

## Implementation of Project-Based Learning MBKM English Literature Study Program UIN Sunan Kalijaga on English Language Capacity Building at Madrasah Aliyah Diponegoro Yogyakarta

Febriyanti Lestari<sup>1</sup>, Anisah Durrotul Fajri<sup>2</sup>, Ulyati Retno Sari<sup>3</sup>

<sup>123</sup>UIN Sunan Kalijaga Yogyakarta, Indonesia

\* Email: [febriyanti.dl@uin-suka.ac.id](mailto:febriyanti.dl@uin-suka.ac.id)

### Abstract

English as an international language is very important for students to learn in madrasahs. One of the problems that students often face when learning English is speaking competence. To overcome these problems, one of them can be taken by implementing Project-Based Learning (PBL). This study aims to determine the effect of PBL implementation on improving the English speaking capacity of MA Diponegoro students. In addition, this study also aims to determine the changes in the attitudes of MA Diponegoro students after the implementation of the PBL learning model. The source of data for this study is 23 students of Class X MA Diponegoro Yogyakarta, 2 students of the English Literature Study Program of UIN Sunan Kalijaga who have completed the previous TEFL Methodology course and in this study act as PBL teachers, as well as 2 lecturers and 1 alumnus of the English Literature Study Program as observers. This study uses an interactive analysis method in the process of analyzing students' English language capacity and attitudes during PBL and data collection techniques through observation, interviews and documentation over a period of 3 months. The results showed that of the 23 students, all experienced significant changes in English speaking capacity (fluency, pronunciation & accent, grammar, vocabulary and details), although none of the students had really reached the excellent level. It can also be concluded that the final product of PBL in the form of English speeches that are done in pairs, uploaded to the school's YouTube channel, competed and given awards have a positive effect on changing students' attitudes, where they become more confident in practicing English speaking, motivated to dare to be active in class, and comfortable working together to complete speech projects. This kind of PBL model has the potential to be developed for MBKM activities.

**Keywords:** Project-based learning, English language capacity, Attitude

### INTRODUCTION

Since the 2013 Curriculum, all subjects must contribute to the formation of students' attitudes, skills, and knowledge. Here, the learning model is student-centered and leads to an increase in High Order Thinking Skills (HOTS). At the beginning of its implementation, there were still many teachers who had difficulty implementing this curriculum (Maisyaroh et al., 2014) (Krisdiana et al., 2014) The main problem is more about the lack of understanding of teachers about the curriculum so that they need to be given further training and teaching supervision

framework. Apart from the teaching side, another obstacle related to the implementation of the 2013 Curriculum is formulating best practices and variations of appropriate classroom learning models.

One of the learning models that can be disintegrated into this curriculum is Project-Based Learning (PBL). This model that focuses on more meaningful learning experiences for students is in line with the implementation of the 2013 Curriculum (Wahyu, 2017). PBL is essentially project-based, which is a learning method that connects problems in learning with daily life (Wijayanto et al., 2020). From this definition, it can be seen that the

identification of problems in learning is important in PBL. This is in line with the learning principles contained in KMA No. 347 of 2022 where learning is based on the results of identification and assessment to find out potentials, problems, and obstacles (Keputusan Menteri Agama Republik Indonesia Nomor 347 Tentang Pedoman Implementasi Kurikulum Merdeka Pada Madrasah, 2022). In addition, PBL also engages learners actively involved in learning by providing them with projects that aim to produce real products that can address their learning problems (Simbolon, 2015). This is also in accordance with the principles of learning implementation in madrasahs which support students to learn actively, get hands-on experience and challenging learning. Looking at this definition of PBL, it can be concluded that PBL is one of the learning methods that can be implemented in learning in madrasahs because it is in accordance with the principles of learning implementation contained in KMA No. 347 of 2022.

In addition to looking at KMA No. 347 of 2022 which supports the implementation of PBL in learning in madrasahs, the advantages of PBL, including being able to motivate students to be directly and actively involved in solving their learning problems, are other considerations in the implementation of PBL in madrasahs (Simbolon, 2015). In addition, the study also shows that the implementation of PBL produces higher cognitive abilities of students than students with conventional methods (Darmawan et al., 2010). Other advantages of PBL according to existing research include related to the learning outcomes of students who are more active, creative, and innovative in overcoming learning problems (Jagantara et al., 2014).

PBL, which as discussed has advantages and is in accordance with the principles of learning in madrasahs, has been widely applied in improving English speaking skills. Most of them are related to public speaking. Among the previous studies that applied PBL in English speaking learning were Dewi (2016) which found an improvement not only in students' English

speaking skills, but also in their motivation to learn to speak English.

Other research conducted by Ichsan et al. (2017). Role play was used in the study as a project and final product in PBL whose results showed an improvement in speaking skills, accuracy, and fluency of grade 11 science 2 students at SMA Negeri 3 Sintang for the 2015/2016 school year (Ichsan et al., 2017). In addition, the results of the study also show students' positive attitudes towards learning which makes students motivated, happy, and confident in speaking English.

Research on the implementation of PBL in learning to speak English was also carried out by Kusumawati (2019). In his research, student involvement in learning increased, and students' motivation and interest in engaging in learning activities also increased (Kusumawati, 2019). Similar to the research mentioned earlier, Kusumawati also found an increase in students' performance in speaking English.

Technically, the PBL learning model can be applied to a variety of subjects, one of which is related to language skills. Several previous studies have indicated that there is a correlation between the implementation of PBL and the increase in students' language capacity. For example Kovalyova et.al. (2016) looking at improving grammar comprehension, adding vocabulary through the implementation of PBL on English speaking skills (Kovalyova et al., 2016). Bakar, Noordin & Razali (2019) looked at the improvement of oral communication skills and suggested the use of PBL for students with low English language proficiency in educational institutions in Malaysia (Bakar et al., 2019). Mafruudloh and Fitriati (2020) with quantitative methods, it also found a positive correlation between PBL in English for Economy class and student speaking competence (Mafruudloh & Fitriati, 2020).

Referring to the success of the implementation of PBL in improving English speaking skills, similar research needs to be applied in the context of learning to speak English in madrasahs, considering that the principles of learning implementation in madrasahs are set similar

to the principles of PBL implementation. Referring to the effectiveness of PBL in improving students' speaking competence, this study focuses on the application of PBL in English learning in Class X MA Diponegoro to improve speaking skills.

## METHOD

The design of this study is a combination or mixed-method research between qualitative and quantitative models. These two research methods are needed to obtain more comprehensive data and research results and help answer the research objectives. Qualitative data was obtained from the results of observation records and documentation during PBL activities, and added data from interviews with teachers and research teams at the end of the program. In addition to qualitative data, quantitative data is needed in this study to measure the change or significance of the increase (if any) in English language competence of Class X MA Diponegoro students before and after PBL treatment.

To measure students' speaking competence, this study refers to the speaking rubric commonly used in the K-12 Curriculum in America. Specifically for English language skills, the researcher did not design his own assessment rubric for PBL assessment but used a model that is already universal.

There are five elements that are assessed, namely fluency, pronunciation and accent, vocabulary, grammar and details. The assessment range is 1 to 5. Level 1 means that their English skills are still very low (poor). Level 2 means that their English language skills are fair (fair). Level 3 means that his English skills are quite good (good). Level 4 means that their English skills are very good. While Level 5 means that the English language skills are excellent. In this study, the measurement of English speaking competence of Class X MA Diponegoro students was carried out twice, namely before PBL (pre-test) and after PBL (post-test). In addition to these measurements, the next assessment is the performance of students' speeches during speech contests. The assessment rubric used still includes

these elements but adds an element of student delivery when giving a speech.

## FINDING AND DISCUSSION

This study focuses on the influence of PBL implementation on the improvement of English-speaking capacity of MA Diponegoro Yogyakarta students and the change in attitudes of MA Diponegoro students after the implementation of the PBL learning model.

After conducting observations, interviews, and documentation, researchers found that before the implementation of PBL, the students' English language capacity was still in the beginner stage in English and almost all students were still using mixed language between English and Indonesian due to limited vocabulary. In addition, the attitude of MA Diponegoro students before applying the PBL learning model is that students tend to feel embarrassed, unconfident, and reluctant to speak using English. Meanwhile, after PBL was implemented, the ability to speak in English increased with the support of new vocabulary that students got and memorized during learning. In addition, the attitude of students in communicating in English, students are more confident and have a desire to start a conversation either with their teacher or peers. The changes that occurred were seen through activities such as making discussions between students through the creation of groups consisting of 2 students and the results will be presented in front of the class and provide motivation, enthusiasm, and inspiration about the importance of being brave to speak English even though there are still mistakes and believe that the process they are doing will bear fruit.

### Increasing the English Speaking Capacity of MA Diponegoro Yogyakarta Students

Before carrying out PBL at MA Diponegoro Yogyakarta, PBL teachers carry out assessments that aim to find out data/information about the students' English speaking capacity before PBL activities take place and also as a measure of

teachers in monitoring the learning outcomes of students during PBL activities. The assessment was carried out by asking the students to come forward one by one and answer the questions that had been provided by the teachers. The results of the assessment are that the students are still in the beginner stage in English. In addition, almost all students still use a mixed language between English and Indonesian. This is due to the limited vocabulary possessed by the students.

The results of the assessment carried out before PBL are as follows. First, there are two students who have good English skills. The two students are Flora Salsabila and Alia Keisha Fawzia. The two students managed to answer the questions using good and fluent English. In addition, the two students were also active and fluent in speaking English during PBL activities. Second, there are six students who have sufficient skills in English. The six students are Akbar Arbian Saputra, Hanania Nuha Alfadiyah, Muhammad Fadhli, Muhammad Ihsan Musyaffa, Naufal Al Fakhri, and Fina Salma Fikria. In English, especially speaking, the six students had quite good skills, but the six students were still not fluent in answering the questions submitted by the PBL teacher during the assessment.

Third, there are fifteen students who are lacking in English. The fifteen students are Afrina Asti Cahyaningrum, Fitri Aenur Rohmah, Hubaiba Mayang Mahamida, Taufiq Nur Fadhilah, Daffa Kalingga Pramudya Wijaya, Fawzia Zahra Septi Riawan, Fithrin Naafingah, Nayla Farah Azkia, Nabira Karim Ayu Santoso, Mutia Nurul Muthmainnah, Rahil Asa Azzahra, Faridz Zaki Tri Kustiyanto, Bagas Arifin, Muhammad Haikal Darmawan, and Musa Abdillah. The fifteen students answered the questions submitted by the PBL teacher poorly and correctly. In addition, the languages used by the students are Indonesian and English.

After carrying out the assessment, the students began to take part in PBL which was guided by two teachers who were students of the English literature study program of UIN Sunan Kalijaga Yogyakarta

who had taken the TEFL Methodology course. The second stage carried out in the PBL after the assessment is that the students are given an explanation related to the English speech material which is then continued with practice. The provision of speech material is such as how to start writing a speech text, how to write the content of the speech and the conclusion. In addition, the teacher also showed one of the examples of English speeches from the Erlangga English Speech Contest 2020 so that students have an idea of how they write or deliver their speeches.

In the practice session, the teacher divides students into several study groups. Then, the students began to make speech titles based on the theme that had been determined by the PBL teacher. The sub-theme given is "loving yourself". The sub-theme is based on the following reasons: (1) the vocabulary to be used in the speech text is according to the student's level of English proficiency, (2) most of the students still have shyness and lack of confidence to speak in English, so when students look for sources about their speech, they will indirectly be directed to understand what "Self love" is and apply to themselves to be confident, (3) motivate students about the importance of "Self love" because they will see speeches from other groups. The students can learn with the sub-themes given by the teacher and apply them to themselves

From the sub-theme of the speech given, the teacher asked the students to develop it into a good and correct English speech text according to what had been presented during the lesson. In this development there are some problems that arise such as confusion with what they should write in their speeches because they have minimal knowledge of the given sub-themes. To overcome this, the students began to wonder the teacher about "Self love" and then the teacher explained what "Self love" was accompanied by examples so that they could easily understand. Besides that, they also searched for information on google and some even asked their parents about their opinion about "Self love". After

they found out about the topic to be discussed in the speech, the students consulted the teacher in class about their opinion on what they would write in the speech and the teacher explained how the text would be contented. The students began to actively ask questions to the teacher and also discuss with friends in their group.

After the English speech text was corrected and corrected by the PBL teacher, the students continued the PBL activities by practicing delivering speeches in front of the class witnessed by classmates. Not a few students complain that it is very difficult to pronounce words in English. But they began to ask the teacher about how to pronounce it and the teacher showed in the dictionary how to pronounce it well and correctly. On the sidelines of the practice of delivering speeches, PBL teachers also teach how tone, stage mastery, and good and correct ways of carrying also support a speech that is said to be satisfactory and successfully delivered. The students were enthusiastic and began to practice it even though the class was over.

The last stage is to take a video of the speech and then be assessed by the English speech competition assessment team. In the process of taking videos, there are obstacles that occur such as lack of time to memorize the text of the speech which results in taking videos that are done many times because they do not memorize the speech script. The final results of PBL in the English speaking capacity of MA Diponegoro students are that 100% of the students have increased or improved in speaking English, 65% have experienced a significant increase, and 34% have experienced an increase but not significantly. In addition, the ability to speak in English is increasing with the support of new vocabulary that students get and memorize during PBL. During PBL and the students make English speech texts, in addition to learning about how to make speech texts, the students also get new vocabulary in English so that the vocabulary can help the students in improving their English speaking skills.

In addition, the ability to speak English is also seen when they answer

questions in everyday conversation using good and correct English. Although overall in English speaking capacity there are no perfect students, but the students get an improvement in speaking English both significantly and not. The benchmark is based on the benchmark used by the K12 Delaware Junior High School Public School. Based on these benchmarks, PBL teachers began to search for and evaluate the English speaking skills of MA Diponegoro Yogyakarta. The benchmark consists of several things, namely fluency, pronunciation and accent, vocabulary, grammar, and details.

### **Changes in the Attitude of MA Diponegoro Students After the Implementation of the PBL Learning Model**

In addition to the change in the students' ability to speak English, in PBL activities there was also a change in the attitude of MA Diponegoro students before, during, and after PBL. According to Kolesnikova et al (2020), There are two benchmarks to determine changes in students' attitudes (Kolesnikova et al., 2020). The two benchmarks are activeness and collaboration. Based on these benchmarks, students can know the change in their attitude so that both PBL teachers and students can also provide evaluations related to these changes. The change in the attitude of the students is divided into three, namely before the implementation of PBL, during the implementation of PBL, and after the implementation of PBL.

Before the implementation of PBL, actively, students still tended to be shy and not confident in speaking English. Meanwhile, in collaboration, students tend to feel reluctant to speak English both with their friends and with teachers at MA Diponegoro Yogyakarta. Based on the findings obtained during the study, before PBL took place, there were five students who had a good attitude in English both in terms of activeness and collaboration. In addition, there were 16 students who had a fairly good attitude in English and two students who had poor qualities in English both in terms of activeness and collaboration. Before PBL

was held at MA Diponegoro Yogyakarta, students tended to be shy to use English, one of the reasons was because students were still often afraid of making mistakes. In addition, students also become unconfident in speaking English due to the lack of interlocutors in English so that when viewed from the point of view of collaboration, students are still not able to influence others to speak English.

Before the implementation of PBL, students who already had English skills could only speak English with teachers because their friends were not confident and embarrassed to answer questions in English. The details of the benchmark of the students' activeness and collaboration before the implementation of PBL are students' ability to speak English, students' attitudes towards English lessons, and students' ability to work in groups

Although before PBL students' attitudes in English were still very lacking, during PBL there were several students who experienced an improvement. Based on the results of the research, the attitude of students during PBL is that there are 10 students who have a good attitude in English both in terms of activeness and collaboration. In addition, there were 12 students who had a fairly good attitude in English and one student who had a very poor attitude in English. The number of students from each of these categories shows that there is an increase in student attitudes from before PBL and during PBL.

During PBL, students also increasingly have to use activeness and collaboration skills. This is due to the activities of the students during PBL who make English speech texts and videos. The activity was carried out in groups consisting of two people per group. The group system has the goal of making students as active as possible in communicating with their friends. In addition, the group system also aims to train the collaborative attitude of students where students are asked to cooperate in making speech texts until they become a video as the final product of PBL.

After there was an increase in students' attitudes both before and after

PBL, the increase also occurred after PBL was completed. The results of the students' attitudes after PBL were 13 students who had a good attitude and there were 10 students who had a good attitude in English both in terms of activeness and collaboration. This is proof that there is an increasing change in student attitudes both before, during, and after PBL.

The increase in student attitudes after PBL is also seen in students' daily activities. In terms of liveliness, students are increasingly active in speaking English and students are not shy about expressing what they feel in English. Meanwhile, in terms of collaboration, students are also starting to be more courageous to collaborate with others. In addition, the change in attitude that occurs is also seen through activities such as making discussions between students through the creation of groups consisting of two students and the results will be presented in front of the class and provide motivation, enthusiasm, and inspiration about the importance of having the courage to speak using English even though there are still mistakes and believe that the process they are doing will bear fruit.

This change in attitude is based on the perspective of PBL teachers who are students of the English Literature study program of UIN Sunan Kalijaga Yogyakarta. PBL teachers can find out the change in attitude based on the results of daily activities both in the classroom and outside the classroom. In addition to changing attitudes based on a teacher's point of view, this study also found changes in attitudes that occurred in MA Diponegoro Yogyakarta students based on the students' point of view. The results of the change in students' attitudes before PBL based on the student's perspective are that before PBL is implemented, students tend to be less confident in their English skills, students are less comfortable when speaking English, and students feel less comfortable in collaborating with partners or classmates. Meanwhile, after PBL was held at MA Diponegoro, students felt more confident in their English skills, students felt more

comfortable when speaking English, and students felt quite comfortable in collaborating with partners or classmates. After PBL, students feel more confident in their English skills, students feel more comfortable speaking English, and students feel quite comfortable working with partners or classmates. Therefore, the change in attitude that occurred in MA Diponegoro students increased between before PBL and after PBL. The benchmark is also based on the criteria of activity and collaboration of students.

The final result of PBL was a video of English speeches of the students which was divided into 11 groups and consisted of two people in each group. This final result is also to test the activeness and collaboration of the students. The video was then assessed by an assessment team consisting of two students, one alumnus, and one lecturer of the English Literature study program of UIN Sunan Kalijaga Yogyakarta. The winners of the English speech competition were Alia Keisha F and Naufal Al Fakhri as 1st winners, M Ihsan Musyaffa and Taufiq Nur F as 2nd winners, and Flora Salsabil and Muhammad Fadhli as 3rd winners.

Based on the presentation above, of the 23 students, around 50% experienced significant changes in terms of language capacity and attitude. The rest there is an increase, but not too large. In addition, PBL activities ran smoothly with the spirit to change for the better, especially from the tenth grade students of MA Diponegoro Yogyakarta. PBL activities can also motivate students to know their respective abilities both in English capacity when speaking and their attitude when using English.

## CONCLUSION

From the results of the implementation of PBL for 3 months at MA Diponegoro Yogyakarta, there are several interesting points that can be highlighted. Before PBL, based on teacher evaluations, the majority of students still tended to feel embarrassed, unconfident, and reluctant to speak English.

- After PBL, based on teacher evaluation, students are more confident and have a

desire to start a conversation either with the teacher or their peers.

- Based on the results of self-evaluation by students, it was also found that there was an increase in their confidence when speaking in English was also quite low.

- Based on the teacher's evaluation, the changes that occurred were seen in the student's activeness during discussions with their partners (pair work).

- Most students are able to collaborate well. With their partners, they completed a joint speech project ranging from brainstorming preparation, outlining, drafting, revising speech text to distributing speech practice assignments, speech practice to making videos.

- Based on the results of self-evaluation by students, it was also found that there was an increase in students' sense of comfort when working in pair work.

- Based on the results of interviews with students at the end of PBL, students said that they were more confident, motivated, excited, and inspired about the importance of being brave enough to speak English even though there were still mistakes and believed that the process they were doing would pay off.

- Based on the results of the implementation of PBL for 3 months at MA Diponegoro, it can be concluded that of the 23 students, all experienced significant changes in both English capacity (speaking) and attitude (confidence, activeness, cooperation), although for most the range of improvement is not so high that it is still necessary to continue the next treatment.

- From the results of the interview at the end of the program, the students said that this PBL activity made them aware of their abilities and hoped that next year a similar PBL learning model would be held.

- The class with the PBL learning model taught by English Literature Study Program students is the favorite class of Class X MA Diponegoro students this semester, in addition to the ECON (English Conversation) class which has been running since July.

- What students like about the PBL model is the existence of a final product in the form

of an English speech video which is then uploaded to the MA Diponegoro YouTube channel. Moreover, the final product was designed as part of the speech contest event, where 1st, 2nd and 3rd place winners were taken and the handover procession was held during the report card taking which was witnessed by the student's guardian/parent.

Looking at these conclusions, here are suggestions to consider:

- The steps to implement PBL in the next study can be more detailed, as well as using the final product other than speech.
- From the results of the interview at the end of the program, the students hope that next year there will be a PBL learning model again with the final product of the speech.
- The results of this research can be used to develop TEFL Methodology class materials.
- The PBL implementation model can also be used for MBKM.

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