

## TEACHERS' AND STUDENTS' ATTITUDES TOWARD THE IMPLEMENTATION OF PROJECT-BASED LEARNING

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### **Abstract**

*Project-based learning (PBL) has been around for decades and in Indonesia, this learning model has been prominently used since the COVID-19 pandemic in an effort to address potential learning loss through the curriculum known as the Emergency Curriculum. This study aims to discuss the main benefits and challenges students face and the changes that could be made to improve the overall potential of PBL. In this research, descriptive qualitative design was used to provide a comprehensive outlook on respondents' views on PBL implementation in class. This research used heterogeneous purposive sampling methods when selecting respondents and involved thirty students and ten experienced teachers. The results suggest that PBL provides an immersive and more hands-on learning experience and it is believed that it is crucial in helping students improve their understanding of a subject matter and develop critical skills. Respondents also identify some key challenges that they still face in class including unequal student participation in groups, lack of clear communication, and differences of opinion. For a better implementation of PBL in class, respondents believe that a few things need to be done, including better grouping practices, providing clear instructions, and providing constructive feedback and progress monitoring during a project.*

**Keywords:** Project-based learning, group dynamics, skills, real-world scenarios

### **INTRODUCTION**

Project-based learning has long been a topic of discussion among educators worldwide. Project-based learning is a teaching model that requires students to partake in designing, problem-solving, decision-making, or investigative activities over an extended period of time, culminating in products or presentations (Thomas, 2000). As observed by Syahdia, Nuryani, Nuryanti, & Sukmayani (2024), there has been a trend of adopting project-based learning worldwide as a way to translate theoretical knowledge into more practical real-life situations, shifting towards student-centered and inquiry-based learning.

This teaching model has regained popularity and widespread use in Indonesia since the Emergency Curriculum was introduced in 2020 in response to the challenges posed by the COVID-19 pandemic. The Emergency Curriculum is the simplified version of the K13 Curriculum, streamlining the demands of the curriculum down to a few competencies deemed essential in each school subject and leaving non-essential topics for independent study at home.

In their research on the Emergency Curriculum, Munajim, Barnawi, & Fikriyah (2020) stated that the Emergency Curriculum also significantly reduced the number of school periods and the duration of each period. Teachers were also given the flexibility