

PROJECT-BASED LEARNING: PROMOTING STUDENTS' ENGAGEMENT IN EFL CLASSROOM

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Abstract

The students' engagement has increasingly become a spotlight in learning, especially in learning English. There are two essential components in engagement which are cognitive and behavioral, which are investments to achieve success in learning. However, the students' disengagement in EFL classrooms has become a concern in various countries. Therefore, this research was conducted to determine how implementing project-based learning promotes students' engagement. The writers conducted qualitative research in a senior high school in Medan involving one teacher and 36 students in grade 11. The writers conducted observation and interview. The results from the data obtained concluded that the six steps of project-based learning promoted the students' engagement, including cognitive and behavioral engagement. This current study contributes to give the teacher an additional strategy for promoting the students' engagement using project-based learning. These findings suggest that for further development researcher/teacher must be focused on various students' engagement, including cognitive, emotional, and behavioral, to increase the learning outcomes in other schools.

Keywords— Project-based Learning, Qualitative Research, Students' Engagement

Introduction

Students' engagement has been increasingly investigated and highlighted because it is considered an important concept in learning (Kahu, 2013; Kusumarasyati, 2017). English as a foreign language is one of the subjects that considers students' engagement as essential in learning. Engagement is fundamental and an investment in learning (Alrashidi et al., 2016; Hanifah et al., 2022) That is because engagement is defined as a psychological and physical effort that involves enthusiasm, interest, and a sense of belonging in students to refer to their active participation and commitment to learning, understanding, and mastering knowledge and skills in academic activities to achieve learning goals (Ginting, 2021; Guilloteaux, 2016; Kahu, 2013; Newmann, 1992) Students' engagement in the classroom can be seen through how students actively participate in the learning process, such as attending class, doing questions and answers, and showing how their efforts conceptualize engagement (Fredricks et al., 2004; Kurniawati & Fauziyah, 2022). In Fredricks & McColskey, 2012, there are two components of students' engagement, cognitive and behavioral engagement. Cognitive engagement includes questions related to clarifying ideas, mastering tasks, persistence, and problem-solving flexibility. Behavioral engagement is seen through participation in learning and tasks such as contributing to discussions, paying attention, asking questions, concentrating, or trying (Fredricks et al., 2004). These components can help students to improve their learning, academic achievement, standardized tests, and school completion (Ali & Hassan, 2018; Devito, 2016; Reeve, 2004 & Connel & Wellborn, 1991 cited in St. Onge & Eitel, 2017) and how they will become professionals in their fields in the future (Suharti et al., 2021) Thus, the success of student education can also be seen in how students are engaged in the learning process (Johnson et al., 2013)

However, many concerns regarding student disengagement in learning still need to be addressed (English, 2018), which interferes with learning and learning targets. For example, low work completion, often late completing assignments, or not completing tasks (Moore, 2015) Student disengagement in learning has become increasingly widespread and growing in various countries (English, 2018; Kim, 2003 cited in Guilloteaux, 2016; Newmann, 1992; Shernoff, 2013), such as Indonesia, Japan, and Thailand. According to Firdaus & Fatimah, 2021; Mackenzie, 2015; and Yusuk, 2020, English teachers in Indonesia, Japan, and Thailand still use traditional English teaching methods. The learning methods teachers use do not help students experience learning directly, which causes the classroom situation to become boring and makes students not engaged in the learning process (Firdaus & Fatimah, 2021; Mackenzie, 2015; Yusuk, 2020). As seen previously, learning methods are the main thing for reducing student disengagement in learning. The writers also conducted observations at a high school in Medan, and students who were not involved in learning were still found. Student disengagement can be seen through students who are reluctant to answer questions given by the teacher, do not respond to the material presented, and still have difficulty completing the work given. Then, based on the teacher's observations, the teacher still uses the lecture method and then asks students to do the exercises on the student worksheet (Unit Kerja Belajar Mandiri) after explaining the material.

Based on the observations regarding the students' disengagement in the EFL classroom, there is one learning method that can assist teachers in promoting student engagement in learning content, namely Project-based learning (Ikmal & Sukmaningrum, 2023; Rohmah, 2022; Susanti & Trisusana, 2017). The idea of Project-based learning comes from Johnson and Dewalsky (2012) and (Kingston, 2018) PjBL is a constructivist learning model that explores knowledge through projects that directly involve students in the process and produce meaningful learning experiences (Johnson et al., 2013; Kingston, 2018). This learning concept is from John Dewey's thinking, "learning by doing," in which the education process is carried out based on the reconstruction of ongoing experiences based on real-life situations that make students participate in social interactions (Dewey, 1897 cited in Williams, 2017; Nasruloh, 2013). Project-based learning will facilitate learning centered on student activities by producing a product at the end of the lesson. The power of Project-based learning is often linked to the development of 21st-century learning skills (problem-solving, critical thinking, decision-making, communication, and teamwork) (Sumarni, 2013), which is also following Education in Indonesia as seen through the Ministry of Education and Culture No. 68 of 2013 that education is expected to be able to develop the potential of students and create citizens who are productive, creative, innovative, skilled, competitive, collaborative, and independent. Also, the use of Project-based learning in promoting student engagement, according to Belwal et al. (2020) and Hamidah et al. (2020), is because project-based learning is a student-centered learning method that can accommodate the achievement of three basic competencies in learning, that is attitudes, knowledge, and skills which are also known as components of engagement. Therefore, the writers observed how implementing Project-based learning promotes students' engagement in the EFL classroom.

Several previous studies showed that using PjBL can help promote engagement in learning. De Jong (2019) conducted comparative research on learning with PjBL and traditional learning in grade 10 to promote student engagement in learning. It turns out that using PjBL gave students good motivation to engage in learning and higher-level thinking. Apart from that, Almulla (2020) also examined the effectiveness of using PjBL in increasing student engagement by collecting data from 124 teachers. The findings showed that students were engaged in obtaining information and knowledge in discussions. The use of project-based learning has also been used more frequently during the previous COVID-19, especially as a way to promote student engagement in learning. (Yulhendri et al., 2021) stated that learning with PjBL can help students increase motivation and be willing to be engaged independently in learning.

This research had similarities with previous research discussing how PjBL helped students promote student engagement in learning, especially English. However, previous research has focused on observing how students engaged in using PjBL or actively engaged in

online learning with PjBL. In this research, the writers observed whether the 6 stages of PjBL learning based on the Educational Technology Division of Malaysia (2018) and Hamidah et al. (2020), have been implemented correctly, and whether the PjBL could promote students' engagement cognitively and behaviorally. Also, the writers would get the perceptions of the teacher using project-based learning. As a guideline, the following questions are addressed.

- a) How does project-based learning promote the students' engagement in the EFL classroom?
- b) What are the teacher perceptions of using project-based learning in promoting the students' engagement in the EFL classroom?

This research can provide new insight related to the use of Project-Based learning to promote the students' engagement. The result of this study can be used as an additional method of teaching for teachers.

Literature Review

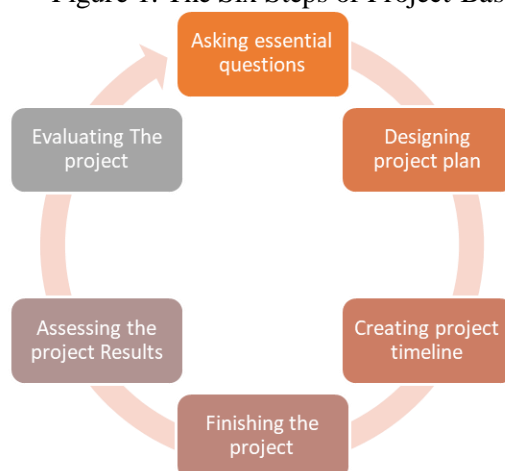
Project-Based Learning and Students' Engagement

Engagement has synonyms of active, interest, or effort, which are usually used to give meanings such as commitment or reciprocity related to personal involvement in some activities (Devito, 2016). According to (Devito, 2016) engagement is "the heightened, simultaneous experience of concentration, interest, and enjoyment in the task at hand". Furthermore, engagement is a person's motive, effort, or potential to maximize himself in an activity, for example, learning activities (Tualalelei et al., 2021; Wang et al., 2019). Student engagement has become a focus in improving teaching and learning today. Ralph Tyler was the first American psychologist who state that engagement positively affects learning (Grocchia, 2018). According to Tyler (1949), what students do is what students learn, not given by educators (Läänemets, 2013). The same thing was conveyed by Shernoff (2013) that student engagement is entirely an experience that will be rewarded by itself. Students interested in learning are more likely to devote their time and energy to achieving their goals (Ginting, 2021). If student involvement increases, it will make their personal development better to contribute to improving learning, academic achievement, and completion of learning targets in school (Devito, 2016). According to Fredricks and Mccolskey (2012) and Fraysier et al. (2020), Behavioral engagement includes students observing community norms and participating in activities. The engagement can be seen through attendance and how students follow all the rules at school related to academic, social, and other matters.

Furthermore, project-based learning is learning that emerged from John Dewey's idea in which he believed that the students learn by doing rather than getting information from the teacher (Collier, 2017). John Dewey's (1897) understanding of learning advocates a lifelong learning approach that occurs when students interact with tasks or learning that is meaningful and related to real life and the social environment (Wahbeh et al., 2021). Generally, project-based learning is a learning model or constructivist teaching strategy that focuses on activities to produce learning products carried out through the group of students' participation over a long period (Buck Institute for Education, 2018 & (Praba' et al., 2018). According to Fleming (2000), a project is an intensive experience that is important to involve students in every activity to produce and present product results. In the process, student choice is a significant aspect of project work, such as selecting, planning, investigating, producing products, presenting results, and then responding to problems (Fleming, 2000; Holm, 2011 cited in Alotaibi, 2020). Based on this, students will also produce products and pave the way for them in collaborative and constructive communication on things that exist in the real world, and then, they will acquire knowledge, skills, and problem-solving abilities together in a group (Veluvali, 2022; Williams, 2017). According to Krajcik & Blumenfeld (2006), project-based learning is a holistic approach in a learning environment that has 4 features, namely: 1) It starts with a question, a problem to be solved; 2) Students explore the driving question by participating in authentic, situated inquiry processes of problem-solving that are central to expert performance in the discipline. As students explore the driving question, they learn and apply important ideas in the discipline; 3) Students, teachers, and community members engage in collaborative activities to find solutions

to the driving question. This mirrors the complex social situation of expert problem-solving, and 5) Students create a set of tangible products that address the driving question.

Figure 1. The Six Steps of Project-Based Learning



There are six steps in formulating a project-based learning program based on the (Educational Technology Division, 2006) and Hamidah et al. (2020) (see Figure 1), that is asking or deriving essential questions, designing a project plan, creating a project timeline, finishing the project, assessing the outcome of the project, and evaluating the experiences. First, the essential question/driving question is to motivate learning (Condliffe et al., 2017), Essential questions are the main questions related to authentic, real-world topics that the teacher asks to make the students engage in learning (Hamidah et al., 2020; Rubrica, 2018). Activities carried out to stimulate students can be done by showing videos or presenting problems around them then the teacher gives some questions. Second, designing a project plan is choosing the type of project based on a particular topic that involves students creating a sense of belonging to the project that makes them responsible and play an active role in the process. In this case, the teacher as a facilitator keeps the project plan rational and logical (Hamidah et al., 2020). Third, the teacher and students prepare a planning timeline in the project component to make students have time management, self-management, and teamwork skills. Fourth is finishing the project step, which is the main project implementation; students create a project, starting from the inquiry process until finishing the project. At this step, the teacher gives the value of collaboration and communication and how to be responsible in groups in completing project assignments by providing guidance and assessment of project progress. Fifth, by assessing the project results, teachers can evaluate students' performance and project results so that students can set standards related to how students process all information to improve product results more effectively. Lastly, evaluating the project is an activity where the teacher reflects on the meaning of each learning activity that has been carried out and enables students to reflect by sharing their feelings and experiences, how they improve teamwork also what needs to be changed (Educational Technology Division, 2006; Hamidah et al., 2020)

Research Method

Research Design

This study used a qualitative design. A qualitative design was carried out to analyze and interpret the results of the subject's answers. According to Bordia and Crossman (2021), qualitative research is a type of social research that collects non-numeric data and attempts to interpret the meaning of the data related to social life in the study of a population. Then, this study was included in the case study design since it revealed how PjBL promotes the students' engagement that was observed. The results of this research emphasized understanding the surrounding conditions by finding better and deeper interpretations of teacher implementation and exploring teacher perceptions of PjBL promoting students' engagement. This method was used to discover how teacher utilizes perspectives and assumptions to inform their practice. The data to be obtained in qualitative research were descriptive, which the writers interpreted.

This study was conducted on one teacher and 36 students in grade 11 of Man 1 Medan. The teacher was chosen based on the teaching experiences that the teacher has taught for more than five years. It was because the teacher had prior experience teaching English using project-based learning.

Instruments and Procedures

The data sources of this research were provided by observations and interviews.

Table 1. Instrument

Data	Instruments	Contents	Subjects
Data collection	Observation and Observation checklist	The 6 steps of Project-Based Learning and one component of students' engagement	Teacher Students
	Interview	The teacher's opinions/perspectives related to the use of project-based learning	Teacher

Observation

Observation is a scientific method that focuses on an object, implementing project-based learning to promote students' engagement. In this study, the observations were conducted to observe students by looking at their engagement based on two components (cognitive and behavioral) and how the teacher conveyed learning related to Project-based learning in promoting students' engagement by looking at the sequence of 6 steps of Project-based learning by field note. Then, the instruments used in the observation concerning the 6 steps of project-based learning were adapted from the Educational Technology Division (2006) and (Hamidah et al., 2020).

Interview

The writers interviewed an English teacher to find out opinions/perceptions regarding the implementation of project-based learning in promoting student engagement. The interview was conducted to explore respondents more systematically and comprehensively so that the interview focused on the desired target. Then, the interview was used to understand the point of view, express experiences, and deliver scientific explanations (Kvale & Brinkmann, 2009). Teacher interviews were conducted by asking 12 questions to collect data on a teacher's opinions or views on how complete the project-based learning steps were and also how students were engaged during the learning process.

Data Analysis Procedures

This study used classroom observation and teacher interviews. In collecting data with classroom observations, the writers observed and interpreted how the teacher applied project-based learning in teaching English by looking at the 6 steps of PjBL and 2 components of students' engagement. Also, The data from the teacher's Interview were transcribed and translated for practical purposes, which is also a checking process. Then, the data was analyzed and presented as a narrative that constructs research findings.

Results and Discussion

A. The Implementation of Project-Based Learning Promoting the Students' Engagement

Based on the observation the writers did in the English class, it can be seen that the teacher has implemented the 6 project-based learning steps. The steps here refer to the essential question, designing project plan, creating the project plan, finishing the project, assessing the

project work, and evaluating the experiences.

Step 1: Essential Question

At the start of the learning, the teacher asked how the students were and continued with simple questions to stimulate students to explore the student’s knowledge, especially in narrative text. In general, questions are used to stimulate students to provide information, opinions, and clarification of a question and develop students' mindsets (Hamidah et al., 2020). The essential questions the teacher gave relate to the students' area, namely the island of Sumatra. The teacher asked, "Do you know folktales or fairy tales?", "Do you know Malin Kundang and his story?" and "Do you know the story about the origin of Lake Toba?". Puangpunsi (2021) reveals that using real-world topics and their surroundings can stimulate students to experience authentic tasks and experience real-life and current issues.

In this step, most of the students were listening to the teacher, making eye contact, and making appropriate facial expressions, like giving smiles, raising their hands to answer the questions, and nodding in any conditions as a response. Not only that but also students interacted with the teacher when they were trying to answer the teacher’s questions. In this case, it did appear that students are cognitively and behaviorally engaged through how they argue and comment or even ask questions related to the topic or even give any positive gesture in the learning process. Indeed, learning activities in PjBL classes with authentic activities can make students confident in being involved in learning (Fried-Booth, 2002). Also, PjBL makes the students independently train their minds in the evaluation, and analysis of the material that is learned (Allan, C & Bailey, J, 2008). After that, the teacher continued the activities by explaining the topic of learning which is Narrative text. In the process, some of the students looked to read (making eye contact) and take notes on in-class material while the teacher gave presentations. The teacher applied this step well by fulfilling the criteria of the procedure of Project-based learning.

Step 2: Designing Project Plan

After the students were provided with knowledge about the narrative text, the teacher gave group assignments (projects) to strengthen the learning materials by *designing a project plan*. At that moment, many students looked confused and made noises because they panicked and did not have an idea related to what they should do. However, when students were asked to design project plans, the teacher did plan to reinforce narrative text learning materials in groups. The teacher gave information about the content, material, tool, and role of the project. Building reinforcement of subject matter in students can be done with learning projects (Duc Thuan, 2018; Wrigley, 1998). The teacher does have a role in decreasing misunderstanding by providing a variety of examples to help skill creation and student engagement. Project-based learning activities are carried out to determine activities that students can do to facilitate their developing skills and abilities (Hamidah et al., 2020). After the teacher managed the class and facilitated them with information, the students tried to interact with their friends/groups by discussing. Thus, students engage cognitively and behaviorally by taking part in the groups and analyzing all the information the teacher provides in this step.

Table 2. The Teacher’s Project Plan

Topic	Inquiry Process	Pre-communicative Activities	Results
Narrative Text (Folktales, Fairy Tale, Legend, Fable, etc.)	Online research, reading books	Past Tense and Reported Speech	Presentation, Poster, writing work

Step 3: Creating Project Plan

After making sure the students understood the project assignments that they must complete.



The teacher gave a deadline that they must meet for the assigned tasks. Students were given three weeks to complete the given project assignments. In this case, the teacher only gave directions to students regarding what they should do each week on project assignments without asking them to make a project timeline to make it easier for them to work on projects. However, it seemed that some students were engaged by giving the initiative to make small notes regarding what each could do to stay engaged in all the task completion processes, such as looking for references, poster materials, and so on. By making a project plan, students understood all the project tasks that must be completed according to the time and deadline given. Designing this lesson can show student engagement in which they ensure they do not miss information regarding the assignments given and needed (Johnson et al., 2013)

Step 4: Finishing of the Project

Students began to manage their project work. Students went through various processes for each plan group, such as obtaining data, creating content, and consulting with the teacher to complete projects. In this process, many students asked to the teacher about some problems they met. Also, the writers often saw the students easily provided opinions or comments and criticism of the projects they were working on in discussion. In addition, they also had the initiative to find various solutions in every work process by having discussions with the teacher and other students every week. They also kindly asked the teacher for some information regarding several resources that were useful for completing their assignments. Then they looked for references from various sources or asked the teacher to analyze all the information obtained in completing their project. Indeed, finishing the project step made students work harder because this was a process of searching for data and creating content as a step for completing all given learning projects with the guidance of the teacher as facilitator/guide. Greater cognitive and behavioral engagement stands out (Shantini et al., 2019) because indeed, projects encouraged them to gather in-depth knowledge and develop creativity in solving various problems (Anazifa & Djukri, 2017). Not only that, but they also learned how to communicate well and adapt and evaluate themselves (Khoiri, et al., cited in Puangpunsi, 2021)).

Step 5: Assessing the Project Result

Assessing the results of the project, which was the process of presenting the results the students were working on. Each group presented the project results in front of the teacher and other groups. The students' engagement was looked at in how students participated in delivering project results. Also, how they actively discussed by asking and answering the results of each group's work. Most of the students seemed enthusiastic and actively discussed. This is the result of the guidance that the teacher gave to students. The teacher's success in the previous learning process affected how students were engaged in the presentation and how student work results. Indeed, according to Hake (2001) & Gabbert et al., (1986) cited in Shantini et al. (2019) that this process helped students to learn better and understand material faster and made them more comfortable engaging in learning activities. In this process, the teacher seemed to provide an assessment and evaluation of the student's performance and work as a formative assessment (Hamidah et al., 2020).

Step 6: Evaluating the Experiences

After the teacher assessed the students' work, the teacher seemed to reflect on the activities that students had completed in project work. *In evaluating the experiences step* focuses on the teacher and the students (Jalinus et al., 2017). The teacher asked about each group's difficulties and whether each member worked to complete the task. The student's engagement at this step was how they were cognitively and behaviorally thinking about what they had been through and what they must improve in responding to it. In this process, the teacher also interpreted students' mastery of the project assignments that have been carried out even without guidance. However, in this step, the teacher did not have specific guidelines in evaluating but only provided feedback on the students' results.

B. The Representations of Students' Engagement in Project-Based Learning



The findings are obtained from observation of students' engagement in using Project-based referring to the Cognitive and behavioral components. From the observation result, the writers may interpret that students who engage in the class activity are higher than the students who do not engage cognitively and behaviorally.

Cognitive Engagement

Based on the observation result, the representation of the student's cognitive engagement is,

Table 3. Descriptions of Student in-class Cognitive

Criteria	Notes
Students give opinions, comments, critics and ask questions	Since the first step, most of the students actively participated in the class activity with the teacher. Some students listen and respond to the questions or opinions of other group members. Also, the students can convey their thoughts or ideas and communicate with their friends or the teacher.
Students do the work in the classroom	By creating a project plan, the students shared the progress and discussed the project every week. Appropriately, the students also made progress of their work in the classroom.
Students connect what they learn to their work	Most of the students looked to give their attention to most of the activities in the class and they also conveyed their ideas related to the material.
Students solve the problem	some students can understand, analyze, use argument, comment, or critique the project they have produced with teacher guidance.
Students try to find information in any resources	The students freely asked the teacher for the resources that would be useful for them. they continued to communicate with the teacher regarding the progress of their assignments based on the sources they obtained.
Students can manage to complete their work	Every group had a leader and it made them easily organize the work they had. Besides that, the students can compromise with other group members to finish the Project work.

Adopted by Andini, (2018), Dewi (2020) and (Ningsih, 2022)

Behavioral Engagement

Based on the observation result, the representative of the students' behavioral engagement are,

Table 4. Descriptions of Student in-class Behaviors

Activity	Representation of Engagement	Data
Listening	Students are listening to the teacher. (e.g. making eye contact, smiling, nodding, and other gestures)	Students made eye contact and looked enthusiastic by trying to raise their hands to answer the questions.
Speaking (engaged interaction with teacher)	Students are asking or answering or respond	a. The students made the shift to get the chance to answer the questions. ZM: "I like snowwhite, miss"

		<p>MI: “I know the story of Malin Kundang, he pretend don’t know his mother and become a rock” FH: “Lake Toba is in Parapat”.</p> <p>b. Every representative of each group often tried to get more information or revise to finish the project appropriately.</p>
Reading	Students are reading material, focusing on and following the material presented. When a question is posed in class, the students flip through their notes or textbooks.	By explaining the topic Narrative Text. Most students looked to read on PowerPoint and checked it up in their textbook.
Writing	Students are taking notes on in-class material	By 16 students looked, they marked or wrote down some new information they got from the teacher.
Speaking (engaged Student Interaction)	Students' discussion relates to class material.	<p>The students responded in the assessing step. ZA: Is the story of Gale-gale narrative text? S: Is the story of Gale-gale narrative text? TD: Yes, it Legend AD: can you tell me the conjunction? And how do we put it to text? ZM: for example, and, because, then, next, but, and other. We can use it when we want to connect words or paragraphs.</p>

Adopted from (Lane & Harris, 2015)

What are the teacher perceptions of using project-based learning in promoting the students’ engagement in the EFL classroom?

In the interviews, the teacher was given twelve questions about how the teacher supports project-based learning in promoting students' engagement in the EFL Classroom. In the results of the interviews, the teacher stated that the given project could help students increase their engagement in learning, As seen by how students are more focused and responsible and provide positive associations. In the learning process, students did many activities that made them work in groups and cooperate in solving all problems. Collaborative group engagement seemed to have obstacles at the beginning, but over time students began to adapt and carried out group activities well. Furthermore, in the learning process, the teacher continued to give students choices and actively think about the projects they were working on. Students were given a wide opportunity to explore everything critically as a form of engagement for students. Then, the teacher applied several norms in learning, that is students must be active in giving responses or opinions and not embarrass and insult friends who give responses and opinions in

class. The teacher also stated that students' opinions and choices are of great value in the learning process, because the teacher wants to make students think critically and develop their creativity freely. This can be proven through how they choose their study groups fairly and equally, and provide ideas and opinions on their learning assignments during the learning project process. Indeed, there are still students who are less involved in the learning process. However, the teacher took various initiatives such as asking students, helping students, or even using peer tutors. The teacher admitted that they did not provide direction regarding creating project plans. Students plan independently and determine all group activities by discussing them with their respective group members. In addition, related to the teacher's view of cognitive and behavioral student engagement, the teacher stated that most students were active in learning activities, as seen by how they paid attention to learning in class, giving questions, opinions, or comments. Seen from completing the task, the students looked for all references, analyzed information, and solved problems in groups.

Conclusion

The project-based learning has been highlighted as a fundamental pedagogic methodology. It employed a qualitative method involving a teacher and 11 grades of high school students by observation and interview to gather the data. Using project-based learning by following the six steps can facilitate learning by engaging students in cognitive and behavioral learning. In the cognitive component, students were actively engaged in class by giving answers, responding, asking questions as well as criticizing their project assignments. By behavioral component, Student engagement was seen from various aspects of skills such as listening, namely providing eye contact with the teacher and the material provided. Reading skills were seen from how they read the material and confirm the material in their books. Writing skills can be seen from how they marked and wrote down the information the teacher provided. Also, speaking skills could be seen from how they carry out simple discussions to find various information with peers and teachers. However, in the process, the teacher still experienced challenges, as some students still struggled to focus on being engaged in the class. To overcome this, the teacher took the initiative in making norms where students could fully contribute to choosing and being creative in their assignments. Nonetheless, project-based learning in this study can train students to engage cognitively and behaviorally in completing assignments in groups, making students achieve good learning targets and supporting life-long learning.

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