

**STUDENTS' PERCEPTION OF THE PROJECT-BASED LEARNING MODEL USED
BY ENGLISH TEACHERS AT ELEVENTH GRADER
OF SMA N 1 KECAMATAN KAPUR IX**

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Abstract: This study aims to explore the perceptions of eleventh-grade students at SMA Negeri 1 Kapur IX towards the project-based learning model used by their English teachers. This study was motivated by the need to determine students' perceptions towards the implementation of PjBL which has been implemented by English teachers at SMA N 1 Kapur IX. This study used a qualitative descriptive approach involving 191 students selected through purposive sampling technique. Data were collected through a questionnaire consisting of 30 statements with five answer choices, then analyzed using Sudijono's formula (2010) and categorized based on score intervals. The results of this study indicate that students' perceptions in the project-based learning model used by English teachers are in the good perceptions category with a score of 120.20. Data analysis shows that students' perceptions of project-based learning model in the student-centered perception indicator are in the good category with a score of 120.6, authentic problem-based perception is in the good category with a score of 121.6, in-depth inquiry perception is in the less enough category with a score of 114.8, then collaborative learning perception is in the very good category with a score of 129, tangible product perception is in the less enough category with a score of 114.4, and finally reflection and revision perception is in the good category with a score of 120.8.

Keywords: Student Perceptions, Project-Based Learning, English Teacher

Abstrak: Penelitian ini bertujuan untuk menggali persepsi siswa kelas XI di SMA Negeri 1 Kapur IX terhadap model pembelajaran berbasis proyek yang digunakan guru bahasa Inggris mereka. Penelitian ini dilatarbelakangi oleh kebutuhan untuk mengetahui persepsi siswa terhadap penerapan PjBL yang selama ini dilaksanakan oleh guru bahasa Inggris di SMA N 1 Kapur IX. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan melibatkan 191 siswa yang dipilih melalui teknik *purposive sampling*. Data dikumpulkan melalui kuisioner yang terdiri dari 30 pernyataan dengan lima pilihan jawaban, kemudian dianalisis menggunakan rumus Sudijono (2010) dan dikategorikan berdasarkan interval skor. Hasil dari penelitian ini menunjukkan bahwa persepsi siswa dalam model pembelajaran berbasis proyek yang digunakan oleh guru bahasa Inggris kategori baik dengan score 120,20. Analisis data menunjukkan bahwa students' perceptions of project based learning model di dalam indikator student-centered perception kategori baik dengan score 120,6, authentic problem-based perception kategori baik dengan score 121,6, in-depth inquiry perception kategori cukup baik dengan score 114,8, selanjutnya collaborative learning perception kategori sangat baik dengan score 129, tangible product perception kategori less enough dengan score 114,4, dan yang terakhir reflection dan revision perception kategori baik dengan score 120,8.

Kata Kunci: Persepsi Siswa, Pembelajaran Berbasis Proyek, Guru Bahasa Inggris.

A. Introduction

English language learning at the senior high school level needs a creative approaches to develop communication and collaboration skills that are essential for students' future academic and professional achievement. Creative approach in education is a philosophy and methodology of learning that emphasizes the development of creativity, innovation, and divergent thinking in the teaching and learning process. This approach does not only focus on the transfer of knowledge from teacher to student, but rather emphasizes the creation of a learning environment that allows students to explore, experiment, and develop their creative potential optimally. In a broader context, a creative approach views education as a dynamic and interactive process, where creativity is a catalyst for more meaningful and sustainable learning.

Project-Based Learning (PjBL) is a learning approach that involves students in real-world projects and problems that require solutions through the application of knowledge and skills that have been learned. In PjBL, students work on authentic projects that have clear goals, and require complex and creative problem solving. Project-Based Learning (PjBL) is defined as a systematic teaching method in which students engage in complex and meaningful projects through sustained inquiry, resulting in tangible outcomes (Kokotsaki et al., 2017; Lasauskiene & Rauduvaite, 2020). Thomas (2000) identified six key characteristics of PjBL: Student-Centered, Authentic Problem-Based, Deep Inquiry, Collaborative Learning, Tangible Products, Reflection and Revision. The benefits of PjBL include increased motivation, better collaboration, and the development of innovation skills (Chen & Yang, 2018; Rahman & Maarif, 2021).

Project-Based Learning (PjBL) has emerged as a student-centered approach, encouraging active engagement through real-world projects, thereby enhancing motivation, creativity, and problem-solving skills (Thomas, 2000). At SMA N 1 Kabupaten Kapur IX, eleventh-grade English teachers have integrated PjBL into their instructional practices. However, the effectiveness of this model is heavily influenced by students' perceptions, which can impact their engagement and learning outcomes (Santrock, 2011).

Although previous research, such as that conducted by Fathurrohman & Suryaningsih (2020), highlights the benefits of PjBL in improving collaborative skills and confidence in English use, few studies have focused specifically on student perceptions, particularly in the context of Kapur IX District. Puspitasari (2021) notes that project complexity and teacher support critically shape these perceptions. Therefore, this study seeks to fill this gap by examining how students perceive the PjBL model implemented by their English teachers, providing insights for refining teaching strategies to better meet student needs. Perception involves the process of receiving, organizing, and interpreting sensory information, which is influenced by individual experience, cultural background, and cognitive processes (Dzul, 2021; Wang, 2007). Knudsen et al. (2021) outline three stages of perception: sensory stimulation, organization, and interpretation.

B. Methodology

This study employed a descriptive qualitative design. Participants consisted of 30 students in grade XI.F3 of SMA N 1 Kapur IX, selected using purposive sampling. Data were collected using a 30-item questionnaire based on the six indicators of PjBL (PjBL) by Thomas (2000), with responses measured using a 5-point Likert scale. Instrument validity was ensured through expert assessment. Data analysis followed the steps outlined by Gay (2012): reading/memorizing, describing, and classifying. Scores were calculated using Sudijono's (2010) formula and categorized using interval classification.

$$Score = \frac{Obtained\ Score}{Max\ Score} \times 100$$

$$Max\ Score$$

Deskripsi:

Score: Total Value

Obtained Score: Total score based on student responses

Maximum Score: Highest score based on indicators (5 points \times 30 items = 150)

100 = Constant number

After that, the researcher categorized them by using the interval formula.

$$R = H - L$$

description:

R = range

H = High score

L = Low score

i = class interval

k = konstanta

After the researcher analyzed the data by using likert scale, the researcher made a group category based on the category of interval class.

C. Result and Discussion

Result

The data in this research analyzed by using formula from Sudijono (2010). This research initially consisted of 30 statement in questionnaire with 5 alternative answer. There are: Strongly agree, Agree, Doubtful, Disagree, and strongly agree

Based on the data, it showed the students' perception of the project-based learning model used by english teacher.

Average Score and Category for Each PjBL Indicator

No	Indicator	Total	Average	Category
1	Student- Centered	603	120,6	Good
2	Authentic Problem Based	608	121,6	Good
3	In-Depth Inquiry	574	114,8	Less enough
4	Collaborative Learning	645	129	Very good
5	Tangible Product	572	114,4	Less enough
6	Reflection and Revision	604	120,8	Good
		3.606	120,20	Good

Based on the table above, it can be concluded that students' perception of the project-based learning model used by english teacher grade elevent at SMAN 1 Kecamatan Kapur IX was Good category. It can be seen on the average score of 120,20. Where score of 120,20 was into the Good category suitable with the interval class. Then, for indicator Student- Centered: "Good" (120,6). Students value autonomy in designing projects and value the teacher as a

facilitator. Authentic Problem-Based: "Good" (121.6). Projects related to real-life and current issues are highly valued. Deep Inquiry: "Less enough" (114.8). Students demonstrate moderate engagement in research and critical analysis. Collaborative Learning: "Very Good" (129). Teamwork and fair assignments are highly valued. Tangible Product: "Less enough" (114.4). Creating concrete outputs such as reports or prototypes is considered challenging. Last, Reflection and Revision: "Good" (120.8). Students value feedback and revision to improve their work

Discussion

The positive reception of PjBL aligns with Fadhillah et al. (2023) and Thomas (2000), who emphasized its role in enhancing engagement and problem-solving. High scores in collaboration indicate effective group dynamics, while low scores in inquiry and concrete products indicate the need for more structured guidance and scaffolding in the research and product development phases. Reflective practices were rated well, supporting iterative learning

D. Conclusion and Suggestion

This study examines students' perceptions of the Project-Based Learning (PjBL) model used by eleventh-grade English teachers at SMA N 1 Kapur IX Regency. Based on data analysis, it can be concluded that students' perceptions of the PjBL model are generally positive, falling into the "Good" category with an overall average score of 120.20. An analysis of the six PjBL indicators reveals varying levels of student perception: The Student-Centered Perception was categorized as Good with a score of 120.6. This indicates that students valued the autonomy and active role they were given in the learning process. Next, the Authentic Problem-Based Perception was also categorized as Good with a score of 121.6, indicating that students felt the project was relevant and connected to real-world problems. Next, the Deep Inquiry Perception was categorized as Inadequate with a score of 114.8. This indicates that students felt they needed more support or involvement in the research and investigation phase of the project. Next, the Collaborative Learning Perception received the highest rating, categorized as Very Good with a score of 129.0. This indicates that students highly valued and benefited from teamwork. Next, the Tangible Product Perception was categorized as Inadequate with the lowest score of 114.4. This indicates the challenges students faced in producing concrete project outcomes, indicating the need for more scaffolding in this area. Next, the Reflection and Revision Perception was categorized as Good with a score of 120.8, indicating that students valued the feedback loop and opportunities to improve their work. Based on the result of the research, researcher has some suggestions, there are: For Teachers: Provide clearer guidance

1. for research and product development; offer more scaffolding and examples of expected outcomes.
2. For Students: Actively participate in all phases of the project, utilize feedback, and develop time management and collaborative skills.
3. For Schools: Offer teacher training on PjBL implementation and provide adequate resources for project implementation.
4. For Researchers: Conduct further studies using diverse methods and larger samples to explore factors that influence the effectiveness of PjBL

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