DEVELOPING PROJECT BASED LEARNING ACTIVITIES IN ENGLISH CLASSES FOR IMPLEMENTING MERDEKA CURRICULUM IN SMPN 2 SINGARAJA

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ARTICLE INFO	ABSTRACT
  	This study aims to develop project-based learning activities in English classes for implementing the Merdeka curriculum in the 7th grade second semester. This study has an objective purpose. First to describe the specification of PJBL activities needed, second to describe the kinds of PJBL activities that result from its specification, and last, to analyze the quality of the development result. At the end, this study resulted in the book module with PJBL design. ADDIE from Kurt (2018) was used as a model in developing the book. The book was designed based on needs analysis obtained from teacher-student questionnaires, interviews, and document analysis. The results of the needs analysis provided PJBL activity specifications that emphasize the relevance of PJBL activities to the syllabus, as well as student characteristics, Pancasila Student Profile emphasis, and 6C (communication skills, collaboration, creativity, critical thinking, computational thinking, and compassion skills). The eight steps of implementing PjBL by Hamidah (2020) were used to develop this book. Therefore, two kinds of books' modules are developed by the researcher: a teacher's book and a student's book. And the last is product quality test results; it showed that the PJBL Activity Book has amazing quality materials in the aspects of content, language, and media. With the Greogory's Result 1.00 it means very good quality. Therefore, this study provided references regarding PJBL activities in book form for teachers to use in English learning and also for the students to learn English material.

INTRODUCTION

Curriculum in education has changed because technology becomes a part of the learning process. The new era of education continuously changes, therefore part of education such as school, teacher, and how the teacher teaches should be prepared as well. The curriculum has a major influence on student achievement. Therefore, determining which learning models are good for the students should be prepared. The curriculum used by students must be in accordance with the material provided by the students. The curriculum is used by the teacher as a reference for teaching in the classroom. Based on the curriculum used at the junior high school level in 2023, schools already use the independent curriculum. The independent curriculum has been known as *Merdeka Curriculum*. The Merdeka Curriculum is the curriculum that supports students to learn by themselves, and it also supports the student as the learning center, which supports the school and teacher to organize the models and activities according to what the students need. (Rahmadyanti, 2022).

Merdeka Curriculum or independent curriculum is the new curriculum in indonesia. It was implemented in 2022 in accordance with the direction of the Indonesian Ministry of Education. The independent curriculum is the newest curriculum in 2023, the Merdeka curriculum is the curriculum introduced by the government in 2020, this happened because of the Covid 19 virus which hit Indonesia and had an impact on education. The Merdeka Curriculum Help students to think creatively. Therefore, students continue to follow developments with the times. Because the 21st era is developing very quickly, especially with advances in technology which makes competition increasingly tighter with states, Then teachers can innovate to create a fun learning process. Not only that, in 21st century learning, students are equipped with four skills or what are usually called 4Cs, namely critical thinking or critical thinking, communication, collaboration or cooperation, creativity or creativity (Indarta et.al., 2021). Also According

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to Dilla et al. (2024) which supports the Curriculum that can impact the material in English is important, because the newest Curriculum emancipated students to learn more independently.

To support the curriculum, the model of the "**Learning**" teacher impact the process of learning in the class. Based on the research, according to Iklas, (2023) Project based learning is an appropriate model for teaching students. The model of learning is Project Based Learning. This model was supported by the government because of the principle that has been used by the model. The project based learning is a model of teaching how the teacher can give creative learning for the students, therefore the principle of Merdeka curriculum supports this model. The principles of an independent curriculum are developing fun learning, building learning that is useful for the rest of life, developing basic competition and character, learning involves the environment and even parents, and learning focuses on the future. (Kemenrestistikdi Nomor 56/M/2022).

This learning model can be used in the Merdeka curriculum, and the activities can support the learning process. Rahmawati, (2019) states the ability to design material and media in the digital age as a challenge for the teacher. Therefore the activities will be the important thing for the students to reach the knowledge from the lesson in a good way. Then the teacher can organize what activities that students need in the classroom. Because there are several activities to support the learning process, finally the teacher chooses which one is the most effective. In relation to this, Padmadewi et.al, (2023) states that project based learning is the government recommendations for project based learning activities. It supports the activities in English classes.

Rakhmawati (2019) states that Project Based learning has been an effective model to teach students english skills in several content areas. Basically this learning model can help teachers to teach with several activities that can improve students in the learning activities. By learning based on projects, teachers can implement the learning activities based on the project to improve students' own creativity and ideas, it helps students in their english skills. Project based learning in the short term as "PJBL". PJBL has the function to make students creative, cooperative, disciplined, and can learn anything by themselves or by themselves. Nurfadhilah 2018 states the project based learning is a model of learning which gives organization for students to develop student creativities. This task shows how the project is described in detail by showing the result such as data, product, graphic ,event and presentation. Therefore the teacher needs to find a learning model which has the quality to help the teacher in developing learning activities with PJBL.

Mortini, (2023) states Project based learning has been proven as an effective learning model for prospective English teachers, this can stimulate the competence and ability of educators in designing material. This is also evidenced by the fact that students did a project in designing the learning material they wanted. The results state that students are more free to express themselves , therefore students can determine effective activities for themselves and can be used as projects in developing learning activities in the classroom. In addition, by using PJBL students can produce products that are meaningful and still related to learning material.

Mevlevi et al. (2022) state that 21st century learning needs the important competency that must be possessed by the students in the 21st century. Artama et al. (2023) states that 21st century learning is how the students center which is the students learn by themselves. To complete the requirements of this era, teachers should find the learning model to solve this problem. Project based learning is one effective model that can be used by the teacher, therefore 6C skill should be known by the teacher and the students. 6C skills namely creativity, citizenship, creativity, collaboration, connectivity, and communication. With preparation strategy to develop 6C skills students ready in the future. Why is it important that the government wants the students to have good experiences while learning.

Therefore to reach the effectiveness while teaching, teachers need to arrange the activities in the classroom. How can the students think creatively. Thus the teacher prepares the creative activities which the activities support in The Merdeka curriculum, which the product has the effectiveness while teaching. Moreover deciding the activities, which match with the curriculum are confusing, Teacher has the problem while teaching and it can be the difficulties in teaching, the idea of activity in the classroom is limited. Also According to the Restadewi (2023) there are so many obstacles or challenges faced by the teacher in teaching english especially based on the vocabulary. Thus designing learning that suits with the problem where the Module that has been used is need to be developed and do the allocation with the lesson plan and it is to be the challenge for the teacher. In addition The PJBL steps are required in this study which consists of Merdeka curriculum. Because based on the research before The teacher is still weak on how to teach students simply, then this research can be the differences that the simple ways of teacher provided on the project resulted by the researcher

LITERATURE REVIEW.
Merdeka Curriculum

Merdeka Curriculum is a curriculum with various intra-curricular learning which optimizes therefore, students have enough time to explore concepts and strengthen competence (Barlian et al, 2022). The Merdeka curriculum is a curriculum that emphasizes its students to develop soft skills and character according to the Pancasila profile. The Merdeka curriculum is also an improvement from the 2013 curriculum (Inayanti, 2022). The Merdeka curriculum has begun to be developed for learning in 2022/2023 with a curriculum that is simpler than the previous curriculum. According to Barlian et al (2022) several things are related to the Merdeka curriculum. Such as the structure of the independent curriculum, learning paradigms, learning processes, learning hours, learning assessments. One of the explanations for the independent curriculum is the structure of the Merdeka curriculum; this must be in accordance with the Pancasila profile. Merry et al (2022) states the Pancasila profile is a dimension that must be had in education. The six dimensions are faith, piety to God Almighty, and noble character, global diversity, worked together, independent, critical and creative reasoning. Because the Pancasila profile is the basis used in the Merdeka curriculum, this becomes a reference for the Merdeka curriculum which is expected to develop and realize better education in Indonesia. All contexts related to the Merdeka curriculum must contain the Pancasila profile, achievements, principles and assessments of the independent curriculum must include the Pancasila profile. Apart from being the basis of education which frees schools, teachers, students to implement the Merdeka curriculum, it has a function as a form of student-centered education.

The characteristics of the Merdeka curriculum (Inayati, 2022) state firstly create the character of students based on the Pancasila profile, where this learning forms better student character according to the criteria of the Pancasila profile, besides that students are required to be able to develop projects through learning. Both focus on the subject matter, which clearly means that this curriculum focuses on student achievement. What do students need so that materials such as literacy and numeracy can be deepened. Third, learning is more flexible, with more flexible learning students can focus more on the material they get. And this is in accordance with the abilities of students.

The Underlying Theories Behind PJBL

There are four primary components of this study. Constructivist theory and social learning theory, zone of proximal development (ZPD) concept, also scaffolding concept. Those theories can be the basis of the research and it helps the learning process for the students. The method used is PJBL therefore PJBL to be the learning method to be used by the teacher

a. **Constructivism Theory**

Constructivism theory where with this research teachers and students can find out big things in the framework of thinking. According to Ilham et al (2023) constructivism is a general approach that is often found in the learning process. With this theory the teacher makes it easier to make a foundation for students to be able to do several things in learning. This theory emphasizes students to be able to think and explore ideas. Students are given the opportunity to express ideas that students think. Not only that, students have the opportunity to find relevant material for themselves according to learning. Therefore development will continue with limited. And this approach is very commensurate and compatible with the curriculum that is currently widely used in several schools. Researchers get an effective learning model using the Merdeka curriculum and Project Based Learning. The basic thing should be considered by the teacher is curriculum, because this is the main point of education. And the project based learning is how the teacher can implement the material in another model. The theory of curriculum has been found several years ago.

b. **Social Learning Theory**

Social interaction is the key word of social learning. Social learning theory makes the students work together which can be the framework of education. Learning with the project makes students work with other people. So that's why there are two components that the researcher can think about in the future research. Social learning means interaction in social life. De felice et al (2023) state that The impact of social learning for development has been largely acknowledged within sociocultural contexts, especially with reference to the collaborative nature of learning in interaction. It means that with the interaction a learner can learn a lot from their social life especially from their environment. Fahri et al (2019) state that with social interaction people can learn a lot. With interaction a learner can learn based on the learning purpose. Therefore teachers can easily learn by themselves or by social environment.

c. **Zone of Proximal Development (ZPD) Concept**.

The zone of proximal development concept is the concept that important in education because this concept help each other to develop something. Allal et al (2000) state that Zone of proximal development concept really close with the Vyobtainedsky's social learning theory. It is usually called ZPD theory for studying relationships between development and educational intervention. De brito et al (2023) states as the learner's the ZPD is the concept that useful for the learners it to be the ability to successfully problem solve with the assistance of more qualified people. Vyogotsky highlighted that this concept facilitates the student's learner by learning about the cognitive process. The cognitive process can help the learner learn both by themselves or by individual. ZPD is a gap between actual and potential development (Suardipa, 2020) ,therefore teachers can develop and plan the learning with the students potential and the development from the ZPD concept. Finally students can do and solve the problem in easier ways with this concept. Therefore students can solve the problem if they found the problem while they learn by themselves.

d. **Scaffolding Concept**

Solving the problem's difficulties is one of the scaffolding concepts. Rashidova (2023) states that the scaffolding concept can support the learning environment. This concept makes students learn creative ideas by determining their ideas and their creativity in the classroom. They should learn with role positions, can be an expert in the classroom and can be a student, it means this concept gives the students opportunity as a teacher and as a student. In other terms, this concept is the same with the PJBL which can help students to learn by themselves or it can be said to be a learning center.

From those of the introduction of learning concepts before that learning concept is important. Therefore students must learn by himself. It is important that students do not only learn from one source, they need to learn from a lot of sources. In that way students can develop themselves. Then the teacher can only be the facilitator to help students in their learning process. Finally students learn by themselves. By themselves with the ZPD concept that is most close with the interaction in the social life. Because not only from the textbook a learner can learn but they can learn by many sources. Then the ZPD concept states that interaction will impact the students' knowledge. They should learn how to solve the problem. In PJBL it looks the same therefore education needs so much collaboration with the concept and the students' learning process.

Project Based Learning

Project based learning is a student-centered learning model to organize learning using the surrounding projects. (Du,X 2016). In this project-based learning students are required to be communicative in learning. Students rely on communication to do learning. According to Kristianti et al.(2016) project-based learning is a process-centred learning model with a relatively long time and focuses on problems and combines concepts from several components, both field, time discipline, and ability. This activity takes place collaboratively, where students are assigned to look for problems, sort problems, and solve problems in groups to be presented to make an experience. The use of project-based learning has been in use since the 1980s, where learning with a project is learning that requires the ability of students to do everything independently. Classes have to be changed to create new things. Students are required to process in learning, therefore students are encouraged to be the center of the learning process. Project based learning can improve students' language skills. Therefore the project is an important thing that can be used by teachers and students to develop their knowledge in their special language. So it can be concluded that the Project is an extended task which usually integrates language skills through a number of activities (Hedge, 1993). There are several criteria of PJBL, the first project is central, the project focuses on questions and problems, the third project involves investigation, the project must get a significant level, and the last is the project is realistic(Thomas et.a, (2000). According to the Krisnawati et al (2023) project based learning is construction-based learning and research that is relevant to real life. PJBL also has a learning model which has the function to solve the problem first with the questions and according to the real life content.

According to Fadhilah et al (2023) PJBL has the characteristics. Characteristics of PJBL such as first The completion of tasks is carried out independently starting from the planning, preparation, to product presentation stages. Second, students are fully responsible for the project that will be produced. Third, the project involves the role of peers, teachers, parents, even the community. Fourth, To train creative thinking skills. Fifth, Class situation is very tolerant of deficiencies and the development of ideas.

There are several ways to do the PJBL model. Firdaus et al (2023) state the steps of PJBL have seven steps such as Defining the problem/question, Plan the Project, Create the Schedule, Monitor the Progress, Assessment, and Evaluate the Experience.

a. Defining the problem/question

Teachers brainstorming by asking the students with the relevant material that students learn today.It is related to the topic today. Teacher divides students into several groups, then the teacher asks before the topic of the class and the day's topic. After students guess and choose the topic, students should make the question and topic about the students group material.

b. Plan the Project

This steps students with their group plan the activities, tools and strategy to do projects. Students do the discussion , after that the teacher will give a good and simple direction on how to do that.

c. Create the schedule

Teacher and student manage the schedule, the activities need to be clear. Therefore students should guess when the project finishes. Therefore the deadline should be arranged by the students.

d. Monitor the Progress

The students performed their project in a recording monologue, presentation or role play. The lecturer monitored the projects by interviewing and checking their progress.

e. Assesment

The assessment will be done by the teacher according to the English ability from the students. Their ability depends on the materials and the skills that students should get.

f. Evaluate the experience

The last step is how the students show and make the presentation in ftont of the class. Students show the result of the project and give a clear explanation.

On the other hand the steps of PJBL according to Ali et.al (2023) state that PJBL has 5 steps that the teacher should do as functionally in developing activities in the classroom. According to the Ali et.al (2023) that ADDIE model is known as a conceptual framework that most frequently adopted instructional design framework to assist educators create a course or program

According to the Ali et.al (2023) the steps of ADDIE model there are five, The steps such as:

a. Annalyze

These activities can be done by the teacher to analyze the students for what the students need, as the first thing teachers do is find problems for the students and for the project requirements. This can be done perfectly if the teacher finds more details about what students need and for the adding memory, the teacher can find related literature review, investigation and the experiences from other teachers.

b. Design

In this steps teacher need to design, what should teacher prepare and what the plan for the project that teacher need to make, therefore teacher will prepare the media, the materials, and the model should use by the teacher in this activities.

c. Developing

After all design project did by the teacher, next will be develop by the students to develop the project, the researcher find to help what and how it can be do by the teacher in the future, if it can be done by the researcher fastly, teacher can implementing in the classroom or in class activities.

d. Implementing

The implementation product will be done by the teacher, the teacher implementing the project to prove that the product is successful. and can be used for the success class in the future, therefore the project can be used by another teacher also at other schools.

e. Evaluating

The last step of these activities is how teachers evaluate the students' results. By implementing the project, the teacher will see the differences between two processes of learning before and after using the new project.

Hamidah et al. (2020) outlined a series of steps for implementing Project-Based Learning (PjBL), detailing eight key stages.

a. First, The process begins with selecting the project topic, where the teacher and students engage in discussions to choose the subject of the project. Once the topic is chosen, the teacher poses a few introductory questions to guide students in exploring the topic further.

b. The second step involves pre-communicative activities, focusing on teaching relevant vocabulary and language features.

c. The third step is crafting fundamental questions, where the teacher asks critical questions to help students concentrate on the project's objectives.

d. The fourth step is designing the project plan, which includes discussing the desired outcomes and planning the activities to achieve them. The fifth step involves creating a timeline, outlining the schedule of activities, assignments, and deadlines.

e. The sixth step is project execution, where students carry out the project according to the established timeline.

f. The seventh step focuses on project presentation, which includes assessing and presenting the project results.

g. The final, eighth step is evaluation, which encompasses both assessment and reflection on the project.

METHOD

This study implements the Research and Development (RnD) which in this research focuses on product development, namely PjBL activities on the subject of English for grade 7. RnD research is chosen in this study because it is in accordance with the aim of the research, namely to design PjBL activities in learning English in the Merdeka Curriculum. RnD research aims to create a product to later on test the effectiveness of the product in a scientific-based study (Rabiah, 2015; Sugiyono, 2015). Further, the ADDIE model is used in this study which includes analysis, design, development, implementation, evaluation phase, this model is cited from Kurt (2018).

The design of this study is mix-method design. This study basically explained how the project based learning activities develop in curriculum Merdeka. This study explains how the teachers develop activities for the students in English classes by project based learning and how the teacher develops project-based learning activities to support the implementation of Curriculum Merdeka based on the PjBL specifications. The focus on this study there are project based learning activities that can be develop by the researcher also the teacher, then how it can be developed. This study support new curriculum in nowadays , where people use creative thinking to develop themselves. Thus, this study made it easy to implement the activities in the modern era further. Therefore the used of project based learning made students do learning project with their own idea and their creativities. Furthermore the researcher found the data related how the quality of project based learning activities used. The use of the ADDIE model is one of the recommended models that can be used by the researcher. The model include analysis, design, development, implementation, evaluation phase (Muhammad & Akhsani, 2021). but this study only did until development session, the implementation will be done in the next year

Furthermore the researcher found the data related to how the quality of project based learning activities used. The use of the ADDIE model is one of the recommended models that can be used by the researcher. The model includes analysis, design, development, implementation, evaluation phase (Muhammad & Akhsani, 2021).

The first ADDIE model is *analysis* which is related to analyzing the target who received the product. Based on the research Kurt (2018) states that this stage was done by the teacher who can be responsible for the students' needs. Therefore, teachers are as creative as teachers are. Such as a new thing and a new knowledge for the students. From this stage researchers can do the interview session with the analyzing document. And find out what the students need.

Second is *design,* this phase focus on how the teacher can make a plan for the student that bring the goals from the students which can be more deep than learning before. In this stage there are several kinds of learning as well. those of them such as materials, the content of learning, sources also how the teacher assists. At this stage students must get the feedback from the learning with several activities that make the students think collaborative and interactive as independent students.

The third stage is *development* . The development on how the design of the learning has been made. The previous one is how the teacher makes a plan for the learning, in this stage is how the teacher develops and makes sure the plan runs smoothly. At this stage teachers need to know how to draft the product, product production, and how to evaluate the product. Therefore this stage needs detailed analysis.

The fourth stage is *implementation*. This stage aims to see the effectiveness of the product. The implementation is very important for both teacher and the student. In this stage teachers need to think twice to make the learning activities run smoothly thus, the improvement and the feedback is very important. The product obtained the feedback from the teacher to be developed as well and make the opportunity for the student to be more improved as the quality and the knowledge.

Last stage is *evaluation.* This stage is how the product is carried out, as the evaluation of this stage can be the final of the ADDIE model, which determines the result of the product. Therefore this stage will be done more deeply. Such as using "what, who, when, where, why and how" those kinds of questions will get the details information, therefore the evaluation will be done as well.

Based on the steps of the ADDIE model, the steps were conducted and the study was done until the **Development** stage. The steps such as Analysis, define, develop and for the Implementation and Evaluation phases will be continued by other researchers in the next year.

Table 1. Summary of Data Collection Method

Research question	Method of data collection	Instrument
What are the specifications of PJBL activities needed for teaching English for grade 7 students in SMPN 2 Singaraja to support the implementation of Kurikulum Merdeka?	Questionnaire	1. Questionnaire 2. Interview Guide
What are the kinds of PJBL activities resulting from the development of its specification from the need analysis conducted?	Interview	1. Interview Guide 2. questionnaire 3. Document analysis
What is the quality of the developed prototype of PJBL activities for teaching English in SMPN 2 Singaraja?	Questionnaire	1. Questionnaire 2.Document analysis

The procedure to collect data are three such as Questionnaire, interview and Document analysis. Below the description of data collection method.

Observation

The observation has been done almost 2 months and annalye once a week, the observation which has been done successfully gains the data, the data conducted from the teacher, headmaster and the students. The study has been done from March until April 2024 at SMPN 2 Singaraja, the researcher analyzes the teacher teaching in the classroom and how the module has been used by the teacher. and as a result the teacher should do the several steps based on the project based learning steps.

A. Define

There are several steps one should take to get deep data in the study,the teacher can find and define the needs of the students. There are so many of the weaknesses and advantages from the students but the teacher found the most weakness from the students in English class. In the design step teacher found the needs from students.There are several subject informations for this research such as school, teacher, and students. School provided the information based on their curriculum. The general curriculum in 2023 is Merdeka Curriculum. Based on the curriculum, the school and teacher discuss the lesson plan they should give to the students. In the defining step, the teacher provided the instrument to find out the weakness and what the students need in English classes. Researchers can take notes while teachers teach the students as usual. Also researchers prepare the instruments such as observation sheets according to the opportunity from the students. Therefore teachers and researchers can discuss what is needed from the students in English class.

B. Design

Design step is how the researcher supports what the students do for themselves. In this session students were divided into several groups which can design the product. Teacher and school chose the materials and made the lesson plan match with the students weakness, beside the teacher conducting the lesson plan, especially the learning materials with the curriculum. Teacher can design the product that was done by the students, and the teacher can give the opportunity to the students and give the idea to the teacher, therefore students had the opportunity to plan the project.The development on how the design of the learning has been made. The previous one is how the teacher makes a plan for the learning, in this stage is how the teacher develops and makes sure the plan runs smoothly. At this stage teachers need to know how to draft the product, product production, and how to evaluate the product. Therefore this stage needs detailed analysis.

Interview

In the interview session the researcher interviewed several informants to get the data while developing the product, teachers, headmaster and the experts of the studies which related with the project.

Develop

Developing is how the product can be developed. This step requires the process of learning media. how the product was revised by the expert. Also this step needs a lot of information and advice. There are several things teachers do according to the study. The project that has been done needs revising by the expert therefore the project can continue by the teacher. In the developing phase the researcher develops the product,designs the product with the teacher and it can be evaluated by the experts, the teachers and the students.

Disseminate

Disseminate is the last stage of this session. In this stage the developing material should re-checking because there are several steps that should be evaluated. Such as producing, implementing, and discussing.

The Validity checked also did by the research, the instrument validation such as the blueprint of questionnaire and interview guide was judged before the researcher collecting the data. Then, the product was tested in order to have revision before it was distributed by the researcher as the final product. It was judged by the expert to gain the quality and validity of the product for the samples. The CV result of Gregory's formula calculation was 1,00 which exceeded 0,80. Thus, it demonstrated the reliability of the product for this study. The outcome was to demonstrate that the product is comprehensible and accessible

RESULT AND DISCUSSION
Result

Results of e the finding of the conducted research, all of the results shown descriptively, the finding obtained data which answered the Research question. This chapter contains results of data collection through observation document analysis and interview. The problems discussed in this research are:

1. What are the specifications of Project-Based Learning activities needed for teaching English classes for Grade 7 of SMPN 2 Singaraja?
2. What are the kinds of Project-Based Learning activities resulting from the development of its specification from the need analysis conducted for teaching English for Grade 7 students in SMPN 2 Singaraja to support the implementation of Merdeka Curriculum?
3. What is the quality of the developed prototype of Project-Based Learning activities for teaching English in SMPN 2 Singaraja?

In this Subchapter divided into three part important point of the research question The need analysis found for teaching English classes for Grade 7 of SMPN 2 Singaraja, the Kinds or Project-Based Learning activities product resulting from the development of the need analysis for teaching English for Grade 7 students in SMPN 2 Singaraja, and the quality of the developed prototype or product of Project-Based Learning activities for teaching English for Grade 7 students in SMPN 2 Singaraja. Those results are shown below.

The PJBL specification activities needed for teaching English for 7 grade students in SMP N 2 Singaraja to support Curriculum Merdeka

The result shows that there are several specifications of PJBL activities that are needed by the teacher for teaching English classes for 7- Grade. Basically the students in Junior high school lack vocabularies, therefore the other activities are done as creatively as the teacher can. Thus, teachers need these specific activities for teaching english. The specifications are based on the data collected by the research, based on teacher discussions with researchers in developing a PJBL-based English class activity to support the independent curriculum. The Researcher used several instruments to get the data with ADDIE model to analyze the and answer the research question. There are three instruments used in this phase, 1) Questionnaire, 2) Interview Guide, and 3) Document Analysis. The first thing was done by the researcher to find out the needed analysis for teaching English for grade 7 the questionnaire done by the students and the teacher. Second, the researcher did the interview with English teachers to find out depth analysis. Besides, the researcher did a document analysis checklist which is known as the teaching tools (book) used by the teacher in teaching English, this was useful for the teacher to design the project based learning activities. The result shows that 68 students, 2 teachers and 1 informant (headmaster) participated in this study. There are 60 statements from the students questionnaire, 10 statements from the teacher questionnaire, and 8 statements from the informant and the teacher which have been used by 2 experts in this study.

The document analysis for developing the project. Based on the summary, the books used by teachers highlight the Curriculum Merdeka with the implementation of PJBL. This book consists of several aspects, namely layout, foreword, table of contents, learning objectives, introduction to each chapter, insertion of Pancasila characters, activities, practices, assignments, projects, and reflections. Based on the results of the book analysis, the implementation of PJBL has been discussed in the final session of the chapter. Meanwhile, the insertion of PPP values which were mentioned in the initial chapter of the topic and even 6C 21st century skills are not mentioned explicitly in this book. The second semester in the book only obtained 3 chapter that developed. The first chapter about *There is/there are,* the second chapter with the title *Descriptive text,* and the last one is *Countable and Uncountable noun.* The result specifications needed are shown as shortly in data below, and these data must be relevant in the learning activities. The specifications are five points

    a. Relevance topic used in english classes
    b. Emphasize Pancasila students profile
    c. The interesting activities
    d. A simple instruction from the project
    e. The creative learning included 6C values

The kinds of PJBL activities resulting from the development of specification from the analysis needed

The second research question focuses on the Kinds of project based learning activity that was created after the specification which the project developed from the need analysis for teaching students in grade 7 SMPN 2 Singaraja. Thus, this research use ADDIE mode's design until the development phase only. Such as analysis, defining, designing, and developing the activities. Below the following design comes from the design phase needed. These of the Several Aspects that should be considered on the PJBL activities of the table below as the aspect in creating and developing PJBL. The result on the second question from the specification analysis needed that the kinds of the PJBL activities are Book's Design. The book was made for the Students and for the teacher, and the product contains the specifications of PJBL activities.

based on the developing phase that the design have the instructions to make the project based activities clear during the process of learning. the instruction can be used for the teacher and the students.The material and the activities already stated in the simple ways.

This research issue is addressed through the use of the ADDIE Model's Design and Develop phases. During these phases, the researcher used the needs analysis results from the first finding to define, design, and develop the activities for the PjBL prototype.

Those of the Layout above are the developing point of the design, where the development from the book Module developed. The design which adds the subject activities, project, and exercise. From the checklist above the book used by the teacher still doesn't include curriculum Merdeka,because in the Module cover doesn't mention the book include the Project Based learning. Based on the aforementioned above, the book used by the teacher was already highlighting Kurikulum Merdeka with the implementation of PjBl. The book consisted of several aspects namely layout, preface, list of contents, learning objectives, introduction of every chapter, insertion of Pancasila character, keywords of the topic, activities, practice, task, mini project, and reflection. Based on the result of the book analysis, the implementation of PJBL is

already highlighted at the end session of the chapter. Meanwhile, the insertion of PPP values already mentioned at the beginning chapter of the topic even the 6C of 21st century skills were not mentioned explicitly in this book.

The result about the kinds of the Project Result from the study provided two book modules under the Merdeka Curriculum. Those of the books already contain the specification needed based on the finding of the first research question, therefore result in the module with the specifications needed for making the book module. For the teacher's module more complete with the instruction for the teacher and already provided the activities suitable for the students. The teacher's book can be used actually for the students, but it's more preferred that the students use the Student's book because the students' book provides the instruction based on the students' activities. Therefore the module is suitable based on the title and level.

The quality of the developing prototype of PJBL activities for teaching English in SMP N 2 Singaraja

The product's quality has to be verified in line with the prototype of the project based on learning it 's requirements of needs analysis which answer the first question and the second questions. Those of the findings obtained the third finding such as The researcher may be able to make revisions on the quality of the product. This research question is addressed by the ADDIE Model's Develop phase. To answer the final research question, the product's quality must be assessed using expert judgment. In order to get the experts' opinion on the product, the expert judgment from Gregory Table is used

The CV result of Gregory's formula calculation was 1,00 which exceeded 0,80. Which can show the quality of the product of the study. The 1,00 based on Gregory's formula can be interpreted as the "**Very high**" quality of the judgement response. The quality of product based on the expert judges such as The content, language and the media. Therefore the product can be accessible and responsible. Thus the quality of the product obtained, the important thing should be developed and it is accessible to implement further. Because the project based learning is the project which can focus on improving creativity and the development, teachers should develop further in the different activities based on the students needed.

Discussion

Based on the data above the discussion obtained from the researcher is to try to discover the product based on the project based learning activities. Those of the requirements to be the findings of this study are the specifications of instruments resulting from the project based learning activities developed, second is the kinds of product project based learning activities that has been developed, and the last one is the positive feedback obtained from the quality of the product developed. The need analysis was based on the instrument's outcome from the expert. Those of the data discussed in the section below**.**

In the first discussion, which is the first aspect from the findings that are discussed , that is the specification of the product, the specifications resulting from the instruments used to develop project based learning activities needed for teaching English classes in SMPN 2 Singaraja. The specifications such as 1) the characteristics of project based learning, 2) the 6C of 21st century Learning skills, and 3) PPP (Pancasila students profile) Values. Project based learning needed to be emphasized in the english classes which match with the Pancasila character and PPP values in the century learning skills. Thus, the character to be the important thing that improved in the process of learning which it's included in the project based learning. As the result of the interviews and the informant from the research, it gave positive feedback toward the conclusion of the statement for the implementation in the future. From those of the statement the *collaboration, the unique activities, the opportunity to implement the idea,*as the support word for the statement that make the project based learning activities should be implemented. All of the statements obtained from several instruments such as questionnaire, interview,and document analysis. Practically the students gave the agree and disagree opinions, but as the result obtained almost the students gave the agreed opinions. Therefore from the first finding obtained five main specifications needed for developing project based learning activities based on the instruments result. The specification for the student needed such as :

- a. Relevance topic used in english classes
- b. Emphasize Pancasila students profile
- c. The interesting activities
- d. A simple instruction from the project
- e. The creative learning included 6C values

This curriculum emphasizes a problem-based learning approach that encourages students to connect classroom lessons with real-world issues, making learning more relevant and practical. According to

Fitriyani et al. (2023), the Merdeka Curriculum is designed to be closely aligned with real-world needs, ensuring that the learning experiences are authentic and engaging.

Therefore Fitriyani et al. highlight that the Merdeka Curriculum is intentionally simpler than its predecessor. This simplification is aimed at accommodating students' varying abilities and progress, which helps address learning loss.

In addition, Muryanto (2022) emphasizes that the Merdeka Curriculum offers a more streamlined approach that prioritizes in-depth understanding of material, allowing students to grasp concepts more thoroughly. Therefore, it can be concluded that the Merdeka Curriculum is designed to focus on clear, manageable content that students can easily understand, while allowing teachers to tailor the pace and complexity of instruction to meet individual student needs.

Moreover, The results of the questionnaires and interviews conducted with English teachers reveal that projects were not uniformly implemented across all topics within the curriculum. This gap in project implementation is primarily attributed to two significant challenges faced by educators: the overwhelming nature of project design and the limitations of available time.

Firstly, teachers reported feeling considerable pressure and stress associated with the task of designing projects for English learning. The process of creating projects that are both engaging and educational requires extensive planning and resources, which can be daunting and time-consuming. This perceived complexity often results in teachers opting out of project-based assignments, especially when faced with a packed curriculum and other instructional responsibilities.

Secondly, the constraint of limited time is a major contributing factor. Teachers frequently cited a lack of sufficient time as a barrier to implementing projects. The English curriculum demands that educators cover a wide range of topics within a restricted time frame, leaving little room for the additional effort required to develop and manage project-based learning activities.

In summary, the findings suggest that while project-based learning has potential benefits, its practical application in the classroom is hindered by the dual challenges of overwhelming design demands and restricted time. Addressing these issues may require targeted support for teachers, such as streamlined project templates, time management strategies, or professional development opportunities focused on efficient project integration.

The kinds of project based learning activities for teaching English classes for grade 7 in SMPN 2 Singaraja , as the result of conducting and to be the result of the research. The project based learning activities resulting from the need analysis are the book's design. there are two kinds of books resulting from the research, such as a teacher's book and a student's book. The book design contents include the learning objective, the detail of Pancasila character,6C skills, warm up activities, vocabulary exercise, activities project and the last is assessment. The topic that has been studied by the students is the basis for developing the project. From the need analysis, teachers customize the development which includes the Pancasila profile, and 6C learning skills. The warm up activities created by the researcher based on the needs from the grade 7 in the junior high school, support the students brain to improve their English skills. Those of the activities based on the students need in the topic considerate with the developing project needed. Therefore based on the learning topic, researcher the developed there chapter of project activities from this book. The first chapter is about the ability and the capability which developed into the creative activities *Maps places creation*. Second on chapter two the capability to use *have and has* which is developed into the simple ways to teach. With the activities making the video Creating Fun explanation. And the last one is the chapter there the capability to differentiate the countable and uncountable noun with the developed activities *amazing videos through conversation.*

Moreover, these kinds of books shows the detail explanation and the simple ways to learn. The teacher and the students module, two kinds of books have the same material but the similar points also the detail information. Even though it has the different version of books Each chapter contains similar instructions, namely following the eight steps for implementing PjBL from Hamidah et al. (2020). The differences from those of book's such as, the cover also has different colour but same cover. The instruction, for teacher's book, the instructions aimed to direct the teachers to implement project activities. Further, the student book emphasizes how students follow each step and direction when working on the students' worksheets

The teacher's book has been meticulously designed to provide comprehensive guidance for educators, ensuring effective utilization and seamless integration of Project-Based Learning (PJBL) within their English curriculum. At the beginning of the book, a dedicated section offers detailed instructions that encompass several crucial aspects to facilitate the successful implementation of the book's content and teaching strategies.

The several key features of the Guidance Section of the Teacher's book has the clear explanation that it support the implementation of PJBL while teaching in the English classes. Features such as : First Overview of Book Utilization: The introductory section provides an overview of how to use the teacher's book. It outlines essential points of instruction to help educators navigate the book efficiently. This includes an explanation of the book's structure and how to maximize its features to enhance teaching effectiveness. Second, Project-Based Learning (PJBL) Steps: Specific guidance is provided on the PjBL steps. This includes a clear breakdown of each stage in the PjBL process, offering step-by-step instructions on how to implement each phase. The detailed directions aim to simplify the PjBL approach, making it more accessible and manageable for teachers, third Chapter Utilization: Instructions are given on how to approach and utilize the chapters within the book. This guidance helps teachers understand how to sequence and integrate the chapters into their lesson plans, ensuring a coherent and logical flow of content. Fourth, Use of Barcodes for Video Playback: The book includes barcodes that can be scanned to access supplementary video materials. Detailed instructions on how to use these barcodes are provided, enabling teachers to easily incorporate multimedia resources into their lessons to support and enhance student learning. Fifth, Exercises and Vocabulary: Guidance is provided on how to use various exercises included in the book. This includes instructions on employing exercise vocabulary effectively, managing student exercises, and ensuring that exercises align with learning objectives. Additionally, detailed explanations on how to conduct assessments and reflections are included to help teachers evaluate student progress and learning outcomes. Sixth, Assessment, The book offers structured guidance on how to conduct assessments and facilitate reflection activities. This includes instructions on evaluating student performance, providing constructive feedback, and reflecting on the effectiveness of the PjBL approach to improve future teaching practices.

By providing these detailed instructions, the teacher's book aims to support educators in implementing PJBL with confidence and clarity. The comprehensive guidance is designed to address common challenges and questions, allowing teachers to utilize the book's resources effectively and enhance the learning experience for their students.

The last aspect being discussed in this study is the positive feedback from the expert toward the research result of the quality developed. The related second question is the quality of the product developed for teaching English classes for grade 7 of SMPN 2 Singaraja. as the result of the third finding is that the product obtained the positive feedback, and its support from the expert and the Gregory formula which checks the validity of the data. And the steps also support the result of the quality product. Thus it can be defined that the quality of the product obtained the positive feedback of Kinds PJBL book's and it's activities for 7 Grade students.

The recent assessment of the product has yielded positive results across multiple dimensions, with evaluations from both expert and user judges affirming its high quality. First is for the Expert Judges' Assessment, Content the expert judges rated the content as excellent, highlighting its relevance, accuracy, and comprehensiveness. The material meets high standards for educational value and aligns well with the intended learning objectives. Language, The language used in the product was also deemed excellent. The judges noted its clarity, appropriateness for the target audience, and overall effectiveness in conveying information. And the Last, the media components of the product received high praise as well. The judges appreciated the quality and integration of multimedia elements, which enhance the overall learning experience. Second, User Judges' Assessment the explanation such as Content, User judges similarly categorized the content as excellent. Feedback from users indicates that the material is engaging and effectively supports their learning needs. Next, Language, the language aspect was also rated as excellent by the user judges. The product's language was found to be accessible and appropriate for the intended users. Last, Media, the media aspects of the product were positively received, with users valuing the quality and utility of the multimedia elements included.

The comprehensive assessment from both expert and user judges confirms that the product excels in content, language, and media aspects. This high-quality evaluation indicates that the product is ready for the next phase of development. Specifically, it will proceed to limited testing, scheduled to take place next year. This step will further validate its effectiveness and readiness for broader implementation.

CONCLUSION

Specifications for PjBL activities obtained from needs analysis resulting from questionnaires, interviews, and document analysis include. Those of the specifications such as: a) Matches relevance topic used in English classes, b) Emphasize Pancasila students profile, c) The interesting activities for the PJBL activites d), A simple instruction from the project. e) The creative learning included 6C values. The kinds

of project based learning activities resulting from it's specification: two kinds of book's module. The book's have the version for the teacher and the version for the students. the Each chapter is taken from the syllabus. The PJBL activities developed use eight steps to implement PjBL from Hamidah et al. (2020). The eight steps for implementing PJBL include determining topic, pre-communicative activity, driving fundamental questions, designing plan and activities, designing schedule, project execution, project presentation, evaluation. The quality of the product developed is divided into three aspects. Content, language, and media. There is positive feedback from the expert toward the quality of the project based learning activities for teaching English classes in SMP N 2 Singaraja. The quality of the product that is the book's module get the ***very high quality*** and it's support from the expert judgement also through Gregory's calculation. Thus the finding confirmed that the project should be implemented during the Merdeka Curriculum era.

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