saya menghampiri mereka dan dibantu juga sama teman teman kelompok yang lainnya dan teman ppg lainnya.*
- R : kemudian dari hasil projek yang dikerjakan itu bagaimana cara kakak menilai hasil dari projeknya ?
- P2 : *kalau masalah penilaian kan dari sebelum dari proses pembelajaran kita membuat modul, dalam membuat modul itu banyak susunan tahapan, untuk penilaian itu berdasarkan tujuan dari pembelajaran, apa*

saja yang ingin dicapai. Ada 2 point penting dalam tujuan pembelajaran yang saya buat di modul ajar, yang pertama adalah pemahan siswa itu kemudian untuk keterampilannya adalah kemampuan siswa membuat projek itu sendiri dan membuat iklan itu sendiri. Dari untuk yang pertama ini pemahaman siswa, kalau pemahaman itu saya nilainya dari lkpd yang saya berikan itu berisi tentang iklan kemudia mereka menjawab beberapa pertanyaan biasanya terus itu untuk pengetahuan dan ada 1 lagi untuk keterampilan ini adalah projeknya kan, untuk ketrampilan disini mereka membuat iklan, cara saya menilai projek yang sudah mereka kerjakan yaitu dengan sesuai atau tidaknya, tepat atau tidak penggunaan bahasanya, terus kriteria kriteria sesuai dengan produk itu sendiri, menarik atau tidak jadi seperti itu. Ada 1 lagi penilaiannya nilai sikap, nah ini dibantu oleh guru guru ppg lainnya juga. Jadi ada 3 jenis penilaian dalam proses pembelajaran dikelas ada sikap, terus pengetahuannya seperti apa, terus yang terakhir adalah keterampilannya seperti apa itu yang ada salah satunya tadi projek gitu.

R : jadi itu termasuk aspek aspek penilaian yang kakak gunakan dalam menilai hasil project siswa itu tadi ? jadi kakak juga memasukkan penilaian sikap dalam aspek penilaian yang kakak nilai ya ? terus kak untuk kriteria sikap yang kakak katakan tadi, kriteria sikap yang seperti apa yang kakak nilai ?

P2 : *kriteria sikap yang dinilai itu seperti kana da profil pelajar Pancasila itu kana ada 6, yang pertama bertakwa kepada tuhan yang maha esa dan berakhlak mulia, terus ada yang bernalar kritis, mandiri, gotong royong, berpendidikan global,terus 6 hal inilah yang saya nilai dari karakter dari individu masing masing, bagaimana cara saya menilainya dibantu oleh guru guru ppg lainnya. Nanti dalam proses pembelajaran 6 poin ini dari profil pelajar Pancasila saya lihat dari peserta didik ini satu persatu itu ada poinnya, minsalnya bernalar kritis, contoh bernalar kritis poin 1 itu tidak pernah berpendapat, terus poin ke 2 jarang berpendapat, yang ke 3 kadang kadang berpendapat, terus yang ke 4 sering berpendapat, terus yang ke 5 selalu berpendapat. Kita bisa lihat nah anak ini jarang berpendapat, nah anak ini selalu kayaknya, jadi dari situ kita menilai.*

R : dari aspek yang 6 tadi kak ya ?

P2 : *aspek profil pelajar Pancasila dan kita bikin point 1 sampai 5 itu kira kira mandiri itu berapa ya, bernalar kritisnya berapa ya 5 atau 4 gitu.*

R : iya terus kak bagaimana sih cara kakak mengevaluasi hasil projek yang dilakukan siswa itu ? apa memberi arahan atau bagaimana ?

P2 : *cara mengevaluasinya kan setelah proses pembelajaran maksudnya setelah pengerjaan projek itu saya meminta siswa untuk mempresentasikan kedepan. Jadi semua kelompok itu maju kedepan*

untuk mempresentasikan hasilnya bukan perwakilan tapi semua kelompok maju lalu menjelaskan perorang. Saya ingin melihat sejauh mana sih pemahaman dari setiap individu atau siswa ini dalam pemahaman iklannya terus cara dia membuat iklannya sejauh mana gitu kan, keterlibatan dia dalam projek itu seperti apa gitu dan saya meminta mereka menjelaskan, mempresentasikan projek mereka masing masing kemudian kelompok yang lain itu merespon boleh menanyakan minalnya produk yang dijelaskan adalah indomie, mereka menanyakan harganya boleh, terus variasinya apa aja.

R : jadi setelah pengerjaan projek tadi jadi setiap kelompok diminta untuk kedepan kelas untuk mempresentasikan dan mendiskusikan ulang apa yang mereka buat ya kak ?

P2 : iya wajib itu presentasi karena semua orang dalam kelompok itu maju bukan perwakilan tapi semuanya.

R : terus dari hasilnya itu kakak ada tidak memberikan masukan dari hasil dari presentasi itu ?

P2 : selesai presentasi minalnya kelompok 1 maju kan, sudah menjelaskan produk yang mereka buat terus penjelasannya tentang harganya, variasi atau jenisnya sudah detail penjelasannya, terus jika sudah direspon oleh siswa nanti saya bombing mereka. Jadi produk ini seperti ini, saya berikan penguatan tentang iklan yang mereka jelaskan

R : jadi itu cara kakak mengevaluasinya ya kak ?

P2 : iya, nah pas yang terakhir itu setelah kelompok semuanya maju saya menanyakan kepada siswa apa saja pemahaman yang sudah di dapatkan terus beberapa pertanyaan yang saya tanyakan kepada siswa ini terus minalnya produk itu apa saja, tujuannya apa saja, untuk mengingatkan kembali apa saja yang mereka dapatkan sesudah pertemuan seberapa terakhir gitu kan.

R : jadi intinya memberikan feedback atas hasil dari project yang dikerjakan oleh siswa itu berate kak ya ?

P2 : iyaa ha'ah seperti itu, terus juga memberikan apresiasi kepada siswa itu karena memang minalnya gambarnya sudah bagus terus kita berikan apresiasi basanya dikelas tepuk tangan, nilai dll

R : menurut kakak dari penerapan pjbl yang sudah kakak terapkan kepada siswa, menurut kakak sudah sesuai atau belum cara kakak dengan syntax syntax atau step yang ada dalam metode pjbl itu sendiri sudah kakak terapkan semua atau masih ada yang kurang ?

P2 : kalau menurut saya sudah oke semua karena memang dari tahapan pembelajaran saya jelaskan sedikit syntax pembelajaran yang sudah

diterapkan yang pertama itu setiap metode pembelajaran itu memiliki syntax masing masing, nah di dalam syntax pjbl itu juga memiliki syntax tersendiri dan yang paling membedakan itu adalah proyeknya yang lain kan tidak yang ini peke proyek itu yang paling membedakan tetapi yang pertama dilakukan itu adalah memberikan pertanyaan pemancing atau brainstorming itu sudah diawalnya seperti itu kemudian membuat kelompok terus mengarahkan peserta didik dalam proyek yang akan dilakukan, terus membimbing mereka dalam belajar kemudian baru mereka membuat proyek dan mempresentasikan ulang.

- R : jadi sudah berdasarkan syntax ya kak yang ada di pjbl ya kak ?
- P2 : sudah berdasarkan syntax dan waktunya juga menyesuaikan kebutuhan dan keadaan yang ada kalau untuk pjbl kan maksimal 2 kali.
- R : terus menurut kakak pjbl ini efektif atau tidak untuk kurikulum merdeka itu sendiri
- P2 : sangat efektif
- R : dengan menerapkan pjbl apa saja yang kakak harapkan untuk siswa seperti membuat siswa lebih kreatif atau bagaimana ?
- P2 : dengan adanya metode pjbl ini sendiri membuat siswa ini bukan hanya paham ilmu tetapi juga paham cara buatnya, kan pada saat membuat produk iklan kan mereka membawa produk iklan yang sesungguhnya itu kan ada harga kadang tidak nah pada saat mereka membuatnya itu saya minta harus ada harganya, ada variannya, harus ada jenisnya, kadang kadang itu tidak ada nah saya minta kalau memang ini produk iklan coba harganya apa saja jadi memang mereka lebih kreatif disini, lebih berpikir kritis disini dan mandiri juga.
- R : berarti dengan menerapkan pjbl ini tentu saja banyak benefitnya ya kak, khususnya siswa zaman sekarang
- P2 : iya betul banyak keuntungannya
- R : menurut kakak pjbl ini tentunya bisa meningkatkan kemampuan siswa terutama dalam kreatifitas, atau hal yang lainnya
- P2 : mereka juga lebih berpikir kritis dan lebih mandiri karena memang membuat mereka lebih aktif dalam belajar bukan hanya sekedar menerima saja tetapi mereka juga melakukannya sendiri
- R : bisa lebih aktif ya kak, biasanya kan siswa apalagi smp ini cua menerima menerima saja
- P2 : iya kan sekarang sudah harus student center kan mereka harus lebih aktif dengan adanya pjbl ini menjadi salah satu upaya lah untuk bisa

materi yang mereka dapatkan itu bukan hanya sebatas pemahamannya juga tetapi mereka membuat langsung gitu.

R : jadi kan tidak membuat pembelajarannya membosankan kan bagi siswa ya kak dengan adanya penerapan pjbl ini

P2 : iya pelajarannya kan juga menggunakan infocus kan berpariasi juga menggunakan karton

R : berarti tentunya sangat bermanfaat kan kak, mungkin itu saja pertanyaan pertanyaan yang ada di dalam interview nya kan, terimakasih kakak sudah meluangkan waktu untuk saya interview untuk menggali informasi tentang pjbl ini tentang informasi yang tentunya menjawab pertanyaan dari penelitian saya kak, teriamaksih banyak ya kak, salam kenal ya kak

P2 : alhamdulillah, sama sama

Transcribe 03 P3 (Sabrina)

- R : assalamualaikum kak, apakah bisa kita mulai?
- P3 : *waalaikumsalam iya boleh*
- R : baik kak, sebelumnya saya ucapkan terimakasih untuk kak Sabrina sudah meluangkan waktu untuk menjadi participant saya, jadi kak sebelum saya mempertanyakan beberapa pertanyaan saya akan menjelaskan terlebih dahulu tujuan dari penelitian saya ini tentang penggunaan pjbl yang digunakan oleh mahasiswa ppg dan saya juga ingin mengetahui proses PJBL yang digunakan itu seperti apa. kemudian untuk pertanyaannya itu sendiri ada 16 pertanyaan. Oke untuk pertanyaan yang pertama itu didalam ppl ini berapa lama waktu yang diberikan kampus itu untuk melakukan ppl itu sendiri kak
- P3 : *kalau ppl itu biasanya kami kana da semester 1 dan semester 2 nah jadi masing masing semester itu dikasih waktunya sekitar 16 pertemuan jadi ada 4 bulanan jadi kalo ditotalkan ada 8 bulan di semester 1 dan semester 2*
- R : itu kakak ngajarnya dimana aja kak ?
- P3 : *di SMP 10 itu saya mengajar di kelas 3 kemudian di sma 1 di semester 2 kemaren itu kelas 12 sama 11*
- R : jadi di ppl ini berarti smp dan juga sma digabung berarti ya kak, minalnya dapat jatah masing masing ya kak ?
- P3 : *iya jadi kami memang di rolling jadi scenario saya kemaren pas di SMA semester 1 maka di semester 2 nanti dapat smp, harus dapat semua jenjang kelasnya SMA,SMP*
- R : jadi dapat semua berarti kak ya ?
- P3 : *iya*
- R : terus sekolah tempat kakak mengajar ini sudah menerapkan kurikulum merdeka atau masih menggunakan kurikulum k13
- P3 : *kalau waktu di smp yang menggunakan kurikulum merdeka itu kelas 7 dan 8 yang kelas 9 nya yang saya ajar itu masih menggunakan k13 nah kalo di sma 1 kemaren yang baru kurikulum merdeka itu kelas 1 tapi kemaren pas saya masuk semester tahun ajaran baru itu yang menggunakan kurikulum merdeka nya kelas 10 dan kelas 11 sedangkan yang kelas 12 masih ikut yang kemaren masih menggunakan kurikulum k13*
- R : untuk kelas yang kakak ajar itu berarti sudah menerapkan kurikulum merdeka ya kak ?

- P3 : nah kebetulan saya ini selalu mendapatkan kelas yang masih menggunakan k13 tetapi alhamdulillah pas ditanya ke guru pamongnya boleh tidak kami menerapkan modul ajar atau pembelajaran kurikulum merdeka tetapi ajaran kurikulum k13 tetapi rasa merdeka dan dibolehkan menerapkan pembelajaran yang menggunakan modul ajar gitu karena juga perbedaannya Cuma di 1 aspek yaitu aspek penilaian sikap yang menggunakan P5 kan kalo dikurikulum merdeka
- R : berarti itu yang kakak terapkan di smp atau sma ?
- P3 : itu keduanya tetapi kami juga ada membuat rpp kurikulum k13 tapi kan kakak diajarkan untuk menggunakan kurikulum merdeka sama paradigma baru dalam pembelajaran, jadi rasanya aneh aja kurikulum k13 minsalnya kami membuat rpp terus jadi kami selihin gitu ada yang membuat rpp, modul jadi tidak hilang rasa implementasi kurikulum merdekanya
- R : terus ketika kakak mengajar menerapkan pjbl atau tidak ketika mengajar Bahasa Inggrisnya ?
- P3 : iya sempat menggunakan walaupun kalo pjbl ini tergantung kontennya tapi sempat sih kmare di smp dan sma, ada 1 topik yang memang kami menerapkan pjbl
- R : jadi pernah kakak menerapkan pjbl, berarti tergantung dengan materinya?
- P3 : iya benar, kalau grammar kan susah itu kalau di pakek model pjbl tapi kalo saya kemaren di smp itu ada topik tentang advertisement atau iklan nah disitu bisa buat pjbl mereka membuat poster iklan nah kemudian di smp kemaren ada materi tentang caption text, text penyerta dan juga saya jadikan proyek karena mereka disitu bisa mengcreate kalau minsalnya grammar kan susah itu passive voice apa kira kira proyeknya itu hasil dari belajar mereka, jadi memang perlu disesuaikan dengan konteknya
- R : jadi kan sebelum memulai pembelajaran itu apa saja yang dipersiapkan sebelum melakukan kegiatan pembelajaran itu sendiri kak ?
- P3 : kalau untuk pjbl ya, kalo untuk pjbl mungkin yang pertama yang perlu dipersiapkan itu kita sebagai guru perlu berpikir secara panjang gitu, berpikir secara kritis dan kreatif juga, kira kira materi ini cukup atau tidak, dijadikan proyek atau dijadikan kegiatan belajar yang menghasilkan produk belajar, jadi apabila saya mau memberikan proyek kemana nya dulu keterampilannya apakah speaking atau writing jadi juga saya menggunakan pjbl ini saya lbih menekankan ke keterampilan karena kalo pada pengetahuan saya lebih dominan memakai problem based jadi pertanyaannya menganalisis gitu kan, kalo sudah biasanya

kan pengetahuan itu menganalisis, mengidentifikasi nanti dipertemuan akhir, misalnya ada 12 jp itu kan 6 pertemuannya biasanya saya 4 pertemuan awal itu pakek metode lain dipembelajaran misalnya pbl nanti di 2 pertemuan akhir baru menggunakan proyek, jadi yang perlu dipersiapkan itu ya rubric penilaian kira kira bakalan seperti apa kemudian media yang akan digunakan itu apa, kemudian apakah kita menggunakan aplikasi ataukah kita menggunakan media menulis atau membuat video atau sekedar membuat mind map, jadi kembali kesitu lagi membuat output yang kita harapkan itu apa kemudian yang ingin kita asah itu keterampilan yang bagaimana apakah menulis, ataukah berbicara gitu

R : terus kak, bersangkutan dengan media yang kakak katakan, perangkat atau media apa sih yang kakak gunakan ketika mengajar ?

P3 : oke kalau untuk media secara umum media yang saya gunakan yaitu power point untuk presentasi, untuk menampilkan bahan ajar, kemudian games kuis kuis berbasis game seperti kakut, nirpot atau quizzes tapi kalo untuk proyek sendiri kemaren waktu smp saya menggunakan media realia pernah mendengar media tersebut, jadi media realia itu kemaren saya menyediakan 5 produk makanan seperti jajan ada poky, ada pop mie dan habis itu nanti mereka membuat poster iklan dari media tersebut jadi apa yang mereka lihat itu lah yang mereka buat bahan membuat poster iklan gitu lebih ke makanan tapi ada juga produk yang seperti perfume atau shampoo. Jadi outputnya itu poster, dan posternya itu mereka gambar mereka kreasikan dengan kreatifitas mereka sendiri dan kalau untuk di sma saya membuat proyek caption teks tapi tidak di upload ke social media tetap saya menggunakan website pudlet, jadi di website pudlet itu mereka 1 kelas 36 siswa itu mereka membuat mengupload caption mereka mengupload fotonya ada captionnya nah jadi produknya bisa dibidang produk writing ya, bisa dilihat juga disitu kira kira mereka sudah mengupload semua karena kan disitu ada namanya kemudian disitu ada juga gradenya nanti saya kasih feedbacknya jadi sudah lengkap semuanya disitu kalau menggunakan pudlet itu sih yang saya terapkan

R : terus kak dalam menerapkan pjbl ini bagaimana sih cara kakak menggunakan pjbl itu sendiri ?

P3 : iya mungkin karena pjbl ini saya juga sering di kasih tau sama dosen di ppg biasanya kalo pjbl ini tidak bisa Cuma 1 pertemuan makanya tadi saya bilang misalnya diakhir ada 12jp 6 pertemuan kita harus bagi bagi 3 pertemuan awal pbl dan 3 pertemuan akhir kita menggunakan pjbl, nah bagaimana penerapannya jadi misalnya 3 pertemuan akhir itu kita menggunakan pjbl ini kan ada 5 atau 6 syntax kan dari pjbl ini biasanya pertemuan kelima itu mulai menggunakan pjbl, syntax yang tahap 1 sampai dengan tahap 3 bisa kita gunakan pada pertemuan 5 dan 6 misalnya, kemudian disitu mereka akan menentukan kira kira mereka

akan membuat projek apa, kemudian mereka akan menyusun dulu atau coret coret dulu mereka mau desainya seperti apa, kemudian mereka akan menyusun jadwal akatifitas . nah itu biasanya penerapan pjbl di pertemuan 4 atau 5, nanti pas sudah pertemuan ke 6 baru kita melanjutkan syntax ke 4 sampai 6 mereka akan menguji produk hasil belajar mereka, kemudian mereka juga akan mempresentasikan kemudian guru akan mengevaluasi jadi dibagi gitu sistemnya, karena tidak mungkin di dalam 6 syntax atau 6 tahapan pembelajaran pjbl itu kita terapkan dalam 1 pertemuan itu tidak bisa, jadi minsalnya pertmuan ke 4 dan 5 itu fokus dulu kita kasih tau mereka apa yang akan dilakukan dan akan memberitahu mereka akan mempelajari keterampilan ini misnsalnya menulis minsalnya membuat caption lalu mereka akan diarahkan cara membuat caption yang baik dan benar itu seperti apa, kemudian mereka rancang bagaimana fotonya apa yang akan mereka masukkan, kriteria menulisnya bagaimana, nah baru nanti ditahap akhir syntax tahap 4 sampai 6 pada pjbl itu baru kita terapkan dipertemuan ke 6 itu mereka sudah presentasi, nah itu strategi saya biar efektif penggunaan pjblnya

- R : terus apa sih alasan kakak sehinnnga kakak memilih memberikan pjbl, minsalnya dalam materi ini kakak lebih memilih memberikan pjbl dibandingkan metode pembelajaran yang lainnya.
- P3 : kalau dari saya sendiri ya kenapa pjbl, karena menurut saya kan selalu menggunakan 2 metode pembelajaran kalau tidak problrm based ya pjbl kalo memang bisa diterapkan bisa kita rancang, kemaren saya kesulitan sebenarnya mencari konten pembelajaran yang bisa di terapkan di pjbl dalam pembelajaran bahasa inggris ya, jadi selama ini kd untuk pengetahuannya itu selalu menerapkan problem based jadi disitu mereka mengetahui dulu isinya apa pendahuluannya apa language picturenya apa kemudian stucturenya bagaimana karena belajar teks ya, nah itu kan kita bisa kita gali dengan menggunakan problem based tapi untuk keterampilannya minsalnya siswa bisa membuat atau merancang atau mendesain dengain baik dan benar itu kan tidak bisa kita ukur dengan memalui problem based jadi itu beberapa keterampilan kalau menurut saya dapat kita ukur itu lebih bagus jika menggunakan model pembelajaran pjbl. Kemudian saya juga merasa siswa itu dapat kita latih keterampilannya, berpikir kritisnya itu dengan menggunakan proyek based learning jadi disitu mereka memiliki kreatifitas yang bisa dikembangkan, kemudian apalagi dengan model pembelajaran peresiensi itu sangat dianjurkan kalau hasil belajar itu harusnya beragam sesuai dengan potensi dan minat siswa itu sendiri, jadi menurut saya itu memang cocok diterapkan pada keterampilan Bahasa inggris seperti menulis atau berbicara speaking or writing

- R : terus kak dalam menerapkan pjbl ini ada tidak sih target yang kakak targetkan minsalnya dalam meningkat kemampuan siswa atau apa saja yang kakak targetkan ketika menerapkan pjbl ini ?
- P3 : iya kalau untuk target itu sebenarnya kembali lagi pada tujuan pembelajaran, jadi kan kita kana da model a b c d nya maksudnya audeience itu peserta didik kita, kemudian behavior yang ingin kita berikan kepada mereka bagaimana, kemudian konennya apa, kemudian degree nya setelah mereka belajar itu bagaimana, minsalnya seperti ini setelah membuat caption teks minsalnya di laman pudlet itu kira kira saya targetnya mereka itu tau bahwasanya dalam membuat caption teks itu kita tidak bisa membuatnya seperti caption teks di kehidupan sehari hari seperti mrmbuat caption teks di Instagram setidaknya mereka tahu ternyata kalau caption dalam bahasa inggris yang informative itu harus menggunakan 5W, kemudian juga soal grammarnya yang ditekankan harus sesuai juga, minsalnya present tense jadi kan itu writing. Nah kemudian kalau minsalnya speaking bearti itu yang akan kita tekan kan targetnya disitu memiliki contohnya pronunciation yang baik, functuation yang tepat, pokonya kita sesuaikan dengan rubric fokus lagi ke keterampilan apa yang ingin kita capai pada peserta didik tersebut jadi itulah yang menjadi targetnya.
- R : terus kak untuk projeknya itu sendiri, bagaimana sih cara kakak merencanakan projek yang akan diberikan kepada siswa
- P3 : ya kalo sebenarnya kalo jadi guru itu yang susah nya mempersiapkan segalanya kalau saya banyak ketika membuat projek itu sebenarnya agak bingung juga karena banyak hal yang harus dipersiapkan, minsalnya seperti saya kemaren membuat caption itu kan banyak pilihan, kalau caption itu biasanya orang banyak di Instagram, tetapi saya mikir managemnetnya susah kalau di Instagram kita haru cek satu persatu, jadi saya kemaren mencoba beberapa opsi minsalnya lebih enak online sehingga saya kemaren ketika membuka Instagram berpikir kira kira media apa yang cocok bagi siswa menulis dimana disitu ada kamera juga mereka bisa menulis sesuai dengan apa yang mereka inginkan, mengupload foto seperti apa yang mereka inginkan, kemudian mreka juga bisa melihat siswa siswa yang lain itu bagaimana, akhirnya saya merancang pudlet, nah di pudlet itu sebenarnya tidak langsung kita rancang dan memang butuh persiapan juga, jadi saya membuat pudlet itu sekitar semingguan dan kemudian saya juga mempersiapkan beberapa setting dan beberapa background biar menarik, biar colorful kemdian saya juga sebelum menyuruh mereka oh iya hari ini kita membuat caption teks saya juga memberikan contoh jadi mereka ada arahan gitu, kemaren di pudlet itu pas di capion postingan pertama di pudlet itu postingan saya, jadi saya jelaskan ini contoh caption yang ibuk buat diditu ada foto, ada captionnya itu jadi contoh bagi mereka. Jadi mereka pas membuat itu tidak pusing upload nya dimana, untuk upload foto

yang mana, caption teks yang mana, jadi sebelum membuat stikinote yang ada warna dimana, jadi menurut saya yang kita persiapkan itu dari gurunya, kemaren itu saya banyak mencoba coba, banyak otak atik pudlet. Kita hat]rus tau dulu selah selahnya, ketika siswa mengalami kesulitan kita bisa bantu karna kita juga kan yang memperkenalkan kepada mereka aplikasi ini kita juga harus tau karena juga di pudlet itu kemaren itu saking banyaknya settingnya, itu kalau kita salah setting itu kita bisa dimainkan oleh siswa mereka nanti bisa menjadi anonymouse bearti kita tidak bisa tau siapa yang mengotak ngatik pudlet ini siapa yang memberi nilai, jadi persiapan nya lebih ke itu guru harus lebih tau kira kira efektif atau tidak menggunakan media ini, sudah sampai mana kita menguasai media ini , jadi ketika sudah kita terapkan kepada siswa tidak bingung lagi gitu

R : dan juga menjadi guru kita juga diminta lebih kreatif lagi kan kak apalagi untuk kurikulum merdeka ini kan ?

P3 : iya benar

R : terus kak proyek yang seperti apa yang kakak berikan kepada siswa?

P3 : kalau kemaren saya yang masih saya ingat ya, karena yang di smp sudah lumayan lama kalau untuk caption text itu meminta siswa untuk membuat caption teks berdasarkan foto mereka jadi simple saja foto itu even yang terjadi dalam kehidupan mereka, kalau minsalnya mau idola mereka atau minsalnya berita yang lagi viral jadi disitu saya meminta mereka untuk membuat caption pada pudlet dan upload fotonya sesuaikan dengan konten captionnya dengan fotonya dengan rumus 5W, siapa yang ada di dalam foto tersebut, dimana kejadiannya, kapan, dan mengapa gitu, itulah yang menjadi aspek yang saya nilai kemudian grammar harusnya kan presen tense yang baik kalau di caption teks, functuationnya, titik komanya, kemudia huruf kapitalnya apakah sudah sesuai itu yang kemaren saya buat, kemudian juga jadi disitu ada konten budaya juga sebenarnya atau metode pendekatan pembelajaran teaching add equal jadi itu disesuaikan dulu dengan kemampuan mereka tapi saya tidak meminta mereka materi ini harus tentang ini, terus strukturnya seperti ini, tidak yang penting mereka tau cara membuat caption dari foto yang mereka pilih, foto liburan mereka, foto bersama teman teman mereka atau foto di acara tertentu minsalnya.

R : untuk tugas yang dikerjakan itu secara kelompok atau individu yang kakak berikan ?

P3 : kalau kemaren itu kerjanya secara berkelompok tetapi outputnya sendiri jadi berkelompok itu mereka bisa saling bantu kalau temannya bingung jadi kemaren saya bagi sekitar 6 kelompok, 1 kelompok ada 6 siswa jadi duduknya itu tetap berkelompok tetapi mereka uploadnya sendiri sendiri, nah kalo yang pas di smp kemaren pas membuat poster

iklan itu baru saya buat 1 kelompok 1 poster mereka mengerjakan nya bersama ada yang mewarnai, ada yang menulis, ada yang mencari selling pointnya kira kira kalimat yang paling benar itu bagaimana itu smp, nah waktu di sma kemaren saya berpikir kalau untuk kelompok itu rasanya mudah untuk membuat caption, jadi saya putar lagi otak saya biar semuanya bekerja.

R : terus gimana sih cara kakak membagi kelompok, apakah ada kriteria tertentu, misalnya kakak lihat dari nilainya, kelompok ini smaa pintar, kelompok ini sama sama menengah atau bagaimana kak ?

P3 : kalau di kurikulum merdeka biasanya setau saya yang sering saya dengar dan saya lihat kebanyakan guru itu membuat kelompok belajar itu sesuai dengan gaya belajar mereka, jadi mungkin mereka seelumnya sudah menggunakan assessment diagnostic jadi ini mereka tau melihat mengamati misalnya gaya belajarnya visual ada juga yang sukanya mendengar saja berarti dia auditory ada juga dia yang bergerak berarti kinestesi nah itu kalau berdasarkan cara belajar tetapi disini juga untuk menentukan gaya belajar mereka sudah tau, sudah observasi dan sudah diterapkan terlebih dahulu ini memang biasanya dia gaya belajarnya itu senang melihat sambil mendengar biasanya kemudian ada juga guru yang membagi kelompok belajar itu sesuai dengan kemampuan mereka misalnya yang kemampuan rata rata tinggi, kemudian menengah kemudian ada juga kesulitan berarti low achiever, kalau saya sendiri kemaren Karena saya bisa dibilang kami ini ppl tidak pernah fulltime tidak pernah dari awal kita juga mau menentukan kalau siswa itu misalnya gaya belajarnya ini itu a lot of thing seperti ini dan juga kita tidak diajarkan bagaimana mengukur kemampuan siswa kemaren saya Cuma tau assessment diagnostic tapi saya juga berpikir seperti ini walaupun kita kasih ini belum tentu bisa menentukan bahwa siswa ini siswa c siswa D ini gaya belajarnya seperti ini, jadi kalo saya kemaren setelah beberapa kali masuk, saya akumulasikan siswa yang memang nilainya tinggi bisa dibilang juga pengetahuan mereka itu diatas rata rata, misalnya ada 6 siswa jadi nanti kelompoknya itu saya bagi menjadi 6 kemudian sisanya siswa yang lain barulah kita masukkan, setidaknya 1 orang dalam kelompoknya membimbing anggotanya bisa memberi bisa mengajari teman temannya yang lain juga tapi saya tidak tau itu nama metode pembagian kelompoknya bagaimana tapi saya rasa seperti itu efektif, nah mungkin yang lain juga seperti itu kalau begitu pasti dia aja yang kerja yang bisa, jadi sebenarnya 6 orang itu nanti kita kumpulkan dulu kemudian kita kasih tau bahwa peran mereka untuk memberi tahu teman mereka, jadi ibaratnya mereka bisa kita bilang sebagai ketua kelompoknya , nah itu sih sistem saya, karena lebih efektif seperti itu dibandingkan dengan kita membagi kelompok dengan sistem yang misalnya high achiever dengan high achiever, atau yang low achiever dengan yang low achiever itu kurang efektif menurut saya jadi lebih baik dibagi yang seperti itu jadi dalam 1 kelompok mereka itu ga

loss, mereka paling tidak ada yang bisa ditanya dari anggota kelompoknya

- R : jadi yang 6 orang tadi itu kakak pilih secara acak atau bagaiman kak?
- P3 : yang 6 orang itu memiliki kemampuan di atas rata rata yang ibaratnya mereka memang sudah mengerti mereka senang English mereka itu juga dilihat dari aspek tidak hanya melinai tetapi juga behavior yang memang bisa dibilang mereka itu mempunyai potensi untuk mengajarkan teman temannya yang lain juga \, mereka yang memang peserta didiknya yang emosionalnya stabil gitu
- R : terus untuk anggota kelompoknya itu mereka milih masing masing ya kak?
- P3 : ngga, jadi itu ssaya yang milihin jadi disitu karena juga kalau sistemnya 6 kelompok itu 2 mereka memilih kelompoknya mereka memilih circlenya dong teman teman dekat mereka jadi biar adil saya yang pilihin. Kebetulan metode yang seperti ini yang saya terapkan itu waktu di smp itu dibagi menjadi 5 kelas, nah 5 kelas itu, saya kan rekan ppl nya ada 4 tapi di satu kelas itu ada 2, nah seminggu itu ada 2 kali berarti ada 4 jp nah disitu saya sering masuk dikelas itu sudah sampai 2 bulanan berturut turut tiap minggu masuk jadi saya tau itu siswanya oh yang itu cocok nya yang ini, yang ini cocok yang ini karena dia butuh bantuan, yang ini bisa sama ini karena mereka sama sama bisa mereka memiliki pengetahuan lebih nah disitu enak saya bagi karena saya sudah tau karakteristiknya jadi baginya itu enak tidak ada komplan juga dari mereka karena mereka tau itulah yang saya terapkan kemaren karena sudah 2 bulan mengajar disitu berturut turut bertemu sama mereka jadi saya tau karakteristiknya jadi saya berani membagi kelompoknya seperti itu 6 kelompok kemudian yang lainnya itu random, walaupun random saya sejarin yang ini smaa ini tidak bisa ketemu nanti berantem, yang ini sama ini juga tidak bisa makanya lebih baik dipisahkan, begitu lah kurang lebihnya.
- R : terus untuk temanya sendiri kakak yang menentukan atau sesuai dengan kemauan siswa temanya ?
- P3 : ya kalau temanya karena yang caption teks kemaren itu siswa yang menentukan temanya makanya saya bilang tadi kalau maunya yang seperti apa bebas yang penting harus sesuai dengan struktur bagaimana menulis dengan baik dan benar yaitu dengan 5W jadi kemaren itu ada yang tentang berita Indonesia, ada yang tentang liburan mereka, tentang teman mereka, ada yang acara keluarga mereka, nah kalau yang diiklan kemaren itu baru saya yang menentukan maksudnya itu guru yang menyiapkan secara khusus minsalnya produk nanti mereka lah yang membuat iklan nya itu berarti guru kan yang menentukan kalau caption teks kemaren bebasin mereka maunya yang mana

- R : terus posisi kakak dalam pengerjaan dalam projrk ini kakak Cuma sebagai mentor atau ikut andil dalam pengerjannya kak ?
- P3 : *iya jadi karena yang captionnya teks kemaren ya itu bisa dibilang kita kalau menurut saya ya kalau jadi guru itu kita tidak bisa hanya menyuruh mereka terus mereka bilang emangnya ibu bisa membuat seperti itu. Jadi kemaren untuk memotivasi mereka makanya saya membuat beberapa jenis caption teks beberapa unggahan caption teks yang saya upload di pudlet jadi pas mereka upload kelaman pudlet mereka itu tidak bingung ibuk ini menyuruh apa sih jadi saya harus membuat contoh dulu, harus memberi tahu dulu ini contoh yang ibuk buat jadi contohnya ada acara wisuda ini teman teman ibuk, nah inilah caption yang ibuk buat untuk memberikan informasi yang informative yang ada pada unggahan tersebut, akhirnya mereka disitu melihat. Kalau menurut saya guru itu dikurikulum merdeka itu lebih menjadi fasilitator, kita minsalnya mempersiapkan pudlet nah disitu mereka akan merancang, akan membuat, akan mengunggah. Kemudian kita juga harus jadi motivator gitu, bagaimana cara jadi motivator yaitu dengan memberikan mereka contoh, memberikan mereka semnagat dan saya juga selama projek based learning itu yang bikin capek sebagai guru itu harus keliling kelompok untuk memastikan bahwa mereka tidak menemui kesulitan, kita juga wanti wanti apakah mereka membuatnya sesuai dengan konteks yang mereka buat atau tidak, kan takut siswa ini kan kalau tidak di pantau and the end kita mau lihat hasilnya oh tidak salah, jadi dia dapat nilai buruk, jadi untuk wanti wanti tersebut memang guru itu perlu mengecek satu satu kalau saya bilang itu apakah dari kelompok sini apakah mereka mengalami kesulitan apakah mereka bingung apakah ada yang belum menemukan ide terus ke kelompok lainnya sampai 6 kelompok, jadi itu peran bukan Cuma sebagai mentor tetapi sabagai motivator juga, fasilitator juga.*
- R : terus kak, setelah siswa itu mengerjakan projeknya, bagaimana cara kakak menilai hasil project tersebut
- P3 : *kalau untuk penilaian, kan kalau kita ingin membuat modul itu pasti ada rubric penilaian nah disitu rubricnya itu yang perlu dipersiapkan juga ya yang cukup memakan waktu juga ya jadi rubric yang caption teks itu kan menulis hais itu kita lihat aspek yang mereka tulis itu kira kira apakah grammarnya sudah benar, apakah strukturnya sudah sesuai dengan yang kita minta, kemudian apakah sesuai dengan topiknya kemdian apakah Cuma upload foto saja apakah hanya copy paste dari internet, jadi kita juga memberi nilainya tidak bisa kita samakan dengan yang lain. Apalagi dia ibaratnya tidak kreatif mencomot dari google sedangkan teman temannya yang lain harus berpikir, harus mengetik, harus menulis disitukan, jadi ya disesuaikan lagi dengan rubriknya jadi kalau saya bilang pjbl ini banyak yang perlu dipersiapkan penilaiinya juga tidak main main, minsalnyani kemaren dapat ceita sih dari teman*

yang pas projek membuat iklan nah kan kalau saya outputnya kan pooster iklan itu yang perlu kita siapkan karton sama media tulis mereka itu udah siap pokoknya mereka itu membuat poster dari 2 bahan itu tapi teman teman saya di sekolah lain ada yang membuat iklannya bebas gitu ada yang membuat poster canva ada yang membuat poster tertulis ada yang membuat video, jadi itu bagaimana kira kira cara menilainya itu kan masuk pembelajaran berdiferensi nah disitu guru harus mempersiapkan rubric nya juga kira kira jika membuat video bagaimana, apa saja yang perlu dinilai apakah editingnya, apakah kontennya juga perlu dipertimbangkan, kemudian writing jika membuat poster iklan itu bagaimana, nah itu yang perlu dipersiapkan sesuai dengan aspek keterampilan yang kita kembangkan sama aspek yang ada di modul ajar, jadi saya fokus pada media writing aspeknya sudah ada apakah dia membuatnya sesuai dengan 5w, apakah mereka menggunakan grammar yang tepat dan fluctuation yang tepat

- R : kan di rubric penilaian itu kana da beberapa aspek penilaian seperti isi, grammar seperti yang kakak katakana tadi, terus aspek penialaina apa saja yang kakak lihat dari projrcy yang kakak lihat itu ? apakah ada aspek tertentu yang kakak fokuskan yang dinilai?
- P3 : kalau saya disesuaikan dengan kontennya ya, kalau kemaren membuat caption saya juga menekankan bahwa caption itu informative kemudian keruntutan teksnya bagaimana, apakah sesuai dengan 5w ada whatnya, ada wherenya, ada why nya, ada when nya, kosakata juga apakah formal apakah slank. Kemudian tata bahasanya, grammarnya apakah mereka menggunakan present tense, jadi lebih kesitu yang ditekankan
- R : disetiap modul itu kan pasti ada penilain sikap, kakak juga masukkan penilaian sikap atau tidak dalam penerapan pjbl ini ?
- P3 : iya, jadi kalau untuk penilaian sikap itu saya mempersiapkan peer assessment kan ada per assessment dan peer assessment, jadi pas kerja kelompok kita memberikan mereka peer assessment, jadi setiap orang itu mendapatkan lembar peer assessment yang saya bagikan habis itu mereka akan menulis nama mereka, kemudian anggota kelompok mereka, nah di anggota kelompok mereka itu mereka bisa centang, apakah temannya mau bekerja sama contend, jadi mereka saling menilai tidak hanya menilai diri mereka sendiri tetapi mereka juga menilai temannya. Itu yang saya nilai dari sikap itu bukan dari yang saya lihat melaikan dari teman temannya gitu.
- R : bagaimana cara kakak mengevaluasi dari hasil projrct yang dilakukan oleh siswa itu
- P3 : kalau menegevaluasi mungkin waktu presentasi itu sudah kelihatan ya maksudnya mereka itu sudah mengerti atau tidak apa yang di perintahkan, sudah sesuai atau belum apa yang guru instruksikan, Cuma

karena waktu itu tidak sempat kita mau membahas satu persatu dari 6 kelompok, kemudian kita kupas satu persatu kesalahan mereka diamana, kita hanya meluruskan saja kemudian kita Tarik kesimpulan, jadi kalau untuk mengevaluasinya itu saya mengoreksi mereka personal misalnya seperti poster iklan kemarin itu tetap kita nilai tetap mereka presentasikan ke depan kita Tarik kesimpulan sama sama tetapi untuk pemberian nilainya apa yang kurang dll. Kita berikan kepada mereka poster yang sudah dinilai, tapi tidak waktu ketika mereka presentasi tetapi sudah selesai baru kita nilai kita kasih cap, kita kasih grade, terus kalau yang caption kemarin karena di pudlet itu memang ada fitur penilaian range nya itu 1 sampai 100 disitu saya bisa memberikan nilai kemudian juga bisa memberikan komen atau feedback. Jadi mereka disitu bisa melihat kira kira berapa mendapatkan nilai, apa saja yang kurang jadi mereka bisa mengeceknya, Cuma kalau pudlet itu kekurangannya itu bisa dilihat semua rekan rekannya yang lain di kelas karena media nya terbuka seperti laman blog, disitu ada tulisan mereka semua, kemudian ada komen dari guru dan ada juga feedback dari guru juga disitu.

- R : kemudian dari hasil projek siswa itu diminta untuk mempresentasikan ulang dan didiskusikan ulan kedepan kelas atau hanya dikumpulkan saja ?
- P3 : iya kalau saya kemarin yang iklan itu harus presetasi, jadi kita sudah merencanakan project pjbl ini kan di dalam 2 pertemuan nah jadi di 2 pertemuan itu kan mereka tidak presentasi karena mereka fokus membuat project mereka mewarnai, ada yang baru menyusun, ada yang mendesain, jadi yang pertemuan akhir pertemuan ke 6 dari 3/3 dari project based learning itu mereka harus presentasi mereka tunjukkan hasil belajar mereka, apa yang mereka buat produk apa yang mereka iklankan di dalam poster mereka, kemudian kelompok lain bertanya, guru juga bertanya kemudian jika ada yang salah kita lurskan, jadi memang harus presentasi kalau saya kecuali caption teks kemarin tidak ada presentasi karena mereka mmbuanya sendiri sendiri tidak mungkin mereka presentasi satu persatu, jadi hanya saya tampilkan saja kemudian itu saya luruskan apakah dari mereka ada yang salah terus juga di cek lagi siapa yang masih belum membuat, kalo untuk mengevaluasinya itu mereka bisa melihat sendiri itu karena saya sudah memberikan semua komen dll. Makanya saya tidak menuntut mereka untuk presentasi karena bisa dilihat sendiri dilaman pudlet itu tetapi poster iklan kemarin memang diwajibkan untuk presentasi biar teman temannya yang lain tau mereka membuat iklan yang mana saja biar berpariasi
- R : menurut kakak nih sejauh mana sih penggunaan pjbl yang sudah kakak gunakan ? apakah sudah sesuai dengan step step atau syntax syntax yang kakak gunakan atau bagaimana kak ?

- P3 : kalau menurut saya ya, so far sudah berusaha sebisa mungkin untuk menyesuaikan syntax tapi memang kalau sudah menagajar dikelas itu ada banyak kendala, ada hal yang diluar dugaan, jadi kalau menurut saya, saya sudah sesuai dengan syntak walaupun memang mungkin terkadang sering terbalik balik, ada yang kita menyusun dulu tapi nanti baru mempersiapkan pertanyaan dasarnya, itu sering kebalik sebenarnya waktu di sma kemaren saya mencoba untuk menyesuaikan dengan syntax, jadi kalau masalah syntax ini di dalam pjbl selalu keteteran dalam waktu karenag kadang kita itu stuck di tahap pertama tetapi kan didistu ada 6 syntax jadi memang harus dipersiapkan timer, jadi pelajaran ketika di smp selalu kehabisan oleh waktu jadi kadang hanya di tahap 2 bisa sampai 40 menit tetapi kita belum bisa pindah ke tahap selanjutnya jadi saya akalai ketika di sma kemaren menggunakan timer jadi di project itu infocus itu siswa bisa melihat waktu untuk merancang, jadi bisa tau waktu untuk presentasi harus memeberikan komen kepada teman dan kelompok menjadi tidak bingung kira kira waktunya sudah cukup atau belum, ataukah masih ada yang lain, itu sih kalau saya memang perlu strategi bagaimana kita menerapkan 6 syntax yang ada didalam pjbl itu berjalan secara efektif,
- R : terus untuk penggunaan pjbl itu sendiri menurut kakak efektif atau tidak dalam kurikulum merdeka ini dibandingkan dengan yang lain maetode pembelajaran yang lain, kan ada discovery learning, menurut kakak efektif tidak pjbl di kurikulum merdeka untuk diterapkan?
- P3 : kalau menurut saya efektif, karena juga balik ke gurunya lagi, kita sebagai guru harus pintar membuat model pembelajaran yang dapat merangkul siswa agar mereka bisa lebih aktif tidak menoton gitu jadi karena kan siswa sekarang kalau menurut saya kalau mereka menemukan tugas itu sudah malas dan tidak mau bergerak jadi balik ke gurunya lagi bisa tidak membuat media pembelajaran itu menjadi menyenangkan sesuai dengan karakter mereka sesuai dengan kehidupan mereka jadi intinya guru juga harus masuk ke dunia siswanya, nah kalau di kurikulum merdeka menurut saya sudah sesuai karena ada p5 profil pelajar pncasila ketika menggunakan pjbl model pbl yang membuat caption teks itu relate karena di p3 itu kana da yang berkibenikaan kalau tidak salah itu nomor 3 distu berkebinekaan itu yang bagaimana itu mereka mau tidak mau harus membuat caption teks atau menganalisis caption teks yang berbau budaya kemudian seperti yang diklan kan kemaren itu saya juga sempat membuat poster iklan dimana mereka harus menganalisis kira kira produk makanan ini dari mana apakah dari Indonesia, apakah dari luar negeri, itu sebenarnya sesuai dengan kontek kurikulum merdeka kalau projrknya seperti itu yang dapat memasukkan unsur budaya, jadi untuk projeknya sendiri bagaiman kita menyesuaikan dengan kurikulum merdeka dan balik lagi ke kulaitas gurunya kemudian disesuaikan lagi dengan karakteristik peserta didiknya.

- R : jadi memang guru dituntut untuk bisa lebih kreatif ya kak ? lebih memikirkan strategi bagaimana siswa itu lebih aktif gitu ?
- P3 : *iya karena menurut saya ya saya berpikir semua pembelajaran pertama guru kan harus menyesuaikan konteksnya kalau memang mereka mau menyesuaikan dengan kurikulum merdeka itu mereka bisa hanya membutuhkan waktu yang cukup lama dan memang harus bisa konteksnya itu merangkul siswa yang dapat melibatkan siswa itu untuk ikut belajar gitu*
- R : menurut kakak penggunaan pjbl ini bisa meningkatkan kreatifitas siswa, atau meningkatkan kemampuan siswa dalam Bahasa Inggris atau tidak ?
- P3 : *kalau menurut saya sangat menguntungkan, misalnya kita menggunakan metode problem based learning mereka konteksnya hanya diskusi, mencari apa yang kurang mengenai analisis, tetapi itu namanya mendemonstrasikan disitu lengkap dengan menampilkan apa yang sudah mereka buat penuh dengan proses dari situ kita bisa melihat apakah siswa tersebut sudah mengerti dengan apa yang sudah kita sampaikan sebelumnya kemudian kita melihat ide ide kreatifitas mereka tanpa batas jadi kemampuan berpikir kritis mereka itu jalan kemudian bagaimana mereka berkolaborasi dengan teman temannya, kemudian untuk presentasi bagaimana mereka mengkomunikasikan hasil belajar jadi memang banyak manfaatnya dibandingkan metode pembelajaran yang lainnya.*
- R : baik kak, mungkin itu saja yang ingin saya tanyakan terimakasih ya kak sudah mau meluangkan waktu dan bersedia menjadi participant penelitian saya
- P3 : *iya sama sama*
- R : assalamualaikum
- P3 : *waalaikumsalam*

Transcribe 04 P4 (mutia)

- R : sebelumnya perkenalkan nama saya mifta dari mahasiswa mpbi, sebelum melakukan wawancara saya jelaskan terlebih dahulu tentang penelitian apa yang akan saya teliti, jadi penelitian saya itu mengenai penggunaan project based learning dalam pengajaran Bahasa Inggris yang digunakan oleh mahasiswa ppg, tujuan penelitian saya untuk mengetahui proses penggunaan dalam menggunakan pjbl, kalau boleh tau untuk pplnya itu sendiri waktunya berapa lama kak ?
- P4 : *kalau untuk ppl nya itu 6 bulan sama kuliahnya itu digabung ppl dan kuliah. 3 bulan di smp 3 bulan di sma*
- R : jadi pplnya 6 bulan tapi di bagi ya smp dan sma ?
- P4 : *di semester 1 di smp dan semester 2 di sma*
- R : jadi digabung ya kak jadi 6 bulan itu khusus smp atau sma gitu ya
- P4 : *iya karena kita harus merasakan bagaimana menjadi guru smp dan bagaimana menjadi guru sma ?*
- R : terus di sekolah kakak ini sudah menggunakan kurikulum merdeka atau masih menggunakan kurikulum k13?
- P4 : *kurikulum merdeka kalau untuk kelas 7 itu kurikulum merdeka karena kan kalau kurikulum merdeka untuk smp itu baru digunakan di kelas 7 dan di sma itu kelas 10 dan baru tahun ini*
- R : berarti kakak mengajar sudah menggunakan kurikulum merdeka ya ?
- P4 : *iya kurikulum merdeka, karena mahasiswa ppg ini dicari siswa yang menggunakan kurikulum merdeka karena terjun disekolah itu sudah menggunakan kurikulum merdeka bukan k13 lagi makanya kami mengajar di kelas yang menggunakan kurikulum merdeka*
- R : kalau untuk pengajarannya udah menggunakan atau menerapkan pjbl dalam pengajaran Bahasa Inggris atau belum ?
- P4 : *sudah*
- R : terus sebelum mengajar itu apa saja yang kakak persiapkan sbelum memulai pembelajaran ?
- P4 : *sebelum mengajar itu di dalam modul pembelajaran itu ya, minsalnya ini elemennya membaca, memirsa kalau dikurikulum merdeka ini bukan cp lagi tetapi element nya ini membaca memirsa karena kalau di kelas 7 kan dan disini menentukan itu bisa menggunakan pbl atau pjbl.*

- R : jadi kakak menggunakan pjbl ya ?
- P4 : *iya menggunakan pjbl karena disini element nya kalau membaca memirsa, pada akhir pass a day, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang sudah dipelajari dengan kosakata secara mandiri, mereka mengevaluasi ide utama dan informasi yang spesifik dalam berbagai jenis teks, teks ini berbentuk media cetak atau digital termasuk di dalamnya teks visual, multimodal atau interaktif nah minalnya mereka mengidentifikasi tujuan teks dan memulai interensi untuk memahami informasi tersirat dalam sebuah teks. Dari elemen inilah kita bisa menentukan bisa menggunakan pjbl atau pbl. Kalau dikurikulum merdeka tergantung gurunya mau menggunakan pjbl atau pbl gitu. Lebih enak yang mana, bisa kok ini pakek pbl gitu.*
- R : berarti sesuai dengan pilihan guru itu sendiri ya kak ?
- P4 : *kalau dikurikulum merdeka bebas kak, guru yang membuat modul ajar, berbeda dengan k13 syllabus nya sudah ditentukan oleh pemerintah hari ini kita belajar ini besok kita belajar ini gitu kan kak, tapi kalau kurikulum merdeka ini setiap sekolah itu berbeda beda minalnya di sekolah A kelas 7 belajar adversitement tetapi disekolah lain belajar greeting tergantung gurunya*
- R : jadi guru dibebaskan yam au menggunakan metode pembelajaran yang mana ?
- P4 : *iya, mau materi apa gitu sesuai dengan kebutuhan murid*
- R : jadi sebelum memulai pembelajaran dengan menggunakan pjbl ini apa saja yang kakak persiapkan sebelum pembelajaran dimulai ?
- P4 : *banayk sebenarnya yang perlu dipersiapkan sebelum membuat modul ajar ini, yang pertama itu klau di kurikulum merdeka ini kita harus menyiapkan pembelajaran yang berdifiansi ya arena harus menyesuaikan dengan kebutuhan peserta didik jadi yang pertama itu harus mengetahui kebutuhan peserta didik ini saya lakukan tes dulu minalnya besok mengajarkan advertisement ini, nah kita kasih soal kepada murid itu tentang advertisement, jadi dari situ kita bisa mengetahui apa saja yang belum mereka ketahui kita juga menggunakan assessment diagnostic gaya belajar mereka apakah visual, auditory atau kinestetik itu di analisa juga kalau di kurikulum merdeka setelah itu kita membagi kelompoknya dikurikulum merdeka ini kita menerapkan pembelajaran berdiferensiasi dengan gaya belajar mereka jadi untuk penegelompokan juga hasil dari diagnostic tadi. Jadi benar benar harus extra di kurikulum merdeka ini apalagi kalau menerapkan pjbl, jadi kami disini mengelompokkannya itu berdasarka kemampuan siswanya dari hasil tes diagnostic itu jadi dkurikulum merdeka ini peserta didik di*

tuntut untuk berkelompok dalam belajar. Jadi dalam 1 kelas itu terdapat 30 siswa jadi kami membaginya menjadi 7 kelompok, 2 kelompok yang pintar, semua anaknya, 2 kelompok yang sedang dan 2 kelompok yang kemampuannya rendah jadi dibagi karena kalau tidak dibagi itu tidak mencerminkan pelajaran yang berdifirensi menurut saya karena tidak efektif kalau kelompoknya itu berbeda beda anak murid yang bodoh itu dia merasa tidak mau bekerja dan tidak mau membantu. Itu sih pesiapannya sebelum membuat modul ajar baru menentukan materi ajarnya yang sesuai dengan kognitifnya mereka

R : sebelum memberikan materi itu kakak biasanya pemanasan dulu atau apa sebelum melaksanakan pembelajaran

P4 : *sebelum memulai pembelajaran kan mereka ketua kelas mempersiapkan terlebih dahulu, habis itu setelah disiapkan mengecek absen gitu, nah disini juga ada profil pelajar Pancasila beriman dan bertakwa kepada Tuhan yang Maha Esa itu kan berdoa tadi, yang bergotong royong itu saat kerja kelompok bernalar kritis itu saat mereka bekerja kelompok jadi di kurikulum merdeka juga diterapkan itu.*

R : berarti harus diikuti sesuai dengan modul yang kakak buat itu ya ?

P4 : *iya karena modul ajar ini kita yang membuatnya sendiri yang pertama kegiatannya guru harus mengucapkan salam dan meminta salah satu siswa untuk memimpin doa, guru menanyakan dan mengecek kehadiran siswa*

R : ketika mengajar perangkat atau media apa saja yang kakak gunakan selama mengajar Bahasa Inggris dalam project based learning ini ?

P4 : *kalau di kurikulum merdeka maupun pbl atau pjbl itu kita harus menerapkan teknologi karena di kurikulum merdeka ini harus mengintegrasikan teknologi dalam pembelajaran karena harus sesuai dengan kebutuhan siswa, karena kebutuhan siswa ini berbeda beda ada yang auditory, visual dan kinestetik, jadi harus dimasukkan semuanya memang menggunakan media pembelajaran mau pbl ataupun pjbl. Itu medianya laptop, infocus, speaker, nah didalam laptop itu kita tampilkanlah video, gambar supaya anak murid itu kan kalau anak yang audiovisual itu kan mendengar mereka, terus kalau yang visual itu mereka melihat gitu*

R : terus untuk penggunaan pjbl itu sendiri bagaimana cara kakak menggunakan pjbl itu ?

P4 : *sebelum menggunakan pjbl itu misalnya materinya advertisement nah dipertemuan pertama itu kita sudah memulai menggunakan problem based learning kita sudah mengetahui apa itu tentang advertisement kita jelaskan terlebih dahulu kepada siswa itu kan problem memecahkan*

masalahnya disitu, setelah mereka paham tentang materi advertisement itu barulah pertemuan berikutnya kita suruuh mereka buat project contohnya advertisement tadi jadi guru memnita siswa itu membuat poster ataupun video namun kurikulum merdeka ini juga harus memasukkan culture atau budaya minsalnya di jambi kan budaya jambi saya meminta untuk mempromosikan iklan tentang budaya jambi ataupun tempat wisata taman rimba, ataupun makanan khas jambi seperti tempoyak, kue padamanan, kalau di kurikulum merdeka diminta harus memasukkan unsur budaya local dalam pembelajaran

- R : terus bagaimana cara kakak merencanakan project yang akan berikan kepada siswa, apa saja yang akan kakak rencanakan, tema apa saja yang akan diberikan, rencana apa saja yang kakak dalam projet itu bagaimana ?
- P4 : *iya karena kan pertama membahas materi advertisement, jadi untuk pertemuan selanjutnya itu diberitahukan dulu sama siswanya di pertemuan berikutnya kita membuat projek ya gitu, jadi disitulah projek based learning nya itu muncul.*
- R : terus sesudah memberikan materi itu projek atau tugas apa sih yang diberikan kepada siswa projek yang seperti apa? Dalam memberikan projek itu apakah ada kriteria tertentu atau bagaimana ?
- P4 : *kalau pas memberikan tugas atau projek minsalnya projeknya iklan, siswanya diminta untuk membuat iklan memasukkan budaya lokal mereka, kita kan menerikan contoh terlebih dahulu dikelas itu berkelompok membuat iklan mereka , jadi itu hanya membuat desainnya aja disekolah namun projeknya itu kerja kelompok dirumah*
- R : jadi tugas yang kakak berikan itu berbentuk iklan ya ? untuk cara membagi kelompok itu sendiri, bagaimana cara kakak membagi kelompok itu terus apakah ada kriteria tertentu minsalnya berdasarkan nilainya
- P4 : *seperti yang saya bilang tadi, sebelum materi pembelajaran ini masuk, kami ini melakukan assessment diagnostik kemampuan siswa itu dari kemapuan siswa itulah kami membagi ini kelompok a,b, c. keompok A ini untuk anak anak pintar, kelompok b kemampuannya sedang, yang c kemampuan rendah jadi seperti cara saya membagi kelompoknya.*
- R : jadi berdasarkan tes yang kakak lakukan itu ya ?
- P4 : *iya tes di awal*
- R : jadi kelompok yang ilainya tinggi sama dengan nilainya yang tinggi juga begitupun sebaliknya.

- P4 : *iya, jadi hasil dilapangan kan belajar berdiferensiasi itu berdasarkan kemampuan mereka, nah jadi pengelompokan ini yang merasa tidak pintar ini mereka itu berjuang dan mereka itu berpacu, setiap anggota yang ada di dalam kelompok itu kerja, kalau mereka yang bodoh dikelompokkan denga yang pintar itu mereka bergantung sama dengan yang pintar. Tapi kalau mereka bodoh sama bodoh semua mereka mau bekerja itu efektif*
- R : *terus untuk tema yang kakak berikan itu ditentukan oleh kakak sendiri atau sesuai dengan kesepakatan bersama dengan siswa*
- P4 : *tidak, itu ditentukan saya sendiri, kan saya menganalisa sendiri dengan pembelajaran yang terlebih dahulu*
- R : *jadi untuk waktunya seperti deadline yang kakak berikan itu bagaimana, apakah ada batas waktu yang ditentukan atau sesuai kesepakatan bersama siswa.*
- P4 : *itu kesepakatannya itu di pertemuan berikutnya dan didiskusikan terlebih dahulu*
- R : *terus dalam pengerjaan projek itu posisi kakak sebagai apa? Sebagai mentor kah atau ikut serta membantu siswa dalam mengerjakan projek yang diberikan ?*
- P4 : *disini gurunya membimbing mereka dalam membuat projek dan hanya sabagai mentor saja*
- R : *terus siswa kan sudah mengerjakan projeknya terus dikumpul, bagaimana sih cara kakak menguji atau menilai projek yang sudah dikerjakan tersebut kak ?*
- P4 : *kalau untuk cara menilai nya itu sesuai atau tidak dengan apa yang diminta, kalau untuk penilaiannya sendiri dipukul rata karena kalau mereka mengerjakannya sesuai dengan yang diminta nilainya bagus*
- R : *kan dalam penilaian itu kana da beberapa aspek kan kak, ada isi dll itu termasuk atau tidak ketika kakak menilai hasil projek yang telah dikerjakan oleh siswa?*
- P4 : *iya itu kan ada peer assessment, jadi setiap anggota dalam kelompok menilai temannya dalam kelompok dengan menggunakan peer assessment*
- R : *terus kan kakak tadi sudah menilai dan mengumpulkan hasil dari projek yang kakak berikan itu bagaimana cara kakak mengevaluasi tugas tersebut apakah dengan cara memberikan masukan*

- P4 : jadi dievaluasinya itu dipertemuan selanjutnya kak, karena projeknya itu ditampilkan dikelas diperlihatkan kepada teman temannya yang lain. Ini hasil kelompok yang ini dan koreksi sama sama, setiap group itu menampilkan hasilnya tapi perwakilan satu persatu, mereka menjelaskan projek yang mereka kerjakan
- R : oke kak makasih ya kak udah meluangkan waktu untuk menjadi partisipan saya, terimakasih banyak ya kak.

Transcribe 5 P5 (disla)

R : assalamualaikum kak

P5 : *waalaikumsalam*

R : sebelumnya kak perkenalkan nama saya miftahul Jannah mahasiswa mpbi dan untuk judul penelitiannya itu an analysis of the implementation pjbl strategy in teaching English used by the teacher professional education program atau PPG prajabatan at jambi University. Sebelum melakukan wawancara kak saya ingin menjelaskan terlebih dahulu apa tujuan dari penelitian saya, tujuan penelitian saya itu untuk melihat penerapan pjbl yang digunakan oleh mahasiswa ppg dan juga saya ingin melihat bagaimana proses dari pjbl itu sendiri yang digunakan oleh mahasiswa ppg. Oh iya kak untuk ppl nya sendiri itu berapa lama ya kak kira kira waktunya disekolah itu?

ST5 : *kalau ppl itu di 1 semester nya itu kurang lebih 4 bulan jadi semester 1 4 bulan terus semester 2 4 bulan gitu.*

R : terus disekolah tempat kakak mengajar itu disekolah itu sudah menerapkan kurikulum merdeka atau masih menggunakan k13?

P5 : *kalau untuk ppl pertama itu di smp 17 untuk kelas 7 nya sudah kurikulum merdeka tapi kelas 8 dan 9 itu masih menggunakan k13 tapi kalau ppl 2 di sma 4 itu sudah full menggunakan kurikulum merdeka*

R : nah untuk itu apakah kakak sudah pernah menerapkan pjbl dalam mengajar Bahasa inggris

P5 : *sudah*

R : sebelum memulai pembelajaran itu apa sih yang biasanya kakak persiapan terlebih dahulu ?

P5 : *ya sebelum mengajar apapun model pembelajarannya pasti yang disiapkan ada materi, nah materi ini mencakup tujuan pembelajaran yang hendak dicapai dipertemuan itu, jadi pasti ada pembekalan dulu, ibaratnya peserta didik ini diberikan pertanyaan pertanyaan mendasar tentang materi yang mau disampaikan terus brefeeks explanation tentang materi yang akan disampaikan tu bagaimana gitu. Kalau untuk di kegiatan pendahuluan itu pasti ya sebagaimana guru mengajar pasti ada persiapan dulu berdoa, absen, terus ice breaking, terus pertanyaan pemantik nanti kita bisa mengukur sejauh mana pengetahuan peserta didik sejauh mana memahami materi gitu, pertanyaan pemantik ini kan nantinya terdiri dari 3 pertanyaan ini adalah pertanyaan yang menggiring kita kedalam materi, minsalnya materi advertisement, jadi 3 pertanyaan pemantik ini kita menanyakan seperti siapa yang pernah melihat iklan, kita tidak langsung menceritakan atau menjelaskan materi*

yang akan diajarkan dan kita tuntun mereka bahwa itu iklan. Habis itu setelah pertanyaan pemantik itu, masuk ke inti materi.

R : terus ketika mengajar itu biasanya media apa saja yang kakak gunakan atau perangkat apa saja ketika kakak mengajar Bahasa Inggris?

P5 : kalau media untuk mengajar itu disesuaikan dengan materi, misalnya waktu itu pernah mengajar narrative teks itu kan mereka butuh ini ya ada cerita selain menggunakan bahan bacaan juga disuguhkan video tentang narrative teks misalnya legenda atau dongeng tapi di waktu itu legenda tangkuban perahu atau cerita sangkuriang jadi selain teks dan video, ppt udah pasti untuk menyajikan materinya

R : terus untuk penggunaan pjbl itu sendiri bagaimana cara kakak menggunakannya dan alasannya menggunakan pjbl apa kak ?

P5 : nah sebelum mengajar itu saya biasanya melakukan bukan penelitian ya seperti menganalisa, mengidentifikasi, kira kira minat peserta didik itu lebih kemana minat belajarnya, jadi kalau sudah tahu minat belajarnya peserta didik, materi yang disampaikan atau dijalankan itu pasti tersampaikan lebih bermakna dan buat saya sendiri, jadi waktu itu mau mengajarkan materi advertisement saya memutuskan menggunakan pjbl kenapa karena selain advertisement ini kan lebih baik praktek ya karena pada ujungnya nanti kita akan menganalisa atau membuat sebuah media advertisement jadi sudah cocoklah di pakai dengan pjbl dan anak anak itu mereka juga merasa jenuh waktu itu saya menanyakan langsung suka belajar yang bagaimana mereka menjelaskan mengerjakan soal itu membosankan itu kan lebih ke pbl kalau yang menyelesaikan masalah kalo yang pakai soal soal gitu jadi berangkat dari situ saya putuskan untuk advertisement ini untuk materinya itu cocok pakai pjbl dan itu juga dilihat dari minatnya belajar siswa

R : jadi based on the students needs kak ya ? ada atau tidak keterampilan tertentu yang kakak targetkan dalam menerapkan pjbl ini ?

P5 : ya kalau untuk target pasti ada tapi lebih ke keterampilan ya. Kalau target belajar advertisement selain mereka bisa mengetahui itu sudah pasti karena mereka belajar kan untuk mengetahui sesuatu terus mereka bisa mengidentifikasi ini misalnya ada brosur mereka itu tahu kalau bagian yang diatas itu judulnya, nanti bagian ini itu konteks orang yang bisa dihubungi di brosur itu, kemudian bentuk dari penawaran brosur itu di bagian ini gitu, jadi mereka bisa mengidentifikasi struktur teks advertisement itu, bisa mengidentifikasi juga inti dari advertisement itu apa saja, selain itu juga pastinya karena ini menggunakan pjbl yang diharapkan itu adalah peningkatan keterampilan peserta didik dalam membuat suatu produk ajar seperti mereka diminta untuk membuat media pembelajaran advertisement gitu jadi kan meningkatkan keterampilan dan kreatifitas mereka

- R : untuk memberikan projek yang akan kakak berikan kepada siswa, apa saja yang kakak rencanakan atau projek yang seperti apa yang akan kakak berikan kepada siswa ?
- P5 : *kalau untuk pemberian projeknya seperti yang tadi dikatakan pertama kita menemukan nih minsalnya minat minggu ini materinya advertisement terus projek yang paling cocok itu apa sih untuk menunjukkan advertisement, tidak mungkin materinya advertisement kita bikin projeknya itu minsalnya kuis tanya jawab, mereka biasanya diminta untuk mendesain sebuah kuis tanya jawab itu kan jadinya tidak nyambung, jadi itu kita mensiasi dulu advertisement ini kan iklan, kita harus vcari tau dulu tuh biasanya produk iklan itu apa saja sih, kayak brosur, video bisa juga podcast nah dari situlah setelah tau projeknya apa, materinya apa, yang cocok itu produknya apa, barulah kita laksanakan pjbl ini bersama siswa gitu?*
- R : terus untuk pengerjaan projeknya itu dikerjakan secara berkelompok atau secara individu kak ?
- P5 : *kemaren kalau projek ini biasanya kelompok, kemaren itu juga sempat nannya sih peserta didik maunya gimana kebanyakan mau berkelompok*
- R : untuk pembagian kelompok itu sendiri bagaimana kak ? apakah ada aspek tertentu untuk membagi kelompok minsalnya pembagiannya berdasarkan nilai atau bagaimana ?
- P5 : *kalau untuk pembagian kelompok itu ya harus ini sih mereka harus heterogen jadi terdiri dari beberapa siswa yang baik yang mungkin nilainya diatas rata rata ada juga yang sedikit rendah ada juga peserta didik yang memang orangnya aktif berpikir kritis itu yang dicampur jadi biar bisa saling membantu.*
- R : terus untuk tema projek itu sendiri di tentukan oleh guru atau sesuai dengan kesepakatan dengan siswa ?
- P5 : *kalau temanya dibebaskan tapi yang paling penting itu harus mengiklankan suatu produk*
- R : untuk waktu yang kakak berikan untuk penyelesaian projek itu sendiri apakah ada batas waktu atau deadline yang ditentukan ataaau sesuai dengan kesepakatan bersama?
- P5 : *itu dibuat sesuai dengan kesepakatan bersama, tapi ya tidak boleh yang lama lama banget, kalo kemaren itu karena mata pelajaran advertisement itu pelajaran topik terakhir sebelum mereka ujian ya kumpulnya sebelum ujian gitu, kalau tidak salah projek ini kemaren memakan waktu 2 minggu*

- R : dalam pengerjaan projek ini, kakak ini ikut dalam pengerjaannya atau hanya sebatas mentor saja ?
- P5 : *kalau disini posisinya pengajit itu sebagai mentor, tugasnya itu memonitoring perkembangan pengerjaan projek peserta didik jadi walaupun mereka sudah mengerjakan projek, wkan projek nya itu dirumah bukan disekolah jadi disetiap pertemuan itu selesai absen, sambil ditanya gitu bagaimana udah sampai mana pembuatan produk iklannya gitu, dan jika mereka ada kesulitan ibaratnya jadi konsultan sekalian gitu.*
- R : setelah mereka menyelesaikan projek itu nah untuk hasilnya itu bagaimana cara kakak menilainya ?
- P5 : *ya itu tadi ibaratnya kita menyiapkan indicator penilaian kan, jadi inikator penilaiannya ini ya disesuaikan dengan apa aja yang mau dicapai siswa dalam pembuatan advertisement ini yang mau dicapai itu dari berbagai aspek sih, dari aspek kognitif, pengetahuannya, keterampilannya dan juga sikapnya.*
- R : kan ada beberapa aspek penilaian salah satunya ada penilai sikap, nah untuk penilaian sikap itu sendiri apa saja yang kakak nilai apakah dari sopan santunnya atau kerjasamanya atau bagaimana ?
- P5 : *kalau untuk sikap ini dalam pelaksanaan projek itu, sikap itu pasti penting ya, namanya projek itu kan dilakuan secara bersama sama, secara berkelompok. Jadi yang dinilai sikapnya itu mereka lebih gimana mereka mengatur emosi mereka, bagaimana mereka menyalurkan emosi mereka saat berbagi pendapat dalam mengapresiasi pendapat temannya, terus dalam mengutarakan idenya, atau bagaimana mereka itu bisa menghandel kemauannya untuk banyak kepala jadi tidak egois sendiri dan juga kreatifitas yang disumbangkan itu yang bagaimana sih gitu.*
- R : bagaimana cara kakak mengevaluasi atau memeberikan masukan terhadap projek yang sudah dilakukan setaip group tadi kak ?
- P5 : *kalau untuk mengevaluasinya ya peserta didik semua tugasnya pasti dikumpulkan, terus setelah dikumpulkan kemudian diperiksa setelah itu nanti kalo seandainya masih banyak yang melenceng, kalau kemaren sih sebenarnya tepat semua ya pembuatan iklannya. Jadi yang kita bahas sama sama tapi tetap ada yang kurang kan, jadi kita tonton kebetulan kemaren ada yang bikin video ada yang bikin brosur, kita bahas sama sama dikelas, didepan kelas, sembari dikasih saran sembari dijelaskan ulang gitu bahwa iklan itu akan lebih bagus kalau membuatnya begini, jadi untuk mengevaluasinya itu aja sih dijelasknan ulang gitu.*
- R : jadi setelah menyelesaikan projek siswa itu mempresntasikan ulang ya kak setiap kelompok?

- P5 : *iya kalau yang bikin brosur itu saya minta mereka kedepan kelas ibaratnya mempresentasikan produk minsalnya ada yang membuat brosur tentang konser music dijambo contohnya, jadi mereka seolah olah jadi sales agen promosinya yang mempromosikan isi brosur dan ada juga yang membuat video kan jadi diputar rame rame dikelas video iklannya terus nanti dibahas sama sama gitu.*
- R : menurut kakak apa sih kelebihan dengan menerapkan pjbl ini dibandingkan dengan model pembelajaran yang lain ?
- P5 : *kalau menurut saya pjbl itu sebenarnya semua model pembelajaran itu baik ada plus minusnya kalau untuk pjbl ini lebih unggul dari yang lain itu dalam sisi mengakuisi sisi keterampilan dan kreatifitas peserta didik, karena peserta didik itu kalau di pbl atau discovery learning mungkin lebih ke mengidentifikasi masalah kan tapi kalo di pjbl ini selainreka mengidentifikasi dan menganalisis suatu hal mereka juga diarahkan untuk berkreasi atau berkreatifitas, paket kompilt lah sudah mereka mendapatkan pengetahuannya dapat juga kreatifitas dan hasil produknya gitu.*
- R : baik kak, mungkin itu saja yang ingin saya tanyakan kak, terimakasih sudah meluangkan waktu dan sudi untuk menjadi participant penelitian saya kak
- P5 : *iyaa sukses ya*
- R : amiin yaallah kakak juga sukses ya terimakasih kak assalamualaikum
- P5 : *waalaikumsalam*

Transcribe 6 P6 (amel)

R : assalamualaikum

P6 : waalaikumsalam

R : oke kak sebelumnya perkenalkan nama saya miftahul Jannah mahasiswa Mpbi sebelumnya saya mau ucapkan terimakasih terlebih dahulu kepada kakak sudah mau meluangkan waktu saya wawancara dan bersedia menjadi participant saya kak. Sebelum kita mulai saya mau jelasin dulu kak terlebih dahulu tujuan dari penelitian saya ini seperti apa gitu, jadi tujuan dari penelitian ini saya ingin melihat penggunaan dari pjbl yang digunakan oleh mahasiswa ppg dan saya juga mau melihat bagaimana proses dari penerapan pjbl itu sendiri, nah untuk pertanyaan yang pertama itu untuk ppl itu sendiri berapa lama sih waktu yang diberikan kampus untuk melaksanakan ppl itu kak ?

P6 : kalau untuk ppl kita kan kuliahnya setahun jadi kan dari awal itu kita sudah ikutin ppl jadi sekitar ada lah 1 tahun disekolah mengikuti ppl itu yang benar benar aktif mungkin sekitar 6 bulanan lah 3 bulan di smp, 3 bulan di smk nya karena ada kami masuknya itu pas siswa lagi libur, jadi kami masuk ke sekolah siswanya libur. Jadi mau tidak mau kami ppl sekolah sudah mau libur dan mulai aktifitas belajar.

R : jadi 3 bulan di smp dan 3 bulan di sma ya kak ? nah untyk sekolah itu sendiri di sekolah tempat kakak mengajarnya itu sudah menggunakan kurikulum merdeka atau masih menggunakan k13 ?

P6 : untuk di smp sudah menggunakan kurikulum merdeka tapi untuk kelas 7 saja, untuk kelas 8 dan 9 nya tidak ada mereka masih menggunakan k13 masih menggunakan rpp sedangkan kalo yang smk itu sudah pakai kurikulum merdeka

R : untuk di kurikulum merdeka itu sendiri apakah kakak sudah menerapkan pjbl ketika mengajar Bahasa inggris ?

P6 : oh iya pernah, di smp sih iya waktu itu pernah mengajar dengan metode pjbl

R : sebelum memulai pembelajaran itu, hal apa saja yang kakak persiapkan sebelum memulai pembelajaran ?

P6 : ya pastinya kita bikin rpp nya dulu sih, kita planning dulu kita mau membuatnya bagaimana, terus mau pakek media apa, alurnya bagaimana, jadi alur alurnya itu harus sesuai dengan syntax syntax pjbl jadi yang pertama kali yang perlu dipersiapkan yang pasti rpp nya dulu sih

- R : terus kak seperti yang kita tahu kan setiap pengajaran itu pasti ada medianya kan, terus perangkat atau media apa yang sering kakak gunakan ketika kakak mengajar?
- P6 : kalau saya itu karena kita itu ppg itu harus menintegrasikan teknologi ya ,jadi waktu mengajar itu selain menggunakan papan tulis, spidol gitu ya, jadi harus pakek media seperti proyektor, speaker sama laptop. Jadi kita ke sekolah itu harus siap media media itu sih bahwa kita siap kalau misalnya tidak ada nih disekolah kan mungkin disekolah itu mungkin mereka mempunyai proyektor seperti mungkin mereka proyekturnya itu tidak bisa dipakai, jadi mau tidak mau kita sewa diluar kalau kita mau mengajar, ppg ini harus menggunakan media sih, katanya harus sesuai dengan zaman lah ya seperti yang kita tahu zaman sekarang pasti sudah melekat pada teknologi makanya kita media nya itu harus teknologi karena mungkin kita itu masuk terusan masuk ke kelas itu harus ada proyektor laptop speaker gitu. Karena kita kan belajar berdiferensiasi, jadi kita harus banyak memberikan tidak hanya jadi ekspektasinya dalam bentuk brosur tapi kita juga buat dalam bentuk video, bentuk iklan itu bagaimana, terus iklannya itu yang seperti apa, kontennya itu tidak hanya itu itu saja tapi beragam.
- R : bagaimana cara kakak menggunakan pjbl itu di tempat kakak mengajar atau bagaimana cara kakak menerapkan pjbl itu sendiri ?
- P6 : untuk menerapkan pjbl itu, kita di ppg itu memang diajarkan tentang syntax syntax pjbl jadi kita mengikuti syntax syntax yang ada harus disesuaikan dan selama menggunakan pjbl itu memang siswanya lebih termotivasi untuk belajar jadi sebelumnya itu ketika kita mengajar dengan cara ajar yang biasa tidak terlalu termotivasi jadi dengan menerapkan pjbl lebih termotivasi, jadi yang kami ajarkan itu iklan mereka itu diminta untuk membuat iklan semenarik mungkin tapi dengan kreatifitas mereka jadi mereka itu lebih semangat untuk belajar untuk memahami materi iklan itu
- R : di dalam penerapan pjbl ini ada tidak hal yang ingindi targetkan misalnya dari segi pengetahuannya atau bagaimana dengan menerapkan pjbl ini ?
- P6 : oh iya tentukan dengan pjbl ini kan betuknya dia kerjanya berkelompok pasti dari sikap mereka harus ada ya kita kembali lagi ke profil pelajar Pancasila ya harus bergotong royong dan bersosialisasi kan semua dan sesama siswa gitu terus juga dengan bersosialisasi mereka juga menambah skill komunikasi juga ya antar sesama gitu, tau kan anak anak sekarang kan ada yang mau sendiri sendiri saja kurang bersosialisasi dengan adanya pjbl ini jadi menambah keahlian mereka dan juga keterampilannya itu karena ini iklan ya advertisement dengan proyek ini mereka juga bisa menambah pengetahuan mereka bagaimana

cara membuat iklan di dalam Bahasa Inggris jadi adalah keterampilan tertentu yang di targetkan ketika melakukan pjbl ini

- R : terus untuk proyek itu sendiri bagaimana cara kakak merencanakan proyek yang akan diberikan kepada siswa itu ?
- P6 : *merencanakan proyek itu yang pastinya kalau sesuai dengan syntax itu tadi saya pasti memberikan dulu pengarahan bahwa pada materi ini kita akan membuat sebuah proyek lalu kita katakana kepada siswa nya bentuknya apa, peraturannya apa sebelum berjalan dan didiskusikan terlebih dahulu sama siswanya supaya mereka nanti bisa tahu apa yang mereka lakukan dalam proyeknya*
- R : terus untuk proyek yang kakak berikan, rojek yang seperti apa yang akan kakak berikan
- P6 : *oh tugasnya itu dalam bentuk iklan pada saat itu jadi saya meminta mereka membuat iklan, iklannya itu bebas sih bisa iklan tentang jasa, tentang produk, sesuai dengan minat mereka*
- R : untuk tugasnya itu sendiri dikerjakan secara berkelompok atau individu kak ?
- P6 : *kalo untuk ppjbl itu kan pastinya berkelompok, kemaren itu ada 5 orang dalam 1 kelompok*
- R : untuk kelompoknya itu sendiri bagaimana sih cara kakak membagi kelompoknya itu, apakah ada kriteria tertentu apakah berdasarkan nilai atau bagaimana kak ?
- P6 : *waktu itu sih cara membagi kelompoknya secara heterogen ya sesuai dengan tingkat kognitif itu tadi jadi sebelum saya membagi kelompok itu saya diskusi dulu sama guru pamongnya kira kira siswa mana yang mana mempunyai kognitif yang tinggi, yang sedang, mana yang bawah itu jadi saya membaginya seperti itu sih.*
- R : untuk temanya sendiri kakak yang menentukan atau sesuai dengan keinginan siswanya ?
- P6 : *temanya itu ya mereka jadi saya itu Cuma minta buat proyek tentang advertisement terserah mau tema nya bagaimana mau isinya itu bagaimana gitu ya pokoknya kreatif mereka yang penting isinya itu sesuai dengan apa yang dipelajari tidak melenceng dari tujuan dari pembelajaran.*
- R : terus untuk waktu pengerjaan waktu proyek itu sendiri apakah ada batas waktu tertentu atau deadline tertentu untuk pengerjaannya ?

- P6 : kalau untuk deadline nya itu mau seselainya kapan, waktu itu mereka bilang sih sesuai dengan kesepakatan sama siswa aja
- R : terus dalam pengerjaan proyek posisi kakak sebagai apa ? atau Cuma mengawasi siswa atau ikut andil dalam pengerjaan proyek itu ?
- P6 : kalau saya Cuma sebagai mentor aja sih dan fasilitator aja kalau mereka minsalnya ada kendala tidak bisa dan tidak mengerti mereka bisa tanya saya dan kita bisa diskusi kalau minsalnya untuk pengerjaan proyek itu tidak sih, itu semua kerjaannya mereka saja. Tapi kalau ada permasalahan itu bisa share ke saya
- R : untuk hasil dari proyek itu sendiri bagaimana cara kakak menilainya
- P6 : karena di dalam kelas itu milih produknya itu apa semuanya maunya dalam bentuk poster atau apa, jadi saya nilainya itu ya dari isi produk mereka itu kalau minsalnya ini ya yang saya pakai itu melihat aktifitas mereka minsalnya kira kira kreatif atau tidak mereka mendesain terus kontennya sesuai atau tidak dengan produk yang mereka mau jualkan, terus rapi atau tidak itu sih beberapa aspek yang saya nilai dan kelengkapan unsurnya juga. Iklan itu kan ada unsur unsur dan kalimat persuasive dan pertuatif nya dan juga lihat dari cara mereka menulisnya jadi advertisement nya dalam bentuk Bahasa inggris ya penilaian kata katanya benar atau tidak cara penulisannya
- R : terus kak seperti yang kita ada beberapa aspek dalam penilaian, kan ada aspek penilai sikap termasuk tidak dalam aspek penilaian yang kakak nilai selama menerapkan pjbl ini ?
- P6 : iya itu pasti sih setiap pertemuan pasti ada, tidak hanya kognitifnya tapi sikapnya pun juga gitu. Apalagi kalaupun minsalnya dalam berdiskusi ya dalam kelas ya pasti kita sebagai guru juga bisa lihat sikap nya bagaimana, tanggung jawab atau tidak, ada kerja sama atau tidak
- R : terus untuk evalusinya bagaimana cara kakak mengevaluasi hasil dari proyek yang telah dikerjakan oleh siswa itu ?
- P6 : sebenarnya sih cara mengevaluasi kalau saya sih waktu itu dilihat dari aturannya sih dari syntax pembelajaran dengan menggunakan metode pjbl kita ada yang namanya mengevaluasi gitu ya, nah dimana siswa itu presentasi hasil mereka itu tapi karena waktu itu waktunya kurang jadi kita itu tidak sempat anak anak itu tidak sempat untuk mempresentasikan hasil dari proyek mereka saya itu cuman menilai hasil kerja mereka aja dan sikapnya aja, seharusnya ada tapi karena waktunya kurang karena mereka ada ujian dan guru meminta kami sebelum tanggal sekian gitu, dan kami juga waktu itu hampir akhir semester jadi sudah mau selesai ppl nya. Jadi hanya menilai proses dan juga hasilnya

- R : terus menurut kakak dengan menerapkan pjbl ini punya benefit tidak sih bagi siswa dibandingkan metode yang lainnya ?
- P6 : *semuanya sih punya benefit ya tapi mungkin unik nya disini adalah mereka mengerjakan proyek itu kan berarti ada produknya itu sih yang mungkin beda dari yang lain dan menurut saya sih benefitnya dengan produk itu kan apalagi kita dari Bahasa Inggris kan tidak jauh dari teknologi itu kan jadi mereka itu tidak hanya mengajar Bahasa Inggrisnya tetapi juga mengasah untuk lebih mahir membuat produk itu kan da bagian teknologinya juga*
- R : jadi bisa menjadikan siswanya lebih kreatif dan berpikir kritis ya kak ?
- P6 : *kalau misalnya biasa biasa kan palingan ada yang menjawab soal saja tapi kan kalau ini kan proyek itu pasti ada kreatifitasnya apa lagi kita minta untuk buat video, nah kreatifitas mereka itu juga diasah bagaimana cara supaya menarik isinya dan juga bisa melatih sosialisasi mereka*
- R : untuk pjbl yang sudah kakak terapkan di sekolah menurut kakak sudah diterapkan sesuai dengan syntax yang ada di pjbl atau belum ?
- P6 : *menurut saya sih pada saat itu, sudah tapi belum yang terbaik gitu ya, karena ini kan baru pengalaman pertama juga kan jadi mungkin masih ada hal hal yang miss di situ untuk proses pembelajarannya untungnya anak anak mengerti dan bisa ya. Contohnya mungkin saya kurang memperhatikan satu persatu siswa karena mereka dikelompokkan. Jadi untuk menilai secara individu itu saya kurang intents.*
- R : mungkin itu saja kak yang mau saya tanyakan, terimakasih ya kak sudah meluangkan waktu untuk saya wawancara dan sedia menjadi partisipan saya
- P6 : *iya sama sama*
- R : assalamualaikum
- P6 : *waalaikumsalam*

