

Implementation of Project-Based Learning Through Merdeka Curriculum in Teaching Speaking Skills

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ABSTRACT

This research aims to explore the implementation of Project-Based Learning (PBL) in the Merdeka Curriculum and its impact on students' speaking skills. Using a qualitative approach, this study involves observation, interviews, and document analysis to collect data from eighth-grade students at SMP Maulana Yusuf. The results indicate that PBL significantly improves students' speaking abilities while promoting essential 21st-century skills like teamwork, creativity, and problem-solving. PBL encourages an interactive and engaging learning environment, motivating students to participate and share their ideas confidently and actively. Challenges such as varying students' speaking proficiency levels highlight the need for adaptive teaching strategies to ensure inclusiveness. Educators should address diverse learning needs by employing differentiated instruction and providing additional support to students with lower proficiency levels. This research underscores the significant role of PBL in creating a student-centered learning environment that aligns with the goals of the Merdeka Curriculum, which prioritizes independent and active learning. To maximize the benefits of PBL, it is recommended that educators engage in ongoing professional development, design contextually appropriate projects, and foster collaboration with colleagues to refine teaching methods, overcome challenges, and harness PBL's full potential to enhance language skills and support students' comprehensive development.

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1. INTRODUCTION

Project-based learning (PBL) is an innovative educational approach that improves students' speaking skills. PBL allows students to be actively involved in the learning process through real projects, allowing them to apply their knowledge in relevant contexts. Different types of Project Learning can be applied depending on the learning objectives: investigative projects, design projects, experimental projects, social projects, community development and art or creative Projects (Mergendoller & Thomas, n.d.). In project-based learning, students work in groups to solve

challenging problems that are authentic, curriculum-based, and often interdisciplinary. Learners decide how to approach a problem and what activities to pursue. They gather information from various sources and synthesise, analyse, and derive knowledge from it. Their learning is inherently valuable because it is connected to something real and involves adult skills such as collaboration and reflection. In the end, students demonstrate their newly acquired knowledge and are judged by how much they have learned and how well they communicate it. Throughout this process, the teacher's role is to guide and advise rather than to direct and manage student work. According to (Dahri, 2022), "database system learning model with project-based learning" consists of four main parts: a) model rationale: provides an explanation of the history of the project-based learning model and the reasons why it is essential to be applied in education. b) theoretical framework of the learning model: explains the characteristics of project-based learning and project-based learning and the development of model syntax. c) characteristics of the learning model: discuss important parts of project-based learning, such as support systems and syntax in learning. d) learning stages: explain the preparation and implementation of learning related to projects that are relevant to the real world.

According to (International & Language, n.d.), project-based learning in the Merdeka Curriculum can significantly increase the ability to speak to students and prepare them for future language demands. A study conducted by (Simbolon et al., 2019) implemented the PBL method to increase skills in students. PBL allows students to work in groups to design and implement projects that produce output that can exhibited, such as a product or presentation. this approach teaches language and how it is used in life every day, improving trust in skills presentation and the ability to think critically. Research shows improvement in skills in students through cycle-applied teaching.

An innovative approach to education is essential through active learning and the development of relevant curricula to meet the needs of students and society (Bachtiar, 2021). This is in line with Almula's idea in his research (2020), which states that to increase student engagement, education must be relevant to their life experiences. This shows that PBL enhances student involvement by making the learning process more meaningful and relevant, as they must complete projects that have a real and applicable impact. This allows students to develop skills in the 21st century, like breakdown, critical thinking, and collaboration. In addition, research by (Wahyudi et al., 2024) shows that using PBL in the Merdeka curriculum can create a more interactive and collaborative learning environment.

Educational expert such as (Bruner, 1966) argue that hands-on learning can improve information retention and practical skills. Students' involvement in actual projects helps them learn about content and learn to communicate well. (We, 2020). Therefore, based on the study's results and relevant experts' opinions, this study aims to determine how PBL can be used effectively in the Merdeka curriculum to teach speaking skills. A significant challenge lies between the needs of the Merdeka curriculum that emphasises project-based Learning (PBL) in teaching speaking skills and the reality in the field.

PBL allows students to learn through projects, encouraging creativity, collaboration, communication, and critical thinking (Husna, 2023). PBL can help speaking skills in presentations, group discussions, or debates. However, many obstacles hinder the implementation of PBL in the field. These include limited time, resources, or lack of teacher training in designing and managing projects that support the development of speaking skills. In addition, many teachers need to understand the application of this method in depth. As a result, applying this method is often limited to theory and does not show little development of students' speaking skills.

According to research conducted in Indonesia, several factors that hinder the effective use of PBL include teacher administrative burden, limited infrastructure, and emphasis on academic

achievement. (Asuan, 2023), There are significant obstacles to implementing PBL successfully. Due to limited time in the curriculum or pressure to complete materials on schedule, students often need more opportunities to participate in challenging project-based activities. As a result, the reality on the ground, such as limited infrastructure, administrative needs, and a curriculum that remains focused on academic grades, often hinders the goal of the Merdeka Curriculum to provide freedom for teachers and students in the teaching and learning process. This, the PBL method, needs to give more space to develop speaking skills.

One of the competencies necessary in learning a language is skills talk with implementing project Learning (PBL) in Merdeka curriculums in Indonesia; PBL offers an approach relevant to innovation that encourages teachers and students to explore relevant and contextual material. PBL also encourages students to interact and work. The same is true for the project. Experience practical and interactive social help students Study in real-world situations. This enhances speaking ability. Skills speak become the focus. Project-based Learning (PBL) is a practical approach to reaching objectives. It pushes students to participate actively in the Learning process through a provisioning project that describes real-world situations. P.B.L. is more flexible and used in the Indonesian Merdeka Curriculum, allowing students to develop skills in meaningful and contextual speaking (Bell, 2010)).

In learning skills, application Learning based on project (PBL) allows students to be involved in related projects to improve their desire for learning. PBL helps students think critically, work in a team, and communicate well; that is very important for active and authentic communication skills. Research shows that students who learn PBL more believe in self, fluency, and fluency of ideas. (Ramadani & Haikal, 2024) However, PBL in the Merdeka curriculum faces several problems. The most important things are access to technology and teacher readiness to apply methods. Therefore, more research is required to implement PBL in learning skills. If the method can be applied optimally in various environmental education in Indonesia, the approach will become more effective. (Alfatihah et al., 2022).

The results of initial observations conducted at Maulana Yusuf, Class VIII, show that student engagement and achievement of speaking skills are still low, indicating that more improvements are needed to implement PBL The following is a table of the results of initial observations that can be used to assess the implementation of PBL in teaching speaking skills in the classroom:

No	Observed Aspects	Description/Assessment	Number of Students Involved	Success Percentage (%)
1	Use of P.B.L Method	Not yet fully implemented	15 out of 30 students	50%
2	Student Involvement in Discussion	Passively involved	10 out of 30 students	33%
3	Team Based-Project Implementation	Done but limited	12 out of 30 students	40%
4	Active Speaking Opportunity	Students are less active	8 out of 30 students	27%
5	Use of Assistive Technology	Not optimal	5 out of 30 students	17%
6	Trained Speaking Skills	Not yet significant	7 out of 30 students	23%

This data shows that the PBL approach to learning Still needs to be fixed. Many aspects show student participation, such as no discussion and no opportunity to speak actively. This happens although students are involved. The low success percentage in some domains, especially in using technology and capabilities trained to speak, shows that a more effective teaching strategy needs to be evaluated and developed. This can involve teacher training or providing a source of power addition to help students Study.

Referring to the study's findings, teachers use the Merdeka curriculum to apply learning based on a project to teach speaking skills. In teaching skills, the Merdeka curriculum has proven effective in increasing active students' participation. The Merdeka curriculum allows students to focus on projects related to life daily and allows them to study more contextually. A study conducted by (We, 2020) finds that PBL makes students more involved in the Learning process of speaking. Meanwhile, (Evenddy et al., 2023) emphasise that PBL helps students become more creative and collaborative. Both studies emphasise that providing relevant context and using technology as part of learning based on the project is important; the previous one has not yet been optimised for PBL implementation. What distinguishes this research from the current study is the researcher's use of a specific approach, methodology, and focus of study.

Indonesia's Merdeka Curriculum prioritises a flexible and student-centred approach and sees PBL as an effective method to achieve this goal. The Merdeka Curriculum encourages students to participate actively in their education and teaches critical thinking, problem-solving, and independence skills. This study examines how integrating the Merdeka Curriculum and PBL can improve junior high school students' speaking ability.

This study aimed to determine how PBL affects students' learning outcomes, engagement, and motivation related to developing English-speaking ability when incorporated into the Merdeka curriculum. It was motivated by the desire to address students' persistent challenges in improving their English-speaking ability. Traditional speaking education includes routine drills and mechanical memorisation, which may not engage students or encourage significant language use. In contrast, PBL allows for group learning and authentic conversations, making language learning more enjoyable and successful.

Research on applying project-based Learning (PBL) through the Merdeka curriculum is fundamental in educational science, especially in active and contextual Learning to teach speaking skills. This research can give an outlook on how PBL works to encourage teaching students to participate actively in the learning process. Observing how students interact, collaborate, and develop skills through relevant projects and research can help determine the most effective educational context for implementing PBL. In addition, research helps build more curricula using PBL design.

Study the implementation of the Merdeka curriculum in teaching speaking skills. To apply learning based on the project, grow a curiosity about the following: a) How does the English language teacher apply project-based learning (PBL) to teach students speaking skills in the Merdeka curriculum at junior high school? b) What challenges do teachers and students face while implementing PBL in teaching speaking skills? c) The study aims to increase existing knowledge about innovative approaches for teaching language and provide recommendations about the best method for implementing PBL independently in the curriculum.

2. LITERATURE REVIEW

Constructivism and Communicative Language Teaching (CLT) form the theoretical basis of this study. According to constructivist Piaget and Vygotsky, active learning is a process in which students acquire knowledge through social interactions and their own experiences. (Piaget &

Coltman, 1970) PBL fits the constructivist concept because it encourages students to participate in practical activities that apply their knowledge to real-world situations. PBL allows students to complete tasks with guidance, improving their speaking skills. Therefore, Vygotsky's (1980) Zone of Proximal Development (Z.P.D.) theory is relevant.

According to (Wulandari, 2015) Communicative Language Teaching (CLT) emphasises using language as a means of communication rather than just emphasising vocabulary and grammar. It encourages a teaching approach that supports everyday language use. PBL aligns with the CLT paradigm because it engages students in activities that mimic real-world communication and encourages team involvement. By looking at how PBL can improve speaking skills within the Merdeka Curriculum framework through a combination of constructivist and CLT ideas, this study aims to enhance the ongoing discussion on modern language teaching methods by looking at how PBL is used in the real world and how it impacts student learning outcomes. The connection between Communicative Language Teaching (CLT) and learning based on the PBL project is very close. Because both support active Learning and skilled communication. CLT emphasizes the importance of communication, while PBL provides a practical context where students can train to speak in real situations. PBL also improves social interaction and work, in line with CLT principles, and allows students to apply their knowledge in a new environment.

In implementing the Merdeka Curriculum, this study is based on the Project-Based Learning (PBL) approach, which emphasizes that students must be actively involved in real projects to gain knowledge through practical experience and collaboration. The Merdeka curriculum allows students to learn independently, allowing them to learn at their own pace. This study aimed to determine how students view the implementation of this curriculum through PBL. The purpose of this curriculum is to improve English speaking skills. Overall, this theory emphasizes how vital student involvement and innovation are in the learning process if who want our learning outcomes to improve.

Project-based Learning (PBL) theory in English language Learning for non-EFL students emphasizes students' active involvement in real projects, such as making videos of speaking English. PBL helps students do better in doing relevant tasks. Video projects help students become more confident, improve their speaking skills, and understand English better, even though they face pronunciation, grammar, and vocabulary difficulties. This paper shows that P.B.L. is an effective method to improve students' English-speaking ability (Rokhman et al., 2020).

According to (Wuntu et al., 2022) This paper discusses the theory of Project-Based Learning (PBL) as a method to improve non-EFL students' English speaking skills. PBL involves students in real projects, such as making a video with the theme "Introducing Myself & Others." PBL theory emphasizes creativity, collaboration, and the application of knowledge in the real world. This method helps students learn English and improve communication skills, problem-solving, and self-confidence. Studies show that engaging practical experiences can help students improve their speaking skills despite challenges.

Based on previous research, my research shows the difference in offering more specific and in-depth contributions compared to previous research on applying project-based Learning (PBL) in a free curriculum to teach speaking skills. The use of more diverse methodologies to analyze learning experiences, a deeper focus on student perceptions, and exploration of problems and solutions faced by students are some of the main differences. In addition, This study should explore innovations such as the use of technology to support PBL and examine how the application of this method has a long-term impact on students' lives outside the classroom. Therefore, this study can contribute to the existing literature by enhancing the understanding of PBL and its impact on students' speaking skills.

3. METHOD

This study used a qualitative research methodology that included teacher interviews, classroom observations, and assessment of students' verbal performance during PBL activities. This study aims to uncover the difficulties faced, practical solutions, and visible impacts on students' speaking abilities while implementing PBL into the Merdeka Curriculum.

Qualitative research is a research approach that can be used to learn and understand the meaning of social or human problems (Bachtar & Puspitasari, 2024). Submitting questions, making procedures, and collecting specific data from informants or participants are steps necessary in the research process. (Nugrahani Farida, 2014) It interprets or captures meaning from the context of the studied problem and reduces, verifies, and analyses data inductively. The method of view used in the qualitative study is stylish inductive. This method focuses on individual meaning and translates complex problems. (Asuan, 2023) Unlike quantitative studies, proposals and reports are qualitative. This is generally flexible, supple, and open.

Many data sources can be used in qualitative research. According to (Rokhman et al., 2020) "Educational Research Methods," qualitative research aims to understand social phenomena from the perspective of the subjects being studied. This research not only concentrates on measurement and quantification; it focuses more on understanding the context and meaning of individual experiences. (Rokhman et al., 2020) emphasised that to support the validity of the data, various data collection techniques, such as observation, interviews, and document analysis, must be used. (Rokhman et al., 2020) also said that qualitative research uses inductive data analysis, which means researchers find patterns and themes from the data collected.

This method allows researchers to learn more about how PBL is used in the Merdeka curriculum and how it affects students' speaking skills. The study results are expected to provide valuable suggestions for improving teaching methods. (Tojiri et al., 2023) "basic research methodology: carried out through 3 stages, namely: theory, design, and data analysis." a) introduction methodology research: explaining how studying science is significant for understanding phenomena and solving problems basis b) theory: explains how theory contributes to election method research, data analysis, and interpretation of results research. c) research design: provides knowledge about methods to design appropriate research with goals and questions research. d) data analysis: speaking about method data analysis and how to use the result based on framework theory. e) case studies and practice: providing understanding about how methodology can applied in situation life real. f) challenges research: identifying problems in research and providing solutions.

It is expected that in junior high school (SMP) in class VIII, with 30 students selected, Maulana Yusuf will provide in-depth insight into the implementation of PBL because this school has experience using this method. In addition, by selecting students with different speaking abilities, researchers can understand the effect of PBL on students from various backgrounds and discover the problems they face during the learning process.

4. RESULTS AND DISCUSSION

1. The English language teacher applies Project Based Learning (PBL) to teach students speaking skills in the Merdeka Curriculum at junior high school :

Table 1: Teachers' Response

Question	How often do you use PBL in class? Why?
Teacher	I use Project-Based Learning (PBL) almost every week, particularly for teaching speaking skills. PBL is highly effective because it enables students to learn through real-life experiences, which supports the development of their speaking abilities. This approach encourages them to be more active and engaged in learning, which is crucial for improving their speaking skills.

Teachers apply PBL almost every week, especially for speaking skills. PBL provides opportunities for students to learn through real-life experiences, increasing their involvement in learning. Students also feel more interested and active in learning based on collaboration and discussion, which aligns with PBL's goals.

In this case, the researcher agrees with the results of the T1 interview because, according to the researcher, implementing project-based learning (PBL) can improve students' critical thinking skills and creativity and increase their involvement in education; PBL allows students to learn directly from the project, which encourages them to be more active and responsible for their own learning. Project-based learning is an instructional model that fosters students' creative thinking skills. This approach helps students develop problem-solving abilities and enhances their understanding of the subject matter, ultimately promoting creativity in the learning process. (Page 20). This supports the argument that PBL fosters active and responsible learning, aligning with your summary about enhancing critical thinking and creativity (Yastanti et al., 2023).

As a researcher, implementing project-based learning (PBL) almost every week is very effective, especially for speaking skills. According to (Ali, 2023), this supports the idea that learning through authentic and direct experiences, as in PBL, promotes deeper understanding and skill development. Overall, PBL supports meaningful and relevant education to everyday life because it allows students to learn through authentic experiences. This enhances their speaking abilities and encourages them to participate more actively in learning. This approach aligns with the principles of collaboration and discussion, which are the foundation of PBL and make students feel more engaged and motivated to learn.

2. The challenges faced by teachers and students when implementing PBL in teaching speaking skills:

Table 2: Teacher Response

Question	What are the difficulties you face when implementing PBL?
Teacher	One of the challenges I face is that some students need more confidence when speaking in public. Managing project time can also be challenging, especially when students have busy schedules.

The first challenge highlights the need for teachers to build students' confidence through supportive strategies, such as consistent speaking practice, small presentation sessions, or simulations with peer support (Pellicer-Sánchez et al., 2018). The second challenge reflects the necessity of more structured time management, including setting incremental deadlines and breaking the project into smaller tasks to simplify its execution (Pellicer-Sánchez et al., 2018).

They emphasize that good time management is part of good classroom management; this includes planning activity structures, organizing time in an orderly manner, and tracking student progress regularly.

Teachers can address these challenges through proactive measures, such as establishing realistic project schedules, providing guidance on time management, and creating a safe and supportive learning environment to enhance students' confidence. (Chan, 2021) Emphasizes the role of teachers as facilitators who provide scaffolding to support students' learning within their zone of proximal development. By guiding time management and breaking tasks into more manageable steps, teachers help students internalize these skills over time.

Table 3: Students Response

Question	What difficulties did you face when you learned to use PBL?
Student 1	The difficulty I faced was that I sometimes felt awkward speaking in front of my friends, especially when using English in group discussions. Sometimes, I also need clarification about conveying ideas correctly and clearly.

Difficulty speaking in front of peers indicates a lack of confidence and limited communication skills. It also highlights the need to improve English proficiency. Challenges in expressing ideas emphasize the importance of critical thinking skills and well-structured communication.

The researcher observed that teachers can provide more speaking practice in a relaxed setting to address these issues and offer constructive feedback. Additionally, teaching students how to organize their ideas logically can help them feel more confident when presenting their thoughts. According to (Chan, 2021), feedback plays a crucial role in improving learning outcomes by providing students with information about their performance and guiding them in enhancing their skills. Effective feedback focuses on tasks, processes, and self-regulation, encouraging students to take responsibility for their learning and make improvements.

Table 4: Students Response

Question	What difficulties did you face when you learned to use PBL?
Student 2	Time management and task division are significant issues in project-based learning (PBL). Because projects require thorough planning and can be challenging to complete within the designated time, time management often becomes problematic. Additionally, it can become difficult to divide tasks within a group if there is no good cooperation, leading to an uneven workload.

These challenges indicate that students need guidance in managing time effectively and collaborating within a team. Issues with task division highlight the importance of clear communication and fair distribution of responsibilities among group members.

Teachers can assist by providing a structured framework for project management, such as creating precise schedules and teaching collaboration techniques. This approach ensures that each group member has a defined role, leading to a more balanced workload. According to (Mashudi, 2016), structured collaboration in group work fosters positive interdependence and individual accountability, which are essential for successful teamwork. Furthermore, (Rahmatina, 2024) emphasizes that well-structured collaborative tasks can enhance group dynamics, encourage shared responsibility, and improve learning outcomes. By implementing these strategies, teachers can effectively support students in managing projects and working harmoniously as a team.

Table 5: Students' Response

Question	What difficulties did you face when you learned to use PBL?
Student 3	Project-based learning (PBL) challenges include adapting to a new learning method and finding creative ideas. Adaptation is necessary because PBL differs from traditional methods that focus more on theory. Generating creative ideas is often a hurdle, especially when the project topic is challenging or unfamiliar.

These difficulties highlight the need for a smoother transition from traditional teaching methods to PBL. Students require more precise guidance on how to complete projects and explore topics. Challenges in generating creative ideas suggest a need for more experience with brainstorming processes or independent research. According to (Ali, 2023) emphasising that developing creative thinking skills requires practice and exposure to open-ended tasks that challenge students to think divergently. By incorporating structured brainstorming sessions and opportunities for independent exploration, teachers can better prepare students to overcome these challenges.

Teachers can facilitate this adaptation by introducing simple project examples at the beginning and supporting idea exploration through guided discussions. Students can more easily generate relevant ideas by providing guidance on brainstorming techniques. (Asiva Noor Rachmayani, 2015), theory of divergent thinking emphasises the importance of encouraging students to explore various solutions and perspectives, which are essential components of effective brainstorming. By integrating these strategies, teachers can better support students in developing their creativity and adapting to project-based learning.

Students can learn directly through collaboration and discussion, making them more active and interested. Using technologies such as Google Docs, Google Slides, and video conferencing enhances student collaboration, allows them to practice speaking in various contexts, and boosts their confidence. According to (Asiva Noor Rachmayani, 2015), social interaction plays a fundamental role in cognitive development. Collaboration and discussion among peers enhance both learning and skill acquisition. As a result, students feel more motivated and confident when participating in group work and discussions.

The analysis of the interview results revealed that the challenges of PBL encompass personal aspects (confidence and creativity), technical aspects (time management and task division), and adaptation to a new method. Overcoming these challenges requires collaboration between teachers and students. Teachers need to provide clear guidance, collaborative strategies, and a supportive environment, while students should focus on improving their communication skills, time management, and creative thinking (Blumenfeld et al., 1991). This highlights the importance of scaffolding in PBL, where teachers gradually reduce support as students gain independence, allowing them to manage their time, tasks, and creative processes more effectively. Through this approach, PBL can be implemented more successfully.

As a researcher, Project-Based Learning (PBL) is a highly effective teaching method for fostering active student engagement, critical thinking skills, collaboration, and creativity. According to (Krsmanovic, 2021) implementing PBL improves students' self-directed learning skills and their confidence in problem-solving. However, the achievement of learning objectives through PBL heavily depends on its implementation. If challenges such as time management, task division, and students' lack of confidence are addressed with proper guidance and structured planning, PBL has significant potential to achieve its educational goals.

Teachers must design projects that align with students' needs, provide clear instructions, and create an environment that encourages idea exploration. Meanwhile, students should be able to

collaborate effectively, manage their time, and face challenges with confidence. When both parties fulfil their roles effectively, the goals of PBL can be achieved optimally, resulting in meaningful and relevant learning experiences. However, if these challenges remain unresolved, there is a risk that the learning objectives may not be fully accomplished. Recent studies have highlighted the importance of these roles in the successful implementation of PBL. A study by (Meng et al., 2023) found that clear teacher guidance and structured project design significantly enhance student engagement and improve learning outcomes in PBL settings.

I believe that research on implementing Project-Based Learning (PBL) through the Merdeka Curriculum in teaching English speaking skills is highly relevant, as both approaches complement each other. PBL encourages students to learn through real-world experiences and collaboration, while the Merdeka Curriculum allows teachers to design learning activities tailored to students' needs. This research is essential to assess how PBL can enhance students' confidence, speaking abilities, and creativity in the context of English learning. With proper analysis, the findings of this study can offer valuable insights into the effectiveness of this method and provide recommendations for more innovative teaching practices.

4. CONCLUSION

Implementing project-based learning (PBL) almost weekly to teach speaking skills has proven highly effective in enhancing students' engagement and speaking abilities. PBL provides authentic learning experiences through real-world projects, encouraging students to become more active, creative, and responsible for their learning. This method also promotes collaboration and discussion, which are key elements of PBL, making learning more meaningful and relevant to everyday life. Consequently, PBL improves students' speaking skills, fosters critical thinking, and increases their motivation to learn.

Implementing Project-Based Learning (PBL) in teaching English-speaking skills has proven to be highly effective in enhancing students' active engagement, critical thinking skills, collaboration, and creativity. However, the success of PBL relies heavily on addressing the challenges teachers and students face.

The primary challenges for teachers include students' need for more confidence when speaking in public and difficulties in managing project time due to their busy schedules. On the other hand, students face issues such as time management, task division, adapting to a new learning method, and generating creative ideas. These challenges highlight the need for clear guidance from teachers, collaborative strategies, and a supportive learning environment.

PBL allows students to learn through real-world experiences, while tools like Google Docs and video conferencing can enhance student collaboration. Teacher support is essential to help students overcome discomfort and communication difficulties. With structured planning and practical cooperation between teachers and students, PBL can provide meaningful and relevant learning experiences.

This research is significant as it demonstrates the potential of PBL to boost students' confidence, speaking abilities, and creativity, particularly within the flexible framework of the Merdeka Curriculum. With proper analysis, PBL can become an innovative method for achieving learning objectives effectively and offering recommendations for more impactful teaching practices.

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