

ABSTRACT

Prahara, Frisa. 2024. *Project-based Learning: Benefits, Challenges, and Implementation In The English Classroom*, Skripsi, English Education Study Program Faculty of Teacher Training Education Islamic University of Kadiri, Supervisor I: Kristanti Yuntoro Putri, M.Pd., Supervisor II: Entusiastik, SS., MA

Many educators still need to be more hesitant to incorporate Project-based Learning (PjBL) into their teaching instruction, even though the independent curriculum requires teachers to implement a project for a minimum of 20-30% of the semester. Many teachers are concerned that implementing it will fail, so teachers must be familiar with the benefits, challenges, and implementation steps.

This research analyzes the benefits, challenges, and steps to implement project-based learning for students and teachers. It provides insights into the benefits of adopting this instructional model, challenges that might arise during implementation, and the necessary steps to ensure its successful execution.

Qualitative methods are used in this research because they cannot be measured using numbers and require in-depth analysis from a researcher. The subjects were high school students in the tenth grade who had adopted the independent curriculum and implemented PjBL.

The data were collected using observation, interviews, and documentation. The finding of this research is that there are six benefits for students, three benefits for the teachers, five challenges for the students, five challenges for the teachers, and steps to implement in the classroom.

The research concluded that project-based learning is a highly effective instructional model backed by substantial empirical evidence. On the other hand, the study revealed some interesting insights worth noting. Specifically, while the literature mentioned the challenges faced by students, the research found that some challenges, such as seeking consultation, were less significant than in previous literature.

The research study had some limitations as it focused solely on variables available in the literature and the perspectives of a few experts. To overcome these limitations, future researchers recommend conducting a quantitative study that targets students and teachers actively engaged in Project-based Learning (PjBL). This will help to provide a more comprehensive understanding of the topic and overcome the limitations of the previous research.

Keywords: Project-based Learning, Benefits, Challenges, Step, Student, Teacher, Qualitative Research.

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