CHAPTER I: INTRODUCTION

This chapter provides an overview of the research's introduction. It consists of research background, research questions, research objective, research significance, scope of limitation and definition of the key terms.

A. Research Background

Learning using PjBL has long been developing in the world of education. The project-based learning (PjBL) model is a concept that has been introduced previously. In the early 1900s, John Dewey encouraged "learning by doing". At the time, John Dewey, a well-known philosopher, and educator, began to develop the concept of learning that included real-world action and direct student involvement in problem-solving. Dewey believed children learn more effectively when participating in actual life events rather than just following classroom instructions.

Over the last 30 years, PjBL has grown in popularity. This is because projects are challenging tasks that involve students in design, problem-solving, decision-making, and exploration. They allow students to work independently within long periods and result in realistic products or presentations[1]. Several studies provide some advices for teachers on how to implement PjBL in the classroom to increase student engagement to study and meet the learning goals[2].

Over time, the education curriculum has also developed. Like the current education curriculum, since the end of the Covid-19 outbreak. The Minister of Education and Culture has launched a curriculum that is expected to be a recovery curriculum called an independent curriculum. By 2021, the Merdeka curriculum had been implemented, and the head of the Ministry of Education and Culture's Centre for Bookkeeping stated that one

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[1] Thomas, J. W. (2000). A review of research on project-based learning. Retrieved from http://www.ri.net/middletown/ mef/linksresources /documents/researchreviewPBL_070226.pdf
[2] Adilah, N. (2023). Systematic Literature Review: Project-Based Learning in English Language Teaching. https://doi.org/10.22437/langue

of the Merdeka Curriculum's characteristics is the use of project-based learning to support character development by the P5 or Pancasila learner profile strengthening project. It allows schools to design learning projects that are relevant to their environment[3]. Project-based learning is essential for the students' character development because it allows students to learn through experience. The Head of the Education Standards, Curriculum and Assessment Agency (BSKAP) declared Decree (SK) 044/H/KR/2022 on July 12, 2022, to establish over 140 thousand education units to implement the Merdeka Curriculum in the academic year 2022/2023.The new decree revises the previous one to reflect changes in education units, such as switching from independent learning to independent change[4].

The PjBL and Pancasila Student Profile learning model are part of the Merdeka Curriculum. As per the Decree Number 56/M/2022 of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia regarding Guidelines for Curriculum Implementation in the Context of Learning Recovery, the objective of the project is to enhance efforts to achieve competence and character by the Pancasila learner profile through project-based co-curricular activities. Flexibility in content, activities, and implementation time is a feature of the project to enhance Pancasila students' profiles.

Pancasila Learner Profile Project for Primary and Secondary Education takes the allocation time for 20-30% of total lesson hours for one year. The government determines the main themes that education units will formulate into topics based on the regional context and student characteristics. Implementing the PjBL method at the Merdeka Curriculum, especially the P5 or project to strengthen Pancasila students' profile, requires collaboration and integration from the other subjects such as mathematics, science, arts and culture, English, Indonesian and so on. Unfortunately, that means the opportunity to practice English is quite small, even no opportunity at all.

[3] (https://www.kemdikbud.go.id)
[4] (https://ditpsd.kemdikbud.go.id)

English language skill is crucial in today's globalized world, where communication across borders is essential for success in various fields such as business, education, and technology. The ability to proficiently speak, read, write, and comprehend English can open up numerous opportunities for individuals and organizations. Some research have revealed the effectiveness of using PjBL, especially in English language skills. Those are, writing, listening, speaking and reading. PjBL effectively improves students' writing capability by enabling active exploration of ideas, fostering student-centered learning, and increasing student participation in writing classes[5]. It also effectively improves English speaking skills and develops students' motivation and confidence in speaking up in English after an 8-week treatment[6], students' ability to handle fable stories through listening skill[7]. Therefore, this study is expected to reveal how EFL teachers try to include English elements in the implementation of PjBL followed by the students' engagement in running the project.

B. Research Question

To address the concern, this research proposes the following research questions:

a. How do the teachers include the English language skill in the students' PjBL task?

b. How do the students engage in the PjBL task?

C. Research Objectives

The research objectives are in line with the research problems since it formulated to share the objectives of this research. As a result, the researcher expected to obtain two highlight answers. Therefore the researcher formulates the purposes of the study as follows:

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[5] Sholihah, U. (2018). PROJECT – BASED LEARNING (PJBL) TO IMPROVE STUDENTS' WRITING CAPABILITY. , 1. https://doi.org/10.20961/SEEDS.V1I1.20278.
[6] We, S. (2020). Enhancing Students Speaking Skills Through Project-Based Learning. , 11, 113-126. https://doi.org/10.20884/1.JLI.2020.11.2.2931.
[7] Depok, S., & Susanti, D. (2023). MENINGKATKAN KETERAMPILAN MENYIMAK CERITA FABEL MELALUI MODEL PAIRED STORYTELLING MELALUI MEDIA WAYANG KARTUN DI KELAS II MI BPPI CISAAT DENGAN TEKNIK PROJECT BASE LEARNING (PJBL). *Jurnal Dialektika Politik*. https://doi.org/10.37949/jdp.v7i2.78.

a. To reveal the English language skills to PjBL task of the students given by the teacher

b. To share the students' engagement in running the project under the Merdeka Curriculum.

D. Research Significance

The researcher expects the research on "Project Based Learning in Merdeka Curriculum: Teachers' Effort and Students' Engagement" to contribute to everyone. The benefits are as follows:

1. Theoretical Benefits

The research findings are expected to provide information about the form of project-based Learning that can be utilized by students in English Language Subjects and the student's engagement in running the project under the Merdeka Curriculum.

2. Practical Benefits

a. For researcher

By conducting this research, the researcher will increase and enlarge the knowledge about the form that can be utilized in project based learning and the students' engagement in running the project.

b. For reader

The researcher hopes this research will present and provide knowledge about the form that can be utilized in project-based learning and the students' engagement in running the project.

c. For another researcher

Hopefully, this research can be a source of information, inspiration, and a literature review for other researchers who intend to conduct the same research.

d. For government

This research can be feedback and evaluation that must be followed up regarding the limited information.

e. For teachers

After reading this research, teachers are expected to consider well in directing the assignments to the students and any challenges they face in the educational aspect to perform at their best.

E. Scope of Limitation

To limit the problem of study, the researcher wants to make a kind of confine because it will make the researcher easier to organize and analyze. The following are limitations of the study are: the first is the participant of this research is English teachers in two different state Junior High School and one State Islamic Junior High School. The second is the researcher focused on the How the English teacher include the English language skills into PjBL in Merdeka Curriculum and how the students engage in running the PjBL task.

F. Definition of Key Terms

This research includes several terms that require clarification, such as Project Based Learning (PjBL), Merdeka Curriculum, and student engagement and achievement.

a. Project based Learning

Project-based learning is a learning model that uses projects or activities as a means of learning to achieve competence in attitudes, knowledge and skills[8]The project itself can be defined as an activity that consists of many tasks and requires coordination and specialization of supporting personnel to complete it. The project-based learning model has characteristics that enable the teacher to serve as a facilitator, presenting problems in the form of projects that students must complete. As a result, learners must develop processes and frameworks to solve these problems.

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[8] Sianturi, P. (2021). Penerapa model pembelajaran project based learning (PJBL) pada pembelajaran Informatika Materi Pengolahan Angka Microsoft Excel: Science, Engineering, Education, and Development Studies (SEEDS): Conference Series Vol.5 no.2.

The following are the features of project-based learning: students choose the framework; they are presented with a problem or challenge; they develop a method for figuring out how to solve the problem; they collaborate to access and manage information to solve the problem; they periodically reflect on the activity; the learning environment is highly compassion for errors and modifications; and the evaluation process is continuous.

b. Merdeka Curriculum

Nadiem Makarim, ministry of education and culture, launched a new curriculum named "Merdeka Curriculum" after the COVID-19 pandemic hit. The policy directs the students to learn independently. In other words, the teacher must be more active in managing the learning activity. When the students have difficulty answering questions or solving problems, the teacher can give a clue or hint and let the students figure those out. In the Merdeka Curriculum, one of the reforms that need to be considered is related to the Lesson Plan.

These days, the Merdeka Curriculum lesson plans are already provided by the government; teachers are free to use, adapt, or create their modules based on the needs and characteristics of their students, taking into consideration the Pancasila Student Profile element. Furthermore, the previous Curriculum's lesson plans contained many components, and teachers were expected to thoroughly cover each one, adding five more pages to the lesson plan. Teachers can now concentrate on just three main elements of the Merdeka Curriculum: learning process, assessment, and teaching and learning objectives. Each element can be simplified into a single page of the lesson plan. The remaining elements are complementary[9].

c. Teacher's Effort

Teacher's effort refers to the dedication, hard work, and commitment that educators put into their profession to ensure the success and growth of

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[9] Aulia, W. R. (2021). Teachers' Perception on The New Policy Called MerdekaBelajar; a Page of Lesson Plan. FIKROTUNA; Jurnal Pendidikan dan Manajemen Islam 14(2)

their students. The focus of teacher's effort here is about how the teacher inserts the English language skills into the PjBL task.

d. Students' Engagement

Participation in the classroom involves students actively contributing to the learning process by answering questions, making comments, and joining discussions. There are interactions between the teaching process and academic accession. The teacher enhances instructional components to increase student participation and learning outcomes. Students' participation in classroom activities is essential for the goal of creating effective learning[10]. In this case, the researcher focuses on the students' engagement in organizing and doing the project from the teacher.

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[10] Wathani Putri, S. (2018). *The Effect of Project Based Learning Implementation on Students' Participation and Achievement in English Speaking Course:* Thesis