



**PROJECT-BASED LEARNING IN
MERDEKA CURRICULUM: ENGLISH
TEACHERS' CHALLENGES AND
STRATEGIES AT PEKALONGAN
SENIOR HIGH SCHOOL**



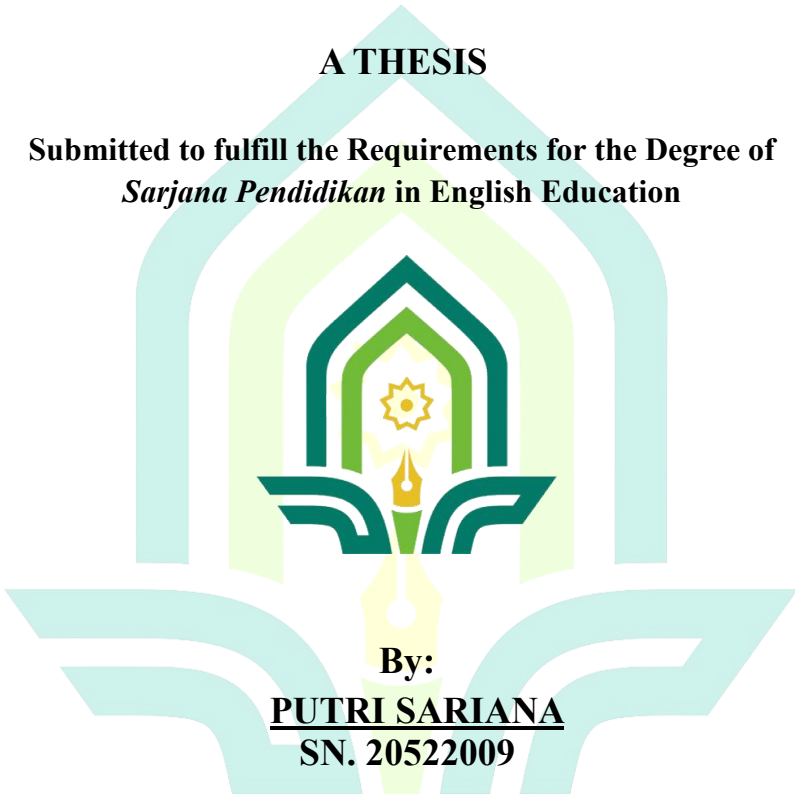
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2025

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A THESIS

**Submitted to fulfill the Requirements for the Degree of
Sarjana Pendidikan in English Education**



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

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MOTTO

“Ketika aku diremehkan, aku bisa membuktikannya lebih”



ABSTRAK

Project-Based Learning (PjBL) menjadi salah satu model pembelajaran yang diterapkan dalam Kurikulum Merdeka. Hal ini dinilai mampu meningkatkan keaktifan siswa melalui pembelajaran berbasis proyek. Namun, implementasi PjBL dalam pembelajaran bahasa Inggris di tingkat SMA di Pekalongan belum sepenuhnya berjalan optimal karena para guru masih dihadapkan pada berbagai tantangan dan perlunya strategi untuk mengatasi tantangan tersebut. Sehingga, penelitian ini bertujuan untuk mengidentifikasi berbagai tantangan serta mengeksplorasi strategi yang digunakan guru bahasa Inggris dalam menerapkan Project-Based Learning (PjBL) Sekolah Menengah Atas di Pekalongan. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara semi-terstruktur dan observasi kelas, kemudian dianalisis menggunakan thematic analysis. Hasil penelitian menunjukkan bahwa guru menghadapi lima tantangan utama, yaitu keterbatasan alokasi waktu, ketergantungan pada teknologi, kesulitan memastikan topik yang relevan, kompleksitas penilaian, dan kesulitan dalam merencanakan proyek siswa. Namun demikian, guru bahasa Inggris di sekolah tersebut telah menerapkan lima strategi untuk mengatasi tantangan tersebut. Strategi tersebut yaitu pengaturan fleksibilitas waktu, integrasi teknologi dengan bimbingan guru, penguatan kolaborasi antarguru, peningkatan manajemen penilaian, serta peningkatan pengembangan profesional guru.

Kata kunci: *Project-Based Learning, tantangan PjBL, strategi PjBL*

ABSTRACT

Project-Based Learning (PjBL) is one of the learning models implemented in the Merdeka Curriculum. It is considered capable of improving students' activeness through a learning project. However, the implementation of PjBL in English learning at Pekalongan Senior High School has not been fully optimal because teachers still face various challenges and need strategies to overcome these challenges. Therefore, this study aims to identify various challenges and explore the strategies used by English teachers in implementing Project-Based Learning (PjBL) at Pekalongan Senior High School. This study used a qualitative approach with a case study design. Data were collected through semi-structured interviews and classroom observations, then analyzed using thematic analysis. The results showed that teachers face five main challenges, such as limited time allocation, over-reliance on technology, difficulties in ensuring relevance of topics, complexity of assessment in PjBL, and challenges in planning student projects. Nevertheless, English teachers at the school have implemented five strategies to overcome these challenges. These strategies include managing time flexibility, guided technology integration, strengthening teachers' collaboration, improving assessment management, and enhancing teacher professional development.

Keywords: *Project-Based Learning, PjBL challenges, PjBL strategies*

PREFACE

I express my gratitude to Allah SWT for God's grace of mental and physical strength to complete this thesis, entitled "Project-Based Learning in Merdeka Curriculum: English Teachers' Challenges and Strategies at Pekalongan Senior High School." This thesis fulfills the requirements for a Bachelor of Education degree at UIN K.H. Abdurrahman Wahid Pekalongan.

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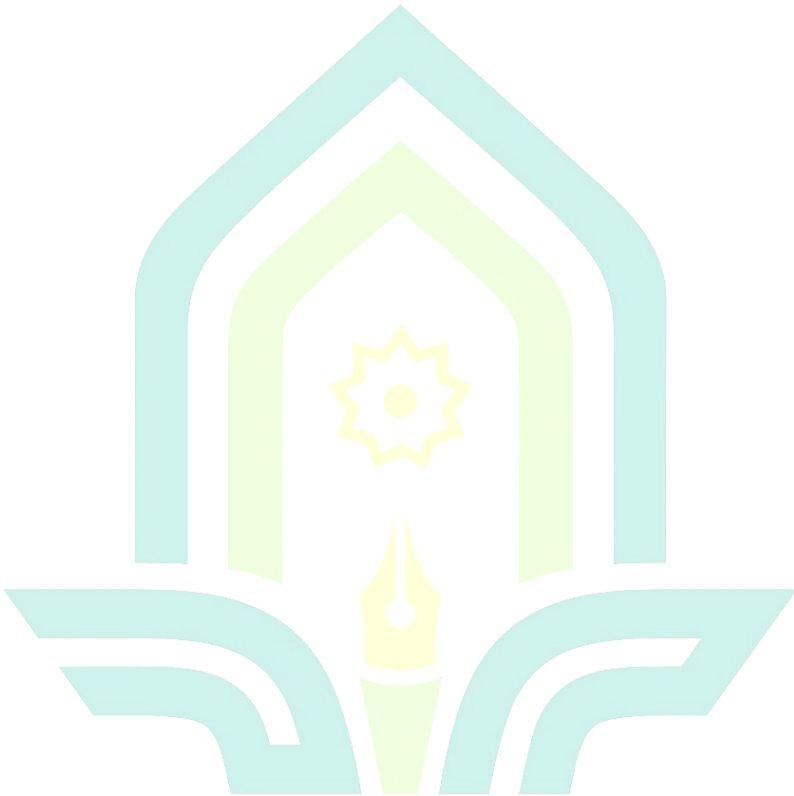
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CHAPTER I

INTRODUCTION

1.1 Background of Study

Project-Based Learning (PjBL) has become one of the learning models in the Merdeka Curriculum, especially in Senior High School, for learning English. According to Faslia et al. (2023), the PjBL learning model can make students more active learners through real projects, enabling them not only to understand the theory but also to apply English in broader contexts. In English language learning, PjBL allows students to participate directly in projects that develop their critical thinking, collaboration, and communication skills in the target language (Masita, 2023). Thus, this learning model is often used in current learning.

However, implementing the PjBL learning model in English classes still poses various challenges for teachers. Many teachers encounter difficulties such as adapting project activities, limited time, managing large classes, and monitoring the activities of different groups (Mai & Trang, 2022; Winarno, 2023). Safitri & Kusumaningtyas (2023) state that challenges also arise from teacher references during teaching, which require teachers to be more creative and innovative in creating projects. These challenges certainly make the implementation of the PjBL learning model not optimal.

To overcome these challenges, teachers need to apply appropriate strategies, such as attending training or workshops regarding PjBL (Alpiani et al., 2023). Additionally, they may simplify the project, implement it within a project group, modify it, and so on (Cintang et al.,

2018). However, this strategy must be adjusted to students' characteristics and ability levels so they can work on it efficiently and optimally. Teachers' understanding of the strategies used is crucial to ensuring the sustainability of the Merdeka Curriculum's implementation in schools.

Several studies have shown that PjBL positively impacts student engagement and the effectiveness of English learning (Baharuddin et al., 2024; Sartika et al., 2022). However, research specifically discussing teachers' challenges and strategies for implementing PjBL at Pekalongan Senior High School remains limited. An initial survey conducted by the researcher at a Senior High School in Pekalongan also indicates that Project-Based Learning (PjBL) has been applied in English language learning. However, its implementation presents certain challenges for teachers. This condition reflects that English teachers continue to encounter challenges in implementing PjBL and need to employ appropriate strategies in English language learning.

Therefore, this study focuses on the challenges faced by English teachers and examines the strategies used to overcome challenges in implementing PjBL at Pekalongan Senior High School. This study is also crucial because limited research exists in Pekalongan about English teachers who still have challenges in implementing PjBL and strategies to overcome them. Thus, this research can serve as a reference for teachers who want to implement PjBL optimally in a Senior High School.

1.2 Formulation of the Problem

The research problems of this study are :

1. What challenges do English teachers face in implementing Project-Based Learning in the Merdeka Curriculum for English Learning at Pekalongan

Senior High School?

2. What strategies do English teachers use to overcome these challenges?

1.3 Aims of Study

The aims of this study are :

1. **To identify the challenges encountered by English teachers in implementing Project-Based Learning within the Merdeka Curriculum.**
2. **To explore the strategies employed by English teachers to address these challenges.**

1.4 Operational Definitions

1. Project-Based Learning (PjBL)

Markham (2003) states that Project-Based Learning (PjBL) is a student-centered teaching approach that involves meaningful projects to solve problems, student collaboration, and the development of thinking skills.

2. Project-Based Learning in Merdeka Curriculum

Project-Based Learning in the Merdeka Curriculum emphasizes flexibility, student independence, and character building. The teacher serves as a facilitator, guiding students in exploration and problem-solving (Masita, 2022).

3. Teacher Challenges in Project-Based Learning

The challenge for teachers is implementing PjBL, including time constraints, classroom management, assessment complexity, varying levels of student readiness, managing technology during project implementation, and so on (Masita, 2022; Tamim & Grant, 2013).

4. Teacher Strategies in Project-Based Learning

PjBL strategies refer to the approaches teachers use to overcome challenges in implementing Project-Based Learning, such as classroom management, time

management, clear planning, and adjustments to students' skill levels to ensure its success (Masita, 2022; Tamim & Grant, 2013).

1.5 Significance of the Study

a. Theoretical

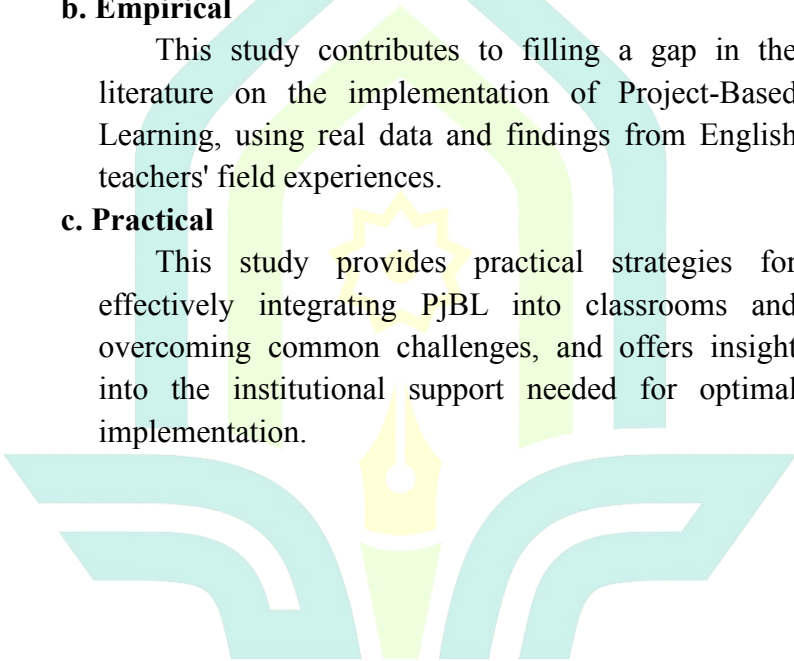
This study provides scientific insights and new references for classroom management by exploring the challenges and strategies teachers encounter when implementing Project-Based Learning in English language instruction under the Merdeka Curriculum.

b. Empirical

This study contributes to filling a gap in the literature on the implementation of Project-Based Learning, using real data and findings from English teachers' field experiences.

c. Practical

This study provides practical strategies for effectively integrating PjBL into classrooms and overcoming common challenges, and offers insight into the institutional support needed for optimal implementation.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the research results and discussion, it can be concluded that implementing Project-Based Learning (PjBL) in English language learning in Senior High School in Pekalongan faces various complex challenges across managerial, pedagogical, and technological aspects. These challenges include limited time allocation, over-reliance on technology, difficulty ensuring topic relevance, complexity of PjBL assessment, and difficulty planning students' projects. These challenges show that PjBL is an approach that requires careful planning, high flexibility, and adequate support for the learning environment.

To overcome these challenges, English teachers implement various adaptive strategies aligned with PjBL theory and the demands of the Merdeka Curriculum. These strategies include managing time flexibility, guided technology integration, strengthening teachers' collaborations, improving assessment management, and enhancing Teacher Professional Development. These strategies have been proven to help teachers maintain the authenticity of the learning process, equalize student access, and ensure the effectiveness of project implementation.

Overall, PjBL implementation can be more optimal if supported by teacher competence, teachers' collaboration, and school policies that provide sufficient time and facilities. This research shows that the success of PjBL depends not only on the learning design but also on the teacher's ability to adapt the approach to the diverse real-world classroom conditions.

5.2 Recommendations

Based on the findings of this study, several recommendations are proposed to improve the implementation of Project-Based Learning (PjBL) in English instruction within the Merdeka Curriculum.

5.1.1 For Teachers and Schools

- a. Organize project implementation timelines more flexibly with precise semester planning and school policy support.
- b. Improve teachers' ability to differentiate learning to accommodate diverse student abilities and interests.
- c. Provide adequate digital facilities for all students.
- d. Strengthen collaboration between teachers in project planning, rubric development, and authentic assessment.

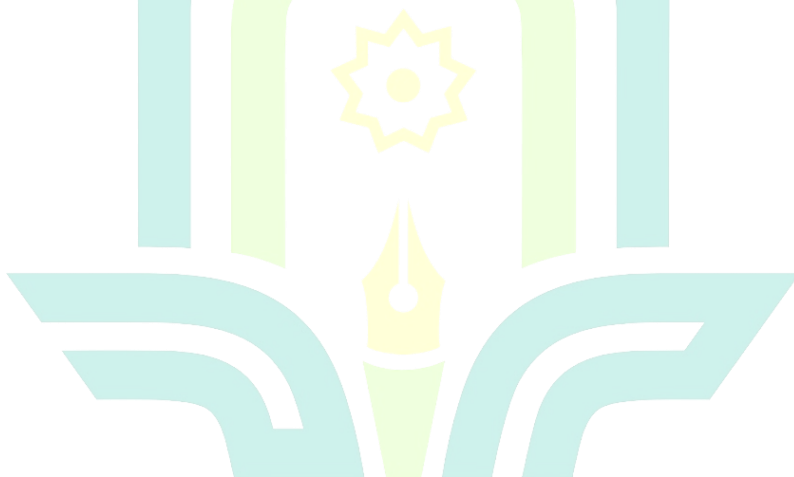
5.1.2 For Curriculum Developers and Policy Stakeholders

- a. Conduct intensive training on project design, differentiation, and authentic assessment.

- b. Provide more operational and easily implemented Project-Based Learning (PjBL) guidelines in the classroom.
- c. Improve facilities and infrastructure support for project activities in schools.

5.1.3 For Further Research

- a. Research students' perspectives on Project-Based Learning (PjBL) in English learning.
- b. Conduct comparative studies across different schools or teaching methods.
- c. Examining the long-term impact of PjBL on students' language skills and thinking skills.



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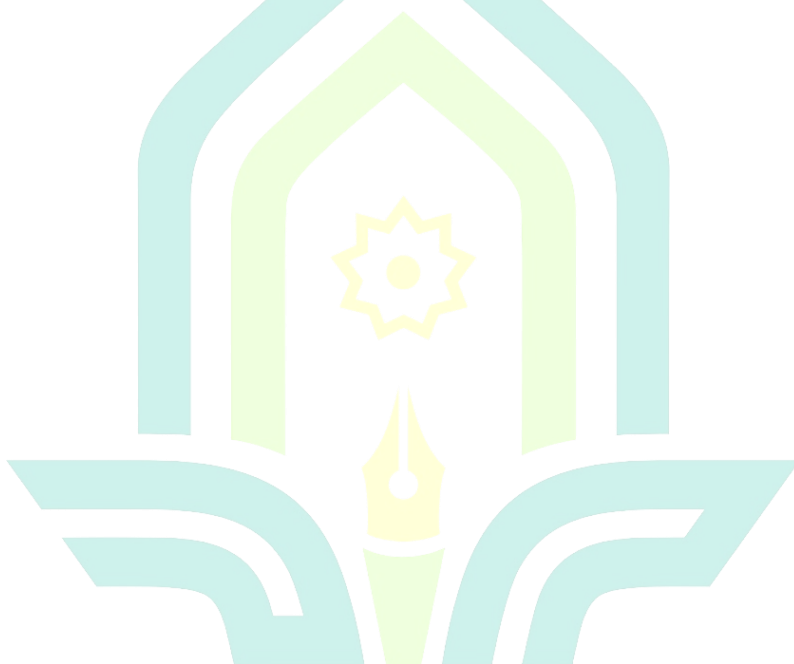
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