

APPENDICES



Appendix 1. Observation Permit Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 3162/UN48.7.1/DT/2023

2 Oktober 2023

Perihal : **Permohonan Izin Observasi**

Yth. Principal of Genta Saraswati Bilingual and Montessori School
di Gianyar

Dalam rangka untuk melakukan observasi praktik baik pada pembelajaran berbasis proyek untuk tujuan penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: I Gede Wahyu Krisna Aditya
NIM	: 2012021230
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2. Research Permit Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 1136/UN48.7.1/DT/2024

16 April 2024

Perihal : **Permohonan Izin Penelitian**

Yth. Principal of Genta Saraswati Bilingual and Montessori Primary School
di Gianyar

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat
kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: I Gede Wahyu Krisna Aditya
NIM	: 2012021230
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: The Implementation of Project-Based Learning in Teaching English to Young Learners in Private Primary School in Bali

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian
dan bantuan Bapak/Ibu, kami ucapkan terima kasih.



a.n. Dekan,
Wakil Dekan I,

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 3. Blueprint of Observation Checklist for Implementation

NO	RELATED THEORY
1	This observation checklist table is made based on the syntax made by Fahlevi in 2022 as follows: 1) Start with the essential question, 2) Design a plan for the project, 3) Make a schedule, 4) Monitor the students and the progress of the project, 5) Assess the results achieved, 6) Evaluate the experience.

No	INDICATORS	SUB INDICATORS	OBSERVATION		
			Meeting 1 Date:	Meeting 2 Date:	Meeting 3 Date:
1.	Start With the Essential Question	1. The teacher asks the students to observe the phenomena			
		2. The teacher asks the students to mention related phenomena			
		3. The teacher guides the other students to share knowledge			
2.	Design a Plan for The Project	1. The teacher divides students into groups			
		2. The teacher gives the students a project that is related to the phenomena			
		3. The teacher asks students to make a plan for the project that will be created			
3.	Create a Schedule	1. The teacher makes a timeline			

		to finish the project			
		2. The teacher guides students to find a suitable project			
		3. The teacher asks students to explain why they chose the project			
4.	Monitor Students and The Progress of The Project	1. The teacher monitors the students			
		2. The teacher gives the students help if they need			
		3. The teacher takes note of every student's progress while doing the project			
5.	Assess The Outcome	1. Teacher assesses students' development			
		2. The teacher gives final assessment after the students done their presentation			
		3. The teacher gives feedback on students' understanding and invites other students to give their responses.			
6.	Evaluate The Experience	1. The teacher asks students to share their experiences during the project			
		2. The teacher and students reflect on the project activities and results			

Appendix 4. The rubric of Observation Checklist for Implementation

Teacher Name :
 Class :
 School :
 Topic :
 Time Allocation :
 Observer Name :

No	INDICATORS	SUB INDICATORS	OBSERVATION		
			Meeting 1 Date:	Meeting 2 Date:	Meeting 3 Date:
1.	Start With the Essential Question	1. The teacher asks the students to observe the phenomena			
		2. The teacher asks the students to mention related phenomena			
		3. The teacher guides the other students to share knowledge			
2.	Design a Plan for The Project	1. The teacher divided students into group			
		2. The teacher gives the students a project that is related to the phenomena			
		3. The teacher asks students to make a plan for the project that will be created			
3.	Create a Schedule	1. The teacher makes a timeline to finish the project			

		2. The teacher guides students to find a suitable project			
		3. The teacher asks students to explain why they chose the project			
4.	Monitor Students and The Progress of The Project	1. The teacher monitors the students			
		2. The teacher gives the students help if they need			
		3. The teacher takes note of every student's progress while doing the project			
5.	Assess The Outcome	1. Teacher assesses students' development			
		2. The teacher gives the final assessment after the students done their presentation			
		3. The teacher gives feedback on students' understanding and invites other students to give their responses.			
6.	Evaluate The Experience	1. The teacher asks students to share their experiences during the project			
		2. The teacher and students reflect on the project activities and results			

Appendix 5. Blueprint of Interview Guide for Implementation

Aspect	Indicators	Questions
1) Implementation of Project-Based Learning (There are six procedures in Project-Based Learning according to Fahlevi, 2022)	1) The teacher starts with the questions	1. When implementing Project-Based Learning, does the teacher start the lesson by asking questions? 2. If yes, how does the teacher ask questions?
	2) Plan the project	3. Does the teacher plan project creation activities together with the students? 4. Does the teacher make a project work schedule for students? 5. If yes, how does the teacher create a project work schedule for students?
	3) Create the project	6. Does the teacher create the project together with the students? 7. If yes, how does the teacher create the project together with the students?
	4) Monitor the students	8. Does the teacher monitor and guide students when carrying out the project? 9. How does the teacher monitor and guide the project creation process?
	5) Assess the outcome	10. When the project has been completed, do students make a presentation in front of the class regarding the project they completed? 11. What does the teacher do when students make a

		presentation in front of the class?
	6) Evaluate and experience	<p>12. How do teachers assess and provide feedback to students both individually and in groups?</p> <p>13. After completing the activity, does the teacher invite students to give each other feedback and share their experiences during the project?</p>

No	Theory	Item
1	<p>There are six procedures in project-based learning. First, the teacher starts with the question. It means that the Teachers guide the students to ask questions related to the material. Second, planning the project. It means that the students make some plans for the material/problem that the teacher gave. Third, create the project. It means that the students investigate the material in group discussion. Fourth, monitoring the students. In this part, the teacher monitors the students' projects in their group. Fifth, assess the outcome. Teachers carry out assessments of students to test and evaluate student development. Last, evaluate the experiences. Teachers and students reflect on the activities and results of the project at the end of the learning process (Fahlevi, 2022)</p>	1 – 13

Appendix 6. The Rubric of Interview Guide for Implementation

Teacher Name :
Class :
School :
Topic :
Time Allocation :
Observer Name :

No	Questions
1.	When implementing Project-Based Learning, does the teacher start the lesson by asking questions for students in grade 2?
2.	If yes, how does the teacher ask questions?
3.	Does the teacher plan project creation activities together with the students in grade 2?
4.	Does the teacher create the project together with the students in grade 2?
5.	If yes, how does the teacher create the project together with the students?
6.	Does the teacher make a project work schedule for students in grade 2?
7.	If yes, how does the teacher create a project work schedule for students?
8.	Does the teacher monitor and guide students in grade 2 when carrying out the project?
9.	How does the teacher monitor and guide the project creation process?
10.	When the project has been completed, do students in grade 2 make a presentation in front of the class regarding the project they completed?
11.	What does the teacher do when students in grade 2 make a presentation in front of the class?
12.	How does teachers assess and provide feedback to students in grade 2 both individually and in groups?
13.	After completing the activity, does the teacher invite students in grade 2 to give each other feedback and share their experiences during the project?

Appendix 7. Blueprint of Observation Checklist for Challenges

NO	RELATED THEORY
1.	This observation checklist table is made based existing problem made by Cintang et al (2018), Nurkhamidah (2023), & Syahlan et al (2023) as follows: 1) The teachers face difficulty of mastering the project, 2) The second difficulty is in terms of time management, 3) The third one is technical difficulties of project implementation, 4) Fourth, the project result is not maximal, particularly on the type of project that produces real products, 5) Fifth, Manage group work, 6) Sixth, inadequate facilities.

No	CHALLENGES	SUB CHALLENGES	ANSWER	
			YES	NO
1.	Difficulty of mastering the project	1) Facing difficulties in starting the project		
		2) Experiencing difficulties in mastering PjBL method		
2.	Time management	1) Having difficulties in time management		
		2) Mismatching of time management with learning activities		
3.	Technical difficulties of project implementation	1) Paying attention with teacher instruction		
		2) Having difficulty in managing student attention		
		3) Students understanding affect the project result		
4.	The project result is not maximal,	1) Students' project results are not maximal		

	particularly on the type of project that produces real products	2) Lack of understanding impact project result		
		3) Understanding the project takes a lot of time		
		4) Impacting on cost for the project result		
5.	Manage group work	1) Facing difficulty in group division		
		2) Dividing group based on students' capabilities		
6.	Inadequate facilities	1) Struggling to provide materials for the project		
		2) Facing difficulty in managing cost for project facilities		



Appendix 8. The Rubric of Observation Checklist for Challenges

Teacher Name :

Class :

School :

Topic :

Time Allocation :

Observer Name :

No	CHALLENGES	SUB CHALLENGES	ANSWER	
			YES	NO
1.	Difficulty of mastering the project	1) Facing difficulties in starting the project		
		2) Experiencing difficulties in mastering PjBL method		
2.	Time management	1) Having difficulties in time management		
		2) Mismatching of time management with learning activities		
3.	Technical difficulties of project implementation	1) Paying attention with teacher's instruction		
		2) Having difficulty in managing student attention		
		3) Students understanding affect the project result		
4.	The project result is not maximal, particularly on the type of project that produces real products,	1) Students' project results are not maximal		
		2) Lack of understanding impact product result		
		3) Understanding the project takes a lot of time		
		4) Impacting on cost for the project result		
5.	Manage group work	1) Facing difficulty in group division		
		2) Dividing group based on students' capabilities		
6.	Inadequate facilities	1) Struggling to provide materials for the project		
		2) Facing difficulty in managing cost for project facilities		

Appendix 9. Blueprint of Interview Guide for Challenges

Indicator	Question
1. The teachers face difficulty of mastering the project	1) Do you find it difficult to start the project? 2) Do you have difficulty in mastering the PjBL method? If yes, what kind of difficulties did the teacher experience?
2. Time management	3) What difficulties do you experience in time management when designing lesson plans? 4) Have you ever experienced a mismatch between time management and learning activities in the classroom?
3. Technical difficulties of project implementation,	5) Do students pay attention to your instruction during the lesson? 6) Do you have difficulty in attracting students' attention? 7) Does the lack of students' attention affect their understanding in completing the project optimally?
4. The project result is not maximal, particularly on the type of project that produces real products	8) Do students provide suboptimal project results during the implementation of PjBL? 9) Does the lack of students' understanding cause the project results to be less than optimal? 10) Does the lack of understanding of students affect the project time? 11) Does the cost affect the results of the student project to be less than optimal?
5. Manage group work	12) Do you have difficulty in dividing the groups? 13) Do the students' ability level a factor in group assignment?
6. Inadequate facilities	14) Do you have any difficulties in provide materials for the project? 15) Do you find difficulty in managing costs for project facilities?
7. Other challenges	16) Do you have any other challenges they have experienced?

Appendix 10. The Rubric of Interview Guide for Challenges

Teacher Name :
 Class :
 School :
 Topic :
 Time Allocation :
 Observer Name :

No	Questions
1.	Do you find it difficult to start the project?
2.	Do you have difficulty in mastering the PjBL method? If yes, what kind of difficulties did the teacher experience?
3.	What difficulties do you experience in time management when designing lesson plans?
4.	Have you ever experienced a mismatch between time management and learning activities in the classroom?
5.	Do students pay attention to your instruction during the lesson?
6.	Do you have difficulty in attracting students' attention?
7.	Does the lack of students' attention affect their understanding in completing the project optimally?
8.	Do students provide suboptimal project results during the implementation of PjBL?
9.	Does the lack of students' understanding cause the project results to be less than optimal?
10.	Does the lack of understanding of students affect the project time?
11.	Does the cost affect the results of the student project to be less than optimal?
12.	Do you have difficulty in dividing the groups?
13.	Do the students' ability level a factor in group assignment?
14.	Do you have any difficulties in provide materials for the project?
15.	Do you find difficulty in managing costs for project facilities?
16.	Do teacher have any other challenges they have experienced?

Appendix 11. Blueprint of Observation Checklist for Strategies

NO	RELATED THEORY
1.	This observation checklist table is made based on existing problems made by Cintang et al (2018), Bagheri et al (2013), & Syahlan et al (2023) as follows: 1) Projects that are difficult to execute can be done by modifying the project, 2) The obstacle in terms of limited time can be solved by combining two lessons into one if you want to implement the project at the end of the theme, 3) Financial problem for the project cost can be overcome by using class cash, 4) The inequality of students' capabilities can be addressed by dividing the heterogeneous groups, 5). Lack of facilities can be overcome by utilizing school resources or using students' equipment.

No	Strategies	SUB Strategies	Answer	
			YES	NO
1.	Project Modification	1) Modifying the project		
		2) Modifying helps students complete the project		
2.	Limited time	1) Combining more than 1 theme for a project		
		2) Increasing student participation		
3.	Financial	1) Having limit cost project		
		2) Using class cash for the project		
		3) Using learning media funds		
4.	Grouping	1) Grouping the students as a strategy		
		2) Having maximal project outcomes in every group		
5.	Lack of Facilities	1) Using School Sources		
		2) Utilizing other equipment that students bring		

Appendix 12. The Rubric of Observation Checklist for Strategies

Teacher Name :
 Class :
 School :
 Topic :
 Time Allocation :
 Observer Name :

No	Strategies	SUB Strategies	Answer	
			YES	NO
1.	Project Modification	1) Modifying the project		
		2) Modifying helps students complete the project		
2.	Limited time	1) Combining more than 1 theme for a project		
		2) Increasing student participation		
3.	Financial	1) Having limit cost project		
		2) Using class cash for the project		
		3) Using learning media funds		
4.	Grouping	1) Grouping the students as a strategy		
		2) Having maximal project outcomes in every group		
5.	Lack of Facilities	1) Using School Sources		
		2) Utilizing other equipment that students bring		

Appendix 13. Blueprint of Interview Guide for Strategies

Indicator	Question
1. Project that is difficult to execute can be done by modifying the project	1) Has the teacher ever modified the project? 2) Do the modifications made by the teacher make it easier for students to complete the project?
2. The obstacle in terms of limited time can be solved by combining two lessons into one if you want to implement the project at the end of the theme	3) Does combining more than 1 theme make the project time efficient? 4) Does combining more than 1 theme make students more active in participating in class?
3. Financial problem for the project cost can be overcome by using class cash money	5) Does the class you teach have problems with project costs? 6) How do you solve these problems? Do you use class cash (<i>if any</i>) or use funds from the school?
4. The inequality of students' capabilities can be addressed by dividing the heterogeneous groups	7) How is the student group division system, is it divided based on the level of student ability? 8) Does the division of groups based on the system that you use can make the project results maximized?
5. Lack of facilities can be overcome by utilizing school resources or using students' equipment	9) Does the students use school sources in creating the project? 10) Does the students utilize their own equipment in creating the project?
6. Other strategy	11) Do teachers have other strategies to overcome the challenges they experience?

Appendix 14. The Rubric of Interview Guide for Strategies

Teacher Name :
Class :
School :
Topic :
Time Allocation :
Observer Name :

No	Questions
1.	Has the teacher ever modified the project?
2.	Do the modifications made by the teacher make it easier for students to complete the project?
3.	Does combining more than 1 theme make the project time efficient?
4.	Does combining more than 1 theme make students more active in participating in class?
5.	Does the class you teach have problems with project costs?
6.	How do you solve these problems? Do you use class cash (if any) or use funds from the school?
7.	How is the student group division system, is it divided based on the level of student ability?
8.	Does the division of groups based on the system that you use can make the project results maximized?
9.	Does the students use school sources in creating the project?
10.	Does the students utilize their own equipment in creating the project?
11.	Do teachers have other strategies to overcome the challenges they experience?

Appendix 15. Research Data Finding

Teacher Name : Angger bagus Utama, S.Pd
 Class : 2A
 School : Genta Saraswati Bilingual and Montessori Primary School
 Topic/Project : Clothes/ Selling Clothes (Drawing Clothes)
 Time Allocation : 14.30 – 15.20
 Observer Name : I Gede Wahyu Krisna Aditya

No	SYNTAX OF PjBL	DESCRIPTORS	OBSERVATION	
			Meeting 1 Date: 18/04/2024	Meeting 2 Date: 25/04/2024
1.	Start With Essential Question (Fahlevi, 2022)	1. The teacher asks the students to observe the phenomena	✓	
		2. The teacher asks the students to mention related phenomena	✓	
		3. The teacher guides the other students to share knowledge	✓	
2.	Design a Plan for The Project (Fahlevi, 2022)	1. The teacher divides students into groups	x	
		2. The teacher gives the students a project that is related to the phenomena	✓	
		3. The teacher asks students to make a plan for the project that will be created	x	
3.	Create a Schedule (Fahlevi, 2022)	1. The teacher makes a timeline to finish the project	✓	

		2. The teacher guides students to find a suitable project that align with the schedule timeline	✓	
		3. The teacher asks students to identify how the project need to be done during timeline	✓	
4.	Monitor Student and The Progress of The Project (Fahlevi, 2022)	1. The teacher monitors the students	✓	
		2. The teacher gives the students help if they need	✓	
		3. The teacher takes note of every student's progress while doing the project	x	
5.	Assess The Outcome (Fahlevi, 2022)	1. The teacher assesses students' development		✓
		2. The teacher gives final assessment after the students done their presentation		✓
		3. The teacher gives feedback on students' understanding and invites other students to give their responses		✓
6.	Evaluate The Experience (Fahlevi, 2022)	1. The teacher asks students to share their experiences during the project		x
		2. The teacher and students reflect on the project activities and results		x

No	Challenges	SUB Challenges	Answer	
			YES	NO
1.	Difficulty of Mastering the Project (Cintang et al., 2018)	1. Facing difficulties in starting the project		✓
		2. Experiencing difficulties in mastering PjBL method		✓
2.	Time Management (Syahlan et al., 2023)	1. Having difficulties in time management		✓
		2. Mismatching of time management with learning activities		✓
3.	Technical Difficulties of Project Implementation (Cintang et al., 2018)	1. Paying attention with teacher instruction	✓	
		2. Having difficulty in managing student attention		✓
		3. Students' understanding affect the project results	✓	
4.	The Project result is not maximal, particularly on the type of project that produces real products (Cintang et al., 2018)	1. Students' project results are not maximal		✓
		2. Lack understanding impact project results	✓	
		3. Understanding the project takes a lot of time		✓
		4. Impacting on cost for the project results		✓
5.	Manage group work (Nurkhamidah, 2023)	1. Facing difficulty in group division		✓
		2. Dividing group based on students' capabilities		✓
6.	Inadequate facilities (Syahlan et al., 2023)	1. Struggling to provide materials for the project		✓
		2. Facing difficulty in managing costs for project facilities		✓

No	Strategies	SUB Strategies	Answer	
			YES	NO
1.	Project Modification (Cintang et al., 2018)	1. Modifying the project	✓	
		2. Modifying helps students to complete the project	✓	
2.	Limited Time (Cintang et al., 2018)	1. Combining more than 1 theme for a project		✓
		2. Increasing students' participation	✓	
3.	Financial (Cintang et al., 2018)	1. Having limit cost project		✓
		2. Using class cash for project		✓
		3. Using learning media funds	✓	
4.	Grouping (Bagheri et al., 2013)	1. Grouping the students as a strategy		✓
		2. Having maximal project outcomes in every group/individual	✓	
5.	Lack of Facilities (Syahlan et al., 2023)	1. Using school sources	✓	
		2. Utilizing other equipment that students bring	✓	

Teacher Name : Ni Wayan Tia Listiari, S.Pd
 Class : 2B
 School : Genta Saraswati Bilingual and Montessori Primary School
 Topic/Project : Clothes/ Making Clothes for a Character (Drawing Clothes)
 Time Allocation : 14.30 – 15.20
 Observer Name : I Gede Wahyu Krisna Aditya

No	SYNTAX OF PjBL	DESCRIPTORS	OBSERVATION		
			Meeting 1 Date: 17/04/2024	Meeting 2 Date: 24/04/2024	Meeting 3 Date: 08/05/2024
1.	Start With Essential Question (Fahlevi, 2022)	1. The teacher asks the students to observe the phenomena	✓		
		2. The teacher asks the students to mention related phenomena	✓		
		3. The teacher guides the other students to share knowledge	x		
2.	Design a Plan for The Project (Fahlevi, 2022)	1. The teacher divides students into groups	✓		
		2. The teacher gives the students a project that is related to the phenomena	✓		

		3. The teacher asks students to make a plan for the project that will be created	x		
3.	Create a Schedule (Fahlevi, 2022)	1. The teacher makes a timeline to finish the project	✓		
		2. The teacher guides students to find a suitable project that align with the schedule timeline	✓		
		3. The teacher asks students to identify how the project need to be done during timeline		✓	
4.	Monitor Student and The Progress of The Project (Fahlevi, 2022)	1. The teacher monitors the students		✓	
		2. The teacher gives the students help if they need		✓	
		3. The teacher takes note of every student's progress while doing the project			x
5.	Assess The Outcome (Fahlevi, 2022)	1. The teacher assesses students' development		✓	

		2. The teacher gives final assessment after the students done their presentation			✓
		3. The teacher gives feedback on students' understanding and invites other students to give their responses			✓
6.	Evaluate The Experience (Fahlevi, 2022)	1. The teacher asks students to share their experiences during the project			x
		2. The teacher and students reflect on the project activities and results			x

No	Challenges	SUB Challenges	Answer	
			YES	NO
1.	Difficulty of Mastering the Project (Cintang et al., 2018)	1. Facing difficulties in starting the project		✓
		2. Experiencing difficulties in mastering PjBL method		✓
2.	Time Management (Syahlan et al., 2023)	1. Having difficulties in time management	✓	
		2. Mismatching of time management with learning activities		✓
3.	Technical Difficulties of Project Implementation	1. Paying attention with teacher instruction	✓	
		2. Having difficulty in managing student attention	✓	

	(Cintang et al., 2018)	3. Students' understanding affect the project results	✓	
4.	The Project result is not maximal, particularly on the type of project that produces real products (Cintang et al., 2018)	1. Students' project results are not maximal		✓
		2. Lack understanding impact project results	✓	
		3. Understanding the project takes a lot of time		✓
		4. Impacting on cost for the project results		✓
5.	Manage group work (Nurkhamidah, 2023)	1. Facing difficulty in group division		✓
		2. Dividing group based on students' capabilities		✓
6.	Inadequate facilities (Syahlan et al., 2023)	1. Struggling to provide materials for the project		✓
		2. Facing difficulty in managing costs for project facilities		✓

No	Strategies	SUB Strategies	Answer	
			YES	NO
1.	Project Modification (Cintang et al., 2018)	1. Modifying the project	✓	
		2. Modifying helps students to complete the project	✓	
2.	Limited Time (Cintang et al., 2018)	1. Combining more than 1 theme for a project		✓
		2. Increasing students' participation	✓	
3.	Financial (Cintang et al., 2018)	1. Having limit cost project		✓
		2. Using class cash for project		✓
		3. Using learning media funds	✓	

4.	Grouping (Bagheri et al., 2013)	1. Grouping the students as a strategy		✓
		2. Having maximal project outcomes in every group/individual	✓	
5.	Lack of Facilities (Syahlan et al., 2023)	1. Using school sources	✓	
		2. Utilizing other equipment that students bring	✓	



Teacher Name : Angger Bagus Utama, S.Pd
 Class : 2A
 School : Genta Saraswati Bilingual and Montessori Primary School
 Topic/Project : Introduction/ Making Puppet Images
 Time Allocation : 14.30 – 15.20
 Observer Name : I Gede Wahyu Krisna Aditya

No	SYNTAX OF PjBL	DESCRIPTORS	OBSERVATION	
			Meeting 1 Date: 16/05/2024	Meeting 2 Date: 21/05/2024
1.	Start With Essential Question (Fahlevi, 2022)	1. The teacher asks the students to observe the phenomena	✓	
		2. The teacher asks the students to mention related phenomena	✓	
		3. The teacher guides the other students to share knowledge	✓	
2.	Design a Plan for The Project (Fahlevi, 2022)	1. The teacher divides students into groups	✓	
		2. The teacher gives the students a project that is related to the phenomena	✓	
		3. The teacher asks students to make a plan for the project that will be created	x	
3.	Create a Schedule (Fahlevi, 2022)	1. The teacher makes a timeline to finish the project	✓	

		2. The teacher guides students to find a suitable project that align with the schedule timeline	✓	
		3. The teacher asks students to identify how the project need to be done during timeline	✓	
4.	Monitor Student and The Progress of The Project (Fahlevi, 2022)	1. The teacher monitors the students	✓	
		2. The teacher gives the students help if they need	✓	
		3. The teacher takes note of every student's progress while doing the project		x
5.	Assess The Outcome (Fahlevi, 2022)	1. The teacher assesses students' development		✓
		2. The teacher gives final assessment after the students done their presentation		✓
		3. The teacher gives feedback on students' understanding and invites other students to give their responses		✓
6.	Evaluate The Experience (Fahlevi, 2022)	1. The teacher asks students to share their experiences during the project		x
		2. The teacher and students reflect on the project activities and results		x

No	Challenges	SUB Challenges	Answer	
			YES	NO
1.	Difficulty of Mastering the Project (Cintang et al., 2018)	1. Facing difficulties in starting the project		✓
		2. Experiencing difficulties in mastering PjBL method		✓
2.	Time Management (Syahlan et al., 2023)	1. Having difficulties in time management		✓
		2. Mismatching of time management with learning activities		✓
3.	Technical Difficulties of Project Implementation (Cintang et al., 2018)	1. Paying attention with teacher instruction	✓	
		2. Having difficulty in managing student attention		✓
		3. Students' understanding affect the project results	✓	
4.	The Project result is not maximal, particularly on the type of project that produces real products (Cintang et al., 2018)	1. Students' project results are not maximal		✓
		2. Lack understanding impact project results	✓	
		3. Understanding the project takes a lot of time		✓
		4. Impacting on cost for the project results		✓
5.	Manage group work (Nurkhamidah, 2023)	1. Facing difficulty in group division		✓
		2. Dividing group based on students' capabilities	✓	
6.	Inadequate facilities (Syahlan et al., 2023)	1. Struggling to provide materials for the project		✓
		2. Facing difficulty in managing costs for project facilities		✓

No	Strategies	SUB Strategies	Answer	
			YES	NO
1.	Project Modification (Cintang et al., 2018)	1. Modifying the project	✓	
		2. Modifying helps students to complete the project	✓	
2.	Limited Time (Cintang et al., 2018)	1. Combining more than 1 theme for a project		✓
		2. Increasing students' participation	✓	
3.	Financial (Cintang et al., 2018)	1. Having limit cost project		✓
		2. Using class cash for project		✓
		3. Using learning media funds	✓	
4.	Grouping (Bagheri et al., 2013)	1. Grouping the students as a strategy	✓	
		2. Having maximal project outcomes in every group/individual	✓	
5.	Lack of Facilities (Syahlan et al., 2023)	1. Using school sources	✓	
		2. Utilizing other equipment that students bring	✓	

Teacher Name : Ni Wayan Tia listiari, S.Pd
 Class : 2B
 School : Genta Saraswati Bilingual and Montessori Primary School
 Topic/Project : Introduction/ Family Tree
 Time Allocation : 14.30 – 15.20
 Observer Name : I Gede Wahyu Krisna Aditya

No	SYNTAX OF PjBL	DESCRIPTORS	OBSERVATION	
			Meeting 1 Date: 15/05/2024	Meeting 2 Date: 22/05/2024
1.	Start With Essential Question (Fahlevi, 2022)	1. The teacher asks the students to observe the phenomena	✓	
		2. The teacher asks the students to mention related phenomena	✓	
		3. The teacher guides the other students to share knowledge	x	
2.	Design a Plan for The Project (Fahlevi, 2022)	1. The teacher divides students into groups	x	
		2. The teacher gives the students a project that is related to the phenomena	✓	
		3. The teacher asks students to make a plan for the project that will be created	x	
3.	Create a Schedule (Fahlevi, 2022)	1. The teacher makes a timeline to finish the project	✓	

		2. The teacher guides students to find a suitable project that align with the schedule timeline	✓	
		3. The teacher asks students to identify how the project need to be done during timeline	✓	
4.	Monitor Student and The Progress of The Project (Fahlevi, 2022)	1. The teacher monitors the students	✓	
		2. The teacher gives the students help if they need	✓	
		3. The teacher takes note of every student's progress while doing the project		x
5.	Assess The Outcome (Fahlevi, 2022)	1. The teacher assesses students' development		✓
		2. The teacher gives final assessment after the students done their presentation		✓
		3. The teacher gives feedback on students' understanding and invites other students to give their responses		✓
6.	Evaluate The Experience (Fahlevi, 2022)	1. The teacher asks students to share their experiences during the project		x
		2. The teacher and students reflect on the project activities and results		x

No	Challenges	SUB Challenges	Answer	
			YES	NO
1.	Difficulty of Mastering the Project (Cintang et al., 2018)	1. Facing difficulties in starting the project		✓
		2. Experiencing difficulties in mastering PjBL method		✓
2.	Time Management (Syahlan et al., 2023)	1. Having difficulties in time management	✓	
		2. Mismatching of time management with learning activities		✓
3.	Technical Difficulties of Project Implementation (Cintang et al., 2018)	1. Paying attention with teacher instruction	✓	
		2. Having difficulty in managing student attention		✓
		3. Students' understanding affect the project results	✓	
4.	The Project result is not maximal, particularly on the type of project that produces real products (Cintang et al., 2018)	1. Students' project results are not maximal		✓
		2. Lack understanding impact project results	✓	
		3. Understanding the project takes a lot of time	✓	
		4. Impacting on cost for the project results		✓
5.	Manage group work (Nurkhamidah, 2023)	1. Facing difficulty in group division		✓
		2. Dividing group based on students' capabilities		✓
6.	Inadequate facilities (Syahlan et al., 2023)	1. Struggling to provide materials for the project		✓
		2. Facing difficulty in managing costs for project facilities		✓

No	Strategies	SUB Strategies	Answer	
			YES	NO
1.	Project Modification (Cintang et al., 2018)	1. Modifying the project	✓	
		2. Modifying helps students to complete the project	✓	
2.	Limited Time (Cintang et al., 2018)	1. Combining more than 1 theme for a project		✓
		2. Increasing students' participation	✓	
3.	Financial (Cintang et al., 2018)	1. Having limit cost project		✓
		2. Using class cash for project		✓
		3. Using learning media funds	✓	
4.	Grouping (Bagheri et al., 2013)	1. Grouping the students as a strategy		✓
		2. Having maximal project outcomes in every group/individual	✓	
5.	Lack of Facilities (Syahlan et al., 2023)	1. Using school sources	✓	
		2. Utilizing other equipment that students bring	✓	

Appendix 16. Interview Result

Teacher Name : Angger Bagus Utama, S.Pd
 Class : 2A
 School : Genta Saraswati Bilingual and Montessori Primary School
 Interviewer : I Gede Wahyu Krisna Aditya

No	Interview Questions for Teacher in Implementing PjBL
1.	<p>When implementing Project Based Learning, do you start the lesson by asking questions? (Ketika menerapkan Pembelajaran Berbasis Proyek, apakah Anda memulai dengan mengajukan pertanyaan?) Answer: Yes (Iya)</p>
2.	<p>If yes, how do you ask questions to students? (Jika ya, bagaimana Anda mengajukan pertanyaan kepada siswa?) Answer: By asking the name of the material to be learned then what we will do on this material and others. (Dengan cara menanyakan nama materi yang akan dipelajari kemudian apa yang akan kita lakukan pada materi ini dan lain-lain.)</p>
3.	<p>Do you plan project creation activities together with the students? (Apakah Anda merencanakan kegiatan pembuatan proyek dengan parasiswa?) Answer: I do not plan the project activities with the students, but I plan the activities with my working partners in the class. (Saya tidak merencanakan kegiatan pembuatan proyek siswa, melainkan saya merencanakan kegiatan tersebut Bersama patner kerja saya dikelas.)</p>
4.	<p>Do you create the project together with the students? (Apakah Anda membuat proyek dengan para siswa?) Answer: Yes (Iya)</p>
5.	<p>If yes, how do you create the project together with the students? (Jika ya, bagaimana Anda membuat proyek dengan para siswa?) Answer: As the project progresses and the students create their projects, I accompany the students to watch and provide assistance as needed. (Ketika proyek berjalan dan siswa membuat proyeknya, saya mendampingi siswa untuk melihat serta memberikan bantuan yang diperlukan)</p>

6.	<p>Do you design a project work schedule for students? (Apakah Anda merancang jadwal kerja proyek untuk siswa?)</p> <p>Answer: No (Tidak)</p>
7.	<p>If yes, how do you design a project work schedule for students? (Jika ya, bagaimana Anda merancang jadwal kerja proyek untuk siswa?)</p> <p>Answer: There was no written plan that I made, but in this case I saw and planned that on this material a project like this would be carried out so that it adjusted to the material. (Tidak ada rancangan tertulis yang saya buat, tetapi dalam hal ini saya melihat dan merencanakan bahwa pada materi ini akan dilaksanakan proyek seperti ini sehingga menyesuaikan dengan materi.)</p>
8.	<p>Do you monitor and guide students when carrying out the project? (Apakah Anda memantau dan membimbing siswa saat melaksanakan proyek?)</p> <p>Answer: Always (Selalu)</p>
9.	<p>How do you monitor and guide the project creation process? (Bagaimana Anda memantau dan memandu proses pembuatan proyek?)</p> <p>Answer: Ok, after I explain how the mechanism of making the project will then be followed by students starting to make it. Then the thing I do afterwards is to go around the class, usually students will ask questions and need help when they are confused and that's when my role as a teacher is needed to answer and provide assistance to students. (Ok, setelah saya menjelaskan bagaimana mekanisme pembuatan proyek kemudian akan dilanjutkan dengan siswa mulai untuk membuatnya. Kemudian hal yang saya lakukan setelahnya yaitu mengelilingi kelas, biasanya siswa akan bertanya dan membutuhkan bantu saat mereka kebingungan dan saat itulah peran saya sebagai guru dibutuhkan untuk menjawab dan memberikan bantuan kepada siswa).</p>
10.	<p>When the project has been completed, do students present in front of the class regarding the project they completed? (Ketika proyek telah selesai, apakah siswa mempresentasikan di depan kelas mengenai proyek yang telah mereka selesaikan?)</p> <p>Answer: Yes, of course, they will present in front of the class the project they have completed. (Iya tentu saja, mereka akan mempresentasikan didepan kelas terkait proyek yang telah mereka selesaikan).</p>
11.	<p>What do you do when students present in front of the class? (Apa yang Anda lakukan saat siswa presentasi di depan kelas?)</p> <p>Answer: There are several things I do, first listening, second analyzing how</p>

	<p>students explain in this case examples such as dialogue, how about student grammar and cooperation between students. (Ada beberapa hal yang saya lakukan, pertama menyimak, kedua menganalisis bagaimana cara siswa menjelaskan dalam hal ini contoh seperti berdialog, bagaimana dengan grammar siswa serta kerja sama antar siswa).</p>
12.	<p>How do you assess and provide feedback to students both individually and in groups? (Bagaimana Anda menilai dan memberikan umpan balik kepada siswa, baik secara individu maupun kelompok?) Answer: Actually, I really want to assess students individually but due to time constraints, I give feedback to students in general to all students. (Sebenarnya saya sangat ingin menilai siswa secara individu namun karena keterbatasan waktu jadinya saya memberikan umpan balik ke siswa secara umum ke semua siswa).</p>
13.	<p>After completing the activity, do you invite students to give each other feedback and share their experiences during the project? (Setelah menyelesaikan kegiatan, apakah Anda mengundang siswa untuk saling memberikan umpan balik dan berbagi pengalaman selama proyek berlangsung?) Answer: Well, it comes down to a matter of time. If time permits, I will definitely invite students to give feedback to each other. (Baik, terkait hal tersebut 192system192 kepada permasalahan waktu. Jika waktu masih memungkinkan saya pasti mengundang para siswa untuk saling memberikan feedback ke teman lainnya).</p>

No	Interview Questions for Challenges
1.	<p>Do you find it difficult to start the project? (Apakah Anda merasa kesulitan untuk memulai proyek?) Answer: To start the project is actually not too difficult, but for me the more difficult part is how to match the material to be discussed with the project to be made because in that case I have to consider the ability of the students. I have concerns that if the planned project is too difficult for students then the project will not be successful. (Untuk memulai proyek sebenarnya tidak terlalu susah, namun bagi saya lebih susah adalah bagian bagaimana cara mencocokkan materi yang akan dibahas dengan proyek yang akan dibuat karena dalam hal tersebut saya harus mempertimbangkan kemampuan siswa. Saya memiliki kekhawatiran jika proyek yang direncanakan terlalu susah bagi siswa maka proyek tersebut tidak akan berhasil).</p>
2.	<p>Do you have difficulty in mastering the PjBL method? If yes, what kind of difficulties did you experience? (Apakah Anda mengalami kesulitan dalam menguasai metode PjBL?)</p>

	<p>Jika ya, kesulitan seperti apa yang Anda alami?)</p> <p>Answer: No (Tidak)</p>
3.	<p>What difficulties do you experience in time management when designing lessonplans? (Kesulitan apa yang Anda alami dalam manajemen waktu saat merancang rencana pembelajaran?)</p> <p>Answer: The difficulty is how I can manage that the project created happens within the specified time, because in implementation sometimes time can be unrealized properly. (Kesulitannya adalah bagaimana cara saya bisa mengatur bahwa proyek yang dibuat terjadi dalam waktu yang telah ditentukan, karena dalam implementasi terkadang waktu dapat tidak terrealisasi dengan baik).</p>
4.	<p>Have you ever experienced a mismatch between time management and learningactivities in the classroom? (Pernahkah Anda mengalami ketidaksesuaian antara manajemen waktu dan kegiatan belajar di kelas?)</p> <p>Answer: Sometimes 40%. Student understanding is one of the determining factors, if students can understand the project instructions well, it will not take much time. (Terkadang 40%. Pemahaman siswa menjadi salah satu factor penentu, jika siswa dapat paham instruksi proyek dengan baik maka tidak akan memakan banyak waktu).</p>
5.	<p>Do students pay attention to your instruction during the lesson? (Apakah siswa memperhatikan instruksi Anda selama 193system193193n?)</p> <p>Answer: So far, students have always paid good attention to my instructions. (193system193193n193 selalu, siswa selalu memperhatikan instruksi saya dengan baik).</p>
6.	<p>Do you have difficulty in attracting students' attention? (Apakah Anda mengalami kesulitan dalam menarik perhatian siswa?)</p> <p>Answer: I have never had any difficulty in attracting students' attention. (Saya tidak pernah kesulitan dalam menarik perhatian siswa).</p>
7.	<p>Does the lack of students' attention affect their understanding in completing theproject optimally? (Apakah kurangnya perhatian siswa mempengaruhi pemahaman mereka dalam menyelesaikan proyek secara optimal?)</p> <p>Answer: Yes, in my class there are 2% of my students who have low understanding so they need more understanding so that they can understand the material I explain related to making projects. (Iya, dalam kelas saya terdapat 2% siswa saya yang memiliki pemahaman yang rendah jadi mereka memerlukan pemahaman lebih supaya mereka bisa pahaman materi yang saya jelaskan terkait pembuatan proyek).</p>

8.	<p>Do the students provide suboptimal project results during the implementation of PjBL? (Apakah siswa memberikan hasil proyek yang kurang optimal selama pelaksanaan PjBL?) Answer: During the implementation of PjBL the students were not too difficult (Selama pelaksanaan PjBL para siswa tidak terlalu susah).</p>
9.	<p>Does the lack of students' understanding cause the project results to be less than optimal? (Apakah kurangnya pemahaman siswa menyebabkan hasil proyek kurang maksimal?) Answer: Yes, back to the students who have low comprehension will have less than optimal results. (Iya, balik lagi kepada para siswa yang memiliki daya tangkap pemahaman yang rendah akan memiliki hasil yang kurang maksimal.)</p>
10.	<p>Does the lack of student's understanding affect the project time? (Apakah kurangnya pemahaman siswa mempengaruhi waktu proyek?) Answer: Yes, it affects (Iya mempengaruhi)</p>
12.	<p>Does the cost affect the results of the student project to be less than optimal? (Apakah biaya mempengaruhi hasil proyek siswa menjadi kurang optimal?) Answer: No, all of our projects are funded by the school. (Tidak, untuk semua proyek yang kami buat itu dibiayai oleh sekolah)</p>
13	<p>Do you have difficulty in dividing the groups? (Apakah Anda mengalami kesulitan dalam membagi kelompok?) Answer: No, because I've planned for that from the beginning in terms of the strengths and weaknesses of each. (Tidak, karena saya sudah merancang hal tersebut dari awal terkait kelebihan dan kekurangannya masing-masing).</p>
14	<p>Do the students' ability level a factor in group assignment? (Apakah kemampuan siswa menjadi faktor dalam penugasan kelompok?) Answer: For me, yes, one of the group division factors that I use is looking at the level of student ability. I do this to give each group ideal members, if group members are chosen randomly I am afraid that there will be a group that is very dominant and there will be a group that is very passive so that learning activities are not maximized. (Untuk saya iya, salah satu factor pembagian kelompok yang saya gunakan yaitu melihat Tingkat kemampuan siswa. Hal ini saya lakukan untuk memberikan setiap kelompok anggota yang ideal, jika anggota kelompok dipilih secara random saya takutnya akan ada kelompok yang sangat</p>

	dominan dan aka nada kelompok yang sangat pasif sehingga aktivitas pembelajaran kurang maksimal).
15.	<p>Do you have any difficulties in provide materials for the project? (Apakah Anda mengalami kesulitan dalam menyediakan bahan untuk proyek ini?)</p> <p>Answer: It is not too difficult as all the materials are provided by the school. (Tidak terlalu sulit karena semua bahan sudah disediakan oleh sekolah).</p>
16.	<p>Do you find difficulty in managing costs for project facilities? (Apakah Anda mengalami kesulitan dalam mengelola biaya untuk fasilitas proyek?)</p> <p>Answer: There are no obstacles or difficulties in managing costs (Tidak ada kendala atau kesulitan dalam pengelolaan biaya)</p>
17.	<p>Do you have any other challenges they have experienced? (Apakah Anda memiliki tantangan lain yang pernah mereka alami?)</p> <p>Answer: In terms of challenges, there are not many, just time management and student understanding. However, there is a slight challenge in student confidence, and from this, I always divide groups according to student abilities, the goal is that passive and shy children are combined with students who are dominant, hopefully they can be more confident.</p> <p>(Terkait tantangan tidak banyak 195system195 kepada cuman permasalahan manajemen waktu dan pemahaman siswa. 195system195195n sedikit tantangan pada kepercayaan diri siswa, dan dari ini lah saya selalu membagi kelompok sesuai kemampuan siswa tujuannya yaitu anak yang pasif dan pemalu jika digabungkan dengan siswa yang dominan besar harapannya mereka bisa lebih percaya diri)</p>

No	Interview Questions for Strategies
1.	<p>Have you ever modified the project? (Apakah Anda pernah memodifikasi proyek?)</p> <p>Answer: Yes, I have. (Iya pernah)</p>
2.	<p>Do your modifications make it easier for students to complete the project? (Apakah modifikasi yang Anda lakukan memudahkan siswa untuk menyelesaikan proyek?)</p> <p>Answer: Yes, of course, because the modification I made was to adapt the project to the students' abilities. (Iya tentu saja, karena modofikasi yang saya lakukan yaitu menyesuaikan proyek dengan kemampuan siswa)</p>

3.	<p>Does combining more than 1 theme make the project time efficient? (Apakah menggabungkan lebih dari 1 tema membuat waktu proyek menjadi lebih efisien?) Answer: I have never combined two themes, I still teach students per-topic. (Saya belum pernah menggabungkan 2 tema, saya tetap mengajarkan siswa per-topik)</p>
4.	<p>Does combining more than 1 theme make students more active in participating in class? (Apakah dengan menggabungkan lebih dari 1 tema membuat siswa lebih aktif dalam berpartisipasi di kelas?) Answer: Maybe, but I can't say for sure because I've never tried it. (Mungkin, namun saya tidak bisa memastikan karena saya belum pernah mencobanya).</p>
5.	<p>Does the class you teach have problems with project costs? (Apakah kelas yang Anda ajar memiliki masalah dengan biaya proyek?) Answer: No (Tidak)</p>
6.	<p>How do you solve this problem? Do you use class cash (if any) or use funds from the school? (Bagaimana Anda mengatasi masalah ini? Apakah Anda menggunakan uang kas kelas (jika ada) atau menggunakan dana dari sekolah?) Answer: All costs in the learning process have been provided by the school. (Semua biaya dalam proses pembelajaran telah disediakan oleh pihak sekolah)</p>
7.	<p>How is the student group division system, is it divided based on the level of student ability? (Bagaimana 196system pembagian kelompok siswa, apakah dibagi berdasarkan Tingkat kemampuan siswa?) Answer: Yes, it is divided based on students' abilities and it is better than using a random system. (Iya dibagi berdasarkan kemampuan siswa dan hal itu lebih bagus daripada menggunakan system random)</p>
8.	<p>Does the division of groups based on the system that you use make the project results maximized? (Apakah pembagian kelompok berdasarkan 196system yang Anda gunakan membuat hasil proyek menjadi lebih maksimal?) Answer: I can say a maximum of about 80% (Saya dapat mengatakan maksimal sekitar 80%)</p>
9.	<p>Does the students use school sources in creating the project? (Apakah siswa menggunakan sumber-sumber sekolah dalam membuat proyek?) Answer:</p>

	<p>Yes (Iya)</p>
10.	<p>Does the students utilize their own equipment in creating the project? (Apakah siswa menggunakan peralatan mereka sendiri dalam membuat proyek?) Answer: Yes, such as color pencils and scissors, but such as paper has been provided by the school. (Iya seperti pencil warna dan gunting, namun seperti kertas sudah disediakan oleh sekolah)</p>
11.	<p>Do you have other strategies to overcome the challenges they experienced? (Apakah Anda memiliki strategi lain untuk mengatasi tantangan yang mereka alami?) Answer: So far, because there are passive and dominant students, so students who have more ability will attract their less active friends to invite their friends to be more active. That's my strategy in overcoming students' lack of confidence. (197ystem197197n197 karena siswa ada yang resesif dan dominan, jadi siswa yang memiliki kemampuan lebih akan mengattrak temannya yang kurang aktif untuk mengajak temannya menjadi lebih aktif. Itu strategi saya dalam mengatasi ketidakpercayaan diri siswa).</p>
#	<p>Are there any specific topic criteria that make you think that this topic should be worked on individually or in groups? (Apakah ada kriteria topik tertentu yang membuat anda berpikir bahwa topik ini sebaiknya dikerjakan secara individu tau kelompok) Answer: From me if I want to see how students explain something then I will ask students to work individually but if I need to see students on how they communicate and their confidence then I will combine/group them. (Dari 197ystem197197n ingin melihat bagaimana cara siswa menjelaskan sesuatu maka saya akan meminta siswa bekerja secara individu namun jika saya perlu untuk melihat siswa terkait cara mereka berkomunikasi dan kepercayaan dirinya maka saya akan menggabungkan/kelompok kan mereka)</p>
#	<p>How do you assess students both individually and in groups? (Bagaimana cara anda menilai siswa baik secara individu maupun kelompok) Answer: So there are several things that I use, first the student's confidence, then grammar, then articulation, finally in terms of being on time, which means not hesitating and wavering in front of the class. This means that in this case even though students are grouped I still assess students individually. (Jadi ada beberapa hal yang saya gunakan, pertama kepercayaan diri siswa, kemudian grammar, lanjut artikulasi, terakhir dari segi tepat waktu maksudnya tidak ragu dan bimbang didepan kelas. Artinya dalam hal ini walaupun siswa dikelompokkan saya tetap menilai siswa secara individu)</p>

Is there a written score

(Apakah ada nilai tertulis)

Answer:

There are no written scores, I keep in mind the student's character, how the student understands the material, and the assessment will be done at the end or in the implementation of daily exams.

(Tidak ada nilai tertulis, saya lebih mengingat karakter siswa, bagaimana cara siswa memahami materi, dan penilaian akan dilakukan di akhir atau dalam pelaksanaan ujian harian)



Teacher Name : Ni Wayan Tia listiari, S.Pd
 Class : 2B
 School : Genta Saraswati Bilingual and Montessori Primary School
 Interviewer : I Gede Wahyu Krisna Aditya

No	Interview Questions for Teacher in Implementing PjBL
1.	<p>When implementing Project Based Learning, do you start the lesson by asking questions? (Ketika menerapkan Pembelajaran Berbasis Proyek, apakah Anda memulai 199system199199ndengan mengajukan pertanyaan?) Answer: Yes, I ask students questions first (Iya, Saya mengajukan pertanyaan terlebih dahulu kepada siswa)</p>
2.	<p>If yes, how do you ask questions to students? (Jika ya, bagaimana Anda mengajukan pertanyaan kepada siswa?) Answer: The way I ask questions, first asking students related to material related to students' daily lives, for example Clothes material so I will ask students what Clothes is, what clothes are you wearing today. (Cara saya mengajukan pertanyaan, pertama menanyakan kepada siswa terkait materi yang berkaitan dengan kehidupan sehari-hari siswa, 199system materi Clothes jadi saya akan bertanya kepada siswa ap aitu Clothes, pakaian apa yang kalian gunakan hari ini)</p>
3.	<p>Do you plan project creation activities together with the students? (Apakah Anda merencanakan kegiatan pembuatan proyek 199system199 dengan parasiswa?) Answer: Yes, I usually carry out projects with students so that students can understand more about the material being taught. (Iya, saya biasanya melaksanakan proyek Bersama siswa agar siswa lebih bisa memahami tentang materi yang diajarkan)</p>
4.	<p>Do you create the project together with the students? (Apakah Anda membuat proyek 199system199 dengan para siswa?) Answer: Yes (Iya)</p>
5.	<p>If yes, how do you create the project together with the students? (Jika ya, bagaimana Anda membuat proyek 199system199 dengan para siswa?) Answer: I make it with the students then I see the students whether the students have done the project well or not. (Saya membuat membuat 199system199 siswa kemudian saya melihat siswa apakah siswa sudah mengerjakan proyek dengan baik atau belum)</p>

6.	<p>Do you design a project work schedule for students? (Apakah Anda merancang jadwal kerja proyek untuk siswa?)</p> <p>Answer: Yes (Iya)</p>
7.	<p>If yes, how do you design a project work schedule for students? (Jika ya, bagaimana Anda merancang jadwal kerja proyek untuk siswa?)</p> <p>Answer: At the beginning of the semester, I will usually look at the book first and then see if there is material that can be taught using the Project-based learning method. (Pada awal semester biasanya saya akan melihat buku terlebih dahulu setelah itu saya liat apakah ada materi yang bisa diajarkan menggunakan metode Project based learning)</p>
8.	<p>Do you monitor and guide students when carrying out the project? (Apakah Anda memantau dan membimbing siswa saat melaksanakan proyek?)</p> <p>Answer: Yes, I monitor students (Iya, saya memantau siswa)</p>
9.	<p>How do you monitor and guide the project creation process? (Bagaimana Anda memantau dan memandu proses pembuatan proyek?)</p> <p>Answer: I monitor students if there are students who are struggling I will come to the student's desk and see how things are going when the student is making the project. (Saya memantau siswa jika ada siswa yang kesulitan saya akan datang ke meja siswa tersebut dan melihat bagaimana perkembangan saat siswa membuat proyek tersebut).</p>
10.	<p>When the project has been completed, do students present in front of the class regarding the project they completed? (Ketika proyek telah selesai, apakah siswa mempresentasikan di depan kelas mengenai proyek yang telah mereka selesaikan?)</p> <p>Answer: Yes, after the students finish making the project they will present it in front of the class. One student will present in front and I direct the other students to see how their friends are presenting. (Iya, setelah siswa selesai membuat proyek mereka akan mempresentasikannya di depan kelas. Satu siswa akan presentasi di depan dan siswa yang lain saya arahkan untuk melihat bagaimana temannya dalam presentasi).</p>
11.	<p>What do you do when students present in front of the class? (Apa yang Anda lakukan saat siswa presentasi di depan kelas?)</p> <p>Answer: I advise other students to see how their friends present in front of the class, then I also observe whether during the presentation the student is confident or the English pronunciation is correct or still wrong related to the material given.</p>

	<p>For assessment, it is assessed from notes only, not in the form of numbers because later the teacher will find out during the exam and daily values such as activeness in class, from this there will be additional grades for students who are more active than other students.</p> <p>(Saya menyarankan siswa yang lain untuk melihat bagaimana teman mereka presentasi di depan kelas, kemudian saya juga mengamati apakah saat presentasi siswa itu percaya diri atau pengucapan Bahasa Inggrisnya sudah benar atau masih salah terkait materi yang diberikan. Untuk penilaian dinilai dari catatan saja tidak berupa angka karena nantinya guru akan mengetahui saat ujian dan nilai sehari-hari seperti keaktifan dikelas, dari hal tersebut akan ada tambahan nilai untuk siswa yang lebih aktif dari siswa yang lainnya)</p>
12.	<p>How do you assess and provide feedback to students both individually and in groups?</p> <p>(Bagaimana Anda menilai dan memberikan umpan balik kepada siswa, baik secara individu maupun kelompok?)</p> <p>Answer: For feedback after the presentation, I usually give it like an evaluation to the students, after the student's presentation I will provide input regarding what needs to be improved, for example how to speak, pronunciation, or from self-confidence.</p> <p>(Untuk umpan balik setelah presentasi biasanya saya berikan seperti evaluasi kepada siswa, setelah siswa presentasi saya akan memberikan masukan terkait apa yang perlu ditingkatkan misalnya cara berbicara, pronunciation, atau dari kepercayaan diri).</p>
13.	<p>After completing the activity, do you invite students to give each other feedback and share their experiences during the project?</p> <p>(Setelah menyelesaikan kegiatan, apakah Anda mengundang siswa untuk saling memberikan umpan balik dan berbagi pengalaman selama proyek berlangsung?)</p> <p>Answer: Yes, after learning I ask students if there is material that is not understood and if there is still something that needs to be explained again then I will explain once more but if the students have understood then we will move on to the next material.</p> <p>(Iya, setelah pembelajaran saya bertanya kepada siswa apakah ada materi yang kurang dipahami dan jika masih ada yang perlu dijelaskan lagi maka saya akan menjelaskan sekali lagi tapi jika siswa sudah paham maka kita akan lanjut ke materi selanjutnya).</p>

No	Interview Questions for Challenges
1.	<p>Do you find it difficult to start the project?</p> <p>(Apakah Anda merasa kesulitan untuk memulai proyek?)</p> <p>Answer:</p>

	<p>There is no difficulty in starting the project, maybe because there is already a list for learning activities so it is not a big difficulty. The difficulty I experienced was probably how to make the students more confident and brave to express what they made.</p> <p>(Tidak ada kesulitan untuk memulai proyek, mungkin karena sudah ada list untuk kegiatan pembelajaran jadi itubukan kesulitan yang besar. Kesulitan yang saya alami mungkin bagaimana cara bagaimana nantinya siswa lebih percaya diri dan berani untuk mengekspresikan apa yang mereka buat).</p>
2.	<p>Do you have difficulty in mastering the PjBL method? If yes, what kind of difficulties did you experience?</p> <p>(Apakah Anda mengalami kesulitan dalam menguasai metode PjBL? Jika ya, kesulitan seperti apa yang Anda alami?)</p> <p>Answer: No (Tidak)</p>
3.	<p>What difficulties do you experience in time management when designing lesson plans?</p> <p>(Kesulitan apa yang Anda alami dalam manajemen waktu saat merancang rencana pembelajaran?)</p> <p>Answer: To manage the time back to the students, there are students who understand more quickly and there are also those who are slow. If students are slow in understanding the material, it will take a lot of time to explain again.</p> <p>(Untuk menajemn waktu Kembali kepada siswa, ada siswa yang lebih cepat mengerti dan ada juga yang lambat. Jika siswa lambat dalam memahami materi akan memerlukan banyak waktu untuk menjelaskan Kembali)</p>
4.	<p>Have you ever experienced a mismatch between time management and learning activities in the classroom?</p> <p>(Pernahkah Anda mengalami ketidaksesuaian antara manajemen waktu dan kegiatan belajar di kelas?)</p> <p>Answer: Once, in this case I experienced a lack of time in the presentation so that some students could not present on the appointed day. This is due to the students' understanding of the project given to them.</p> <p>(Pernah, dalam hal ini saya mengalami kekurangan waktu dalam presentasi sehingga beberapa siswa tidak dapat presentasi di hari yang ditentukan. Ini disebabkan terkait pemahaman siswa dalam mengerti atau tidaknya terkait project yang diberikan).</p>
5.	<p>Do students pay attention to your instruction during the lesson?</p> <p>(Apakah siswa memperhatikan instruksi Anda selama 202system202202n?)</p> <p>Answer: Yes, I expect students to pay attention so that the book can move on to the next material.</p> <p>(Iya, saya harapkan agar siswa memperhatikan agar kitab isa lanjut ke materi selanjutnya)</p>
6.	<p>Do you have difficulty in attracting students' attention?</p> <p>(Apakah Anda mengalami kesulitan dalam menarik perhatian siswa?)</p>

	<p>Answer: Maybe because learning in the last hour, students may feel tired so it is quite difficult to focus students on listening to the material, but because I often use games, students are more eager to learn. (Mungkin karena pembelajaran di jam terakhir mungkin siswa merasa capek sehingga lumayan sulit untuk memfokuskan siswa mendengarkan materi, akan tetapi karena saya sering menggunakan game jadi siswa lebih semangat untuk belajar)</p>
7.	<p>Does the lack of students' attention affect their understanding in completing the project optimally? (Apakah kurangnya perhatian siswa mempengaruhi pemahaman mereka dalam menyelesaikan proyek secara optimal?) Answer: Yes, because when they don't understand the material being taught, it is difficult for them to do the project (more to slow) so it may require special attention from the teacher. (Iya, karena Ketika belum paham terkait materi yang diajarkan jadi siswa kesulitan untuk melakukan proyek tersebut (lebih ke lambat) jadi mungkin memerlukan perhatian khusus dari guru).</p>
8.	<p>Do the students provide suboptimal project results during the implementation of PjBL? (Apakah siswa memberikan hasil proyek yang kurang optimal selama pelaksanaan PjBL?) Answer: With PjBL students have done their best, as much as they can make. Then each student has weaknesses and strengths maybe when drawing or speaking but I'm sure all students do their best. (Dengan PjBL siswa sudah melakukan yang terbaik, semaksimal mungkin mereka buat. Kemudian setiap siswa memiliki kelemahan dan kelebihan mungkin saat menggambar atau speakingnya tapi saya yakin semua siswa melakukan yang terbaik).</p>
9.	<p>Does the lack of students' understanding cause the project results to be less than optimal? (Apakah kurangnya pemahaman siswa menyebabkan hasil proyek kurang maksimal?) Answer: Yes, in my opinion, it is like that, because if students do not understand, it will be difficult for students to work on, so they will be slow in their work. (Iya menurut saya seperti itu, karena jikalau siswa kurang paham maka siswa akan sulit untuk dikerjakan oleh siswa jadinya akan lambat dalam pengerjaannya).</p>
10.	<p>Does the lack of student's understanding affect the project time? (Apakah kurangnya pemahaman siswa mempengaruhi waktu proyek?) Answer: Yes, it affects the project time (Iya mempengaruhi waktu proyek)</p>

12.	<p>Does the cost affect the results of the student project to be less than optimal? (Apakah biaya mempengaruhi hasil proyek siswa menjadi kurang optimal?)</p> <p>Answer: No, because the fees are provided by the school (Tidak, karena biaya sudah disediakan oleh sekolah)</p>
13	<p>Do you have difficulty in dividing the groups? (Apakah Anda mengalami kesulitan dalam membagi kelompok?)</p> <p>Answer: In the division of groups, I usually just randomize, because students must be able to group with anyone. For example, by sitting position or attendance number only. (Dalam pembagian kelompok biasanya saya random saja, karena siswa harus bisa berkelompok dengan siapa saja. Misalnya dengan posisi duduk ataupun nomer absen saja.)</p>
14	<p>Do the students' ability level a factor in group assignment? (Apakah kemampuan siswa menjadi faktor dalam penugasan kelompok?)</p> <p>Answer: I'm mostly random. (Saya lebih sering random saja).</p>
15.	<p>Do you have any difficulties in provide materials for the project? (Apakah Anda mengalami kesulitan dalam menyediakan bahan untuk proyek ini?)</p> <p>Answer: Maybe it's because the project has already been designed so the necessary materials have already been determined. In this case, the class I taught was grade 2 children, so the materials were easy to obtain. (Mungkin karena proyeknya sudah dirancang jadi sudah ditentukan bahan-bahan yang diperlukan. Dalam hal ini kelas yang saya ajar merupakan anak kelas 2 jadi bahan-bahan mudah didapatkan)</p>
16.	<p>Do you find difficulty in managing costs for project facilities? (Apakah Anda mengalami kesulitan dalam mengelola biaya untuk fasilitas proyek?)</p> <p>Answer: No, it has been provided by the school (Tidak, sudah disediakan oleh pihak sekolah)</p>
17.	<p>Do you have any other challenges they have experienced? (Apakah Anda memiliki tantangan lain yang pernah mereka alami?)</p> <p>Answer: The challenge is more about how to build students' confidence when in front of the class, students usually lack the courage to express themselves. This is a challenge for teachers as well. (Tantangan lebih ke bagaimana cara membangun kepercayaan diri siswa Ketika didepan kelas, biasanya siswa kurang berani untuk mengekspresikan diri. Hal tersebutlah yang menjadi tantangan para guru juga).</p>

No	Interview Questions for Strategies
1.	<p>Have you ever modified the project? (Apakah Anda pernah memodifikasi proyek?) Answer: Yes, I have Iya pernah</p>
2.	<p>Do your modifications make it easier for students to complete the project? (Apakah modifikasi yang Anda lakukan memudahkan siswa untuk menyelesaikan proyek?) Answer: Yes, because the materials are easy to use, we modify them so that students find it easier to make projects. (Iya, karena bahan-bahannya mudah digunakan kita modifikasi jadinya siswa lebih gampang membuat proyek).</p>
3.	<p>Does combining more than 1 theme make the project time efficient? (Apakah menggabungkan lebih dari 1 tema membuat waktu proyek menjadi lebih efisien?) Answer: Never, I usually teach one material for one project. (Belum pernah, saya biasanya mengajarkan satu materi untuk satu proyek)</p>
4.	<p>Does combining more than 1 theme make students more active in participating in class? (Apakah dengan menggabungkan lebih dari 1 tema membuat siswa lebih aktif dalam berpartisipasi di kelas?) Answer: I don't know it for sure (Saya tidak mengetahuinya secara pasti).</p>
5.	<p>Does the class you teach have problems with project costs? (Apakah kelas yang Anda ajar memiliki masalah dengan biaya proyek?) Answer: No (Tidak)</p>
6.	<p>How do you solve this problem? Do you use class cash (if any) or use funds from the school? (Bagaimana Anda mengatasi masalah ini? Apakah Anda menggunakan uang kas kelas (jika ada) atau menggunakan dana dari sekolah?) Answer: All funds from the school (Semua dana dari pihak sekolah)</p>

7.	<p>How is the student group division system, is it divided based on the level of student ability? (Bagaimana 206system pembagian kelompok siswa, apakah dibagi berdasarkan Tingkat kemampuan siswa?)</p> <p>Answer: No, I'm more of a random person. (Tidak, saya lebih sering random saja).</p>
8.	<p>Does the division of groups based on the system that you use make the project results maximized? (Apakah pembagian kelompok berdasarkan 206system yang Anda gunakan membuat hasil proyek menjadi lebih maksimal?)</p> <p>Answer: I think yes because in addition to students being able to mingle with anyone not only with their close friends, for example, all smart students then for slow students it will be difficult so if it is randomized so slow students can keep up with faster students. (Menurut saya iya karena selain siswa bisa berbaur dengan siapa saja bukan hanya dengan teman dekatnya saja, misalnya semua siswa pintar kemudian untuk siswa yang lambat akan kesulitan jadi jika di random jadi siswa yang lambat bisa mengikuti siswa yang lebih cepat).</p>
9.	<p>Does the students use school sources in creating the project? (Apakah siswa menggunakan sumber-sumber sekolah dalam membuat proyek?)</p> <p>Answer: Yes Iya</p>
10.	<p>Does the students utilize their own equipment in creating the project? (Apakah siswa menggunakan peralatan mereka sendiri dalam membuat proyek?)</p> <p>Answer: Yes, such as color pencils, cryons, erasers and scissors. Then for paper from the school (Iya, misalkan seperti pencil warna, cryon, penghapus dan gunting. Kemudian untuk kertas dari pihak sekolah)</p>
11.	<p>Do you have other strategies to overcome the challenges they experienced? (Apakah Anda memiliki strategi lain untuk mengatasi tantangan yang mereka alami?)</p> <p>Answer: More to the students' confidence, in this case I usually use motivation how do I convince students that they have advantages and they can definitely do presentations in front of the class. Furthermore, providing evaluation to students and if the student knows his shortcomings, the student can definitely improve for the better. (Lebih ke kepercayaan diri siswa, dalam hal ini biasanya saya menggunakan motivasi bagaimana cara saya meyakinkan siswa bahwa mereka memiliki kelebihan dan mereka pasti bisa melakukan presentasi di depan kelas. Selanjutnya memberikan evaluasi kepada siswa dan jika siswa tersebut</p>

	mengetahui kekurangannya pasti siswa tersebut dapat mengimprove menjadi lebih baik)
#	<p>Are there any specific topic criteria that make you think that this topic should be worked on individually or in groups? (Apakah ada kriteria topik tertentu yang membuat anda berpikir bahwa topik ini sebaiknya dikerjakan secara individu tau kelompok)</p> <p>Answer: There are some materials where students should work individually and some materials that can be grouped. The basis of grouping is so that students can mingle with other friends. And for individuals I usually look at whether they are confident when they are on their own in making the project. (Ada beberapa materi yang Dimana siswanya sebaiknya bekerja secara individu dan ada juga materi yang bisa dikelompokkan. Yang menjadi dasar dikelompokkan agar siswa bisa berbaur dengan teman lainnya. Dan untuk individu biasanya saya melihat apakah mereka percaya diri Ketika mereka sendiri dalam membuat proyek tersebut).</p>
#	<p>How do you assess students both individually and in groups? (Bagaimana cara anda menilai siswa baik secara individu maupun kelompok)</p> <p>Answer: If it is a group then I will assess how the student participates in the group, if it is an individual how is the student's pronunciation and understanding of the material. (Jika berkelompok maka saya akan menilai bagaimana siswa tersebut berpartisipasi dalam kelompok, kalau untuk individu bagaimana cara pronunciation siswa dan pemahaman materi)</p> <p>Is there a written score (Apakah ada nilai tertulis)</p> <p>Answer: There are no written scores, I will remember which students are more active in learning activities and from that activity I will accumulate at the end so that it can help their grades in the end of semester report card. (Tidak ada nilai tertulis, saya akan mengingat siswa siapa yang lebih aktif dalam kegiatan pembelajaran dan dari keaktifan tersebut nantinya saya akan akumulasikan di akhir sehingga dapat membantu nilai mereka dalam rapot akhir semester).</p>

Appendix 17. Expert Judge of Instrument

Expert Judge Sheet
Instrument: Observation Checklist of Implementation Project-Based Learning

Expert Judge: Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

No	SYNTAX OF PjBL	DESCRIPTORS	OBSERVATION			VALIDITY		NOTE
			Meeting 1 Date:	Meeting 2 Date:	Meeting 3 Date:	Relevant (✓)	Irrelevant (✓)	
1.	Start With Essential Question (Fahlevi, 2022)	1. The teacher asks the students to observe the phenomena				✓		
		2. The teacher asks the students to mention related phenomena				✓		
		3. The teacher guides the other students to share knowledge				✓		
2.	Design a Plan for The Project (Fahlevi, 2022)	1. The teacher divides students into groups				✓		
		2. The teacher gives the students a project that is related to the phenomena				✓		
		3. The teacher asks students to make a plan for the project that will be created				✓		

3.	Create a Schedule (Fahlevi, 2022)	1. The teacher makes a timeline to finish the project				✓		
		2. The teacher guides students to find a suitable project					✓	
		3. The teacher asks students to explain why they chose the project					✓	
4.	Monitor Students and The Progress of The Project (Fahlevi, 2022)	1. The teacher monitors the students				✓		
		2. The teacher gives the students help if they need				✓		
		3. The teacher takes note of every student's progress while doing the project				✓		
5.	Assess The Outcome (Fahlevi, 2022)	1. The Teacher assesses students' development				✓		
		2. The teacher gives final assessment after the students done their presentation				✓		
		3. The teacher gives feedback on students' understanding and invites other students to give				✓		

		their responses						
6.	Evaluate The Experience (Fahlevi, 2022)	1. The teacher asks students to share their experiences during the project				✓		
		2. The teacher and students reflect on the project activities and results				✓		

Singaraja, 16 April 2024



(Prof.Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd)



Expert Judge Sheet
Instrument: Interview Guide for Teacher of Implementation Project-Based Learning

Expert Judge: Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

No.	Questions	Validity		Note
		Relevant (✓)	Irrelevant (✓)	
1.	When implementing Project Based Learning, do you start the lesson by asking questions?	✓		
2.	If yes, how do you ask questions to students?	✓		
3.	Do you plan project creation activities together with the students?	✓		
4.	Do you create the project together with the students?	✓		
5.	If yes, how do you create the project together with the students?	✓		
6.	Do you design a project work schedule for students?	✓		
7.	If yes, how do you design a project work schedule for students?	✓		
8.	Do you monitor and guide students when carrying out the project?	✓		
9.	How do you monitor and guide the project creation process?	✓		
10.	When the project has been completed, do students present in front of the class regarding the project they completed?	✓		

11.	What do you do when students present in front of the class?	✓		
12.	How do you assess and provide feedback to students both individually and in groups?	✓		
13.	After completing the activity, do you invite students to give each other feedback and share their experiences during the project?	✓		

Singaraja, 16 April 2024



(Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd)



Expert Judge Sheet
Instrument: Observation Checklist of Challenges in Implementing Project-Based Learning

Expert Judge: Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

No	CHALLENGES	SUB CHALLENGES	ANSWER		VALIDITY		NOTE
			YES	NO	Relevant (✓)	Irrelevant (✓)	
1.	Difficulty of mastering the project (Cintang et al., 2018)	1) Facing difficulties in starting the project			✓		
		2) Experiencing difficulties in mastering PjBL method			✓		
2.	Time management (Syahlan et al., 2023)	1) Having difficulties in time management			✓		
		2) Mismatching of time management with learning activities			✓		
3.	Technical difficulties of project implementation (Cintang et al., 2018)	1) Paying attention with teacher instruction			✓		
		2) Having difficulty in managing student attention			✓		
		3) Students' understanding affect the project result			✓		
4.	The project result is not maximal, particularly on the type of project that produces real products (Cintang et al., 2018)	1) Students' project results are not maximal			✓		
		2) Lack understanding impact product result			✓		
		3) Understanding the project			✓		

		takes a lot of time					
		4) Impacting on cost for the project result			✓		
5.	Manage group work (Nurkhamidah, 2023)	1) Facing difficulty in group division			✓		
		2) Dividing group based on students' capabilities			✓		
6.	Inadequate facilities (Syahlan et al., 2023)	1) Struggling to provide materials for the project			✓		
		2) Facing difficulty in managing costs for project facilities			✓		

Singaraja, 16 April 2024



(Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd)

Expert Judge Sheet
Instrument: Interview Guide for Teacher of Challenges Project-Based Learning

Expert Judge: Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

No.	Questions	Validity		Note
		Relevant (✓)	Irrelevant (✓)	
1.	Do you find it difficult to start the project?	✓		
2.	Do you have difficulty in mastering the PjBL method? If yes, what kind of difficulties did the teacher experience?	✓		
3.	What difficulties do you experience in time management when designing lesson plans?	✓		
4.	Have you ever experienced a mismatch between time management and learning activities in the classroom?	✓		
5.	Do students pay attention to your instruction during the lesson?	✓		
6.	Do you have difficulty in attracting students' attention?	✓		
7.	Does the lack of students' attention affect their understanding in completing the project optimally?	✓		
8.	Do the students provide suboptimal project results during the implementation of PjBL?	✓		
9.	Does the lack of students' understanding cause the project results to be less than optimal?	✓		

10.	Does the lack of student's understanding affect the project time?	✓		
12.	Does the cost affect the results of the student project to be less than optimal?	✓		
13.	Do you have difficulty in dividing the groups?	✓		
14.	Do the students' ability level a factor in group assignment?	✓		
15.	Do you have any difficulties in provide materials for the project?	✓		
16.	Do you find difficulty in managing costs for project facilities?	✓		
17.	Do you have any other challenges they have experienced?	✓		

Singaraja, 16 April 2024



(Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd)

Expert Judge Sheet
Instrument: Observation Checklist of Strategies in Implementing Project-Based Learning

Expert Judge: Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

No	Strategies	SUB Strategies	Answer		Validity		Note
			YES	NO	Relevant (✓)	Irrelevant (✓)	
1.	Project Modification (Cintang et al., 2018)	1) Modifying the project			✓		
		2) Modifying helps students to complete the project			✓		
2.	Limited time (Cintang et al., 2018)	1) Combining more than 1 theme for a project			✓		
		2) Increasing students' participation			✓		
3.	Financial (Cintang et al., 2018)	1) Having limit cost project			✓		
		2) Using class cash for project			✓		
		3) Using learning media funds			✓		
4.	Grouping (Bagheri et al., 2013)	1) Grouping the students as a strategy			✓		
		2) Having maximal project outcomes in every group			✓		
5.	Lack of facilities (Syahlan et al., 2023)	1) Using school sources			✓		
		2) Utilizing other equipment that students bring			✓		

Singaraja, 16 April 2024



(Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd)



Expert Judge Sheet
Instrument: Interview Guide for Teacher of Strategies Project-Based Learning

Expert Judge: Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

No.	Questions	Validity		Note
		Relevant (✓)	Irrelevant (✓)	
1.	Have you ever modified the project?	✓		
2.	Do your modifications make it easier for students to complete the project?	✓		
3.	Does combining more than 1 theme make the project time efficient?	✓		
4.	Does combining more than 1 theme make students more active in participating in class?	✓		
5.	Does the class you teach have problems with project costs?	✓		
6.	How do you solve this problem? Do you use class cash (<i>if any</i>) or use funds from the school?	✓		
7.	How is the student group division system, is it divided based on the level of student ability?	✓		
8.	Does the division of groups based on the system that you use make the project results maximized?	✓		
9.	Does the students use school sources in creating the project?	✓		
10.	Does the students utilize their own equipment in creating the project?	✓		

11.	Do you have other strategies to overcome the challenges they experienced?	✓		
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Singaraja, 16 April 2024



(Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd)



Expert Judge Sheet
Instrument: Observation Checklist of Implementation Project-Based Learning

Expert Judge: Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd

No	SYNTAX OF PjBL	DESCRIPTORS	OBSERVATION			VALIDITY		NOTE
			Meeting 1 Date:	Meeting 2 Date:	Meeting 3 Date:	Relevant (✓)	Irrelevant (✓)	
1.	Start With Essential Question (Fahlevi, 2022)	1. The teacher asks the students to observe the phenomena				✓		
		2. The teacher asks the students to mention related phenomena				✓		
		3. The teacher guides the other students to share knowledge				✓		
2.	Design a Plan for The Project (Fahlevi, 2022)	1. The teacher divides students into groups				✓		
		2. The teacher gives the students a project that is related to the phenomena				✓		
		3. The teacher asks students to make a plan for the project that will be created				✓		
3.	Create a Schedule	1. The teacher makes a timeline to				✓		

	(Fahlevi, 2022)	finish the project						
		2. The teacher guides students to find a suitable project				✓		
		3. The teacher asks students to explain why they chose the project				✓		
4.	Monitor Students and The Progress of The Project (Fahlevi, 2022)	1. The teacher monitors the students				✓		
		2. The teacher gives the students help if they need				✓		
		3. The teacher takes note of every student's progress while doing the project				✓		
5.	Assess The Outcome (Fahlevi, 2022)	1. The Teacher assesses students' development				✓		
		2. The teacher gives final assessment after the students done their presentation				✓		
		3. The teacher gives feedback on students' understanding and invites other students to give their responses				✓		
6.	Evaluate The	1. The teacher asks students				✓		

	Experiences (Fahlevi, 2022)	to share their experiences during the project						
		2. The teacher and students reflect on the project activities and results				✓		

Singaraja, 8 April 2024



(Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd)



Expert Judge Sheet
Instrument: Interview Guide for teacher of Implementation Project-Based Learning

Expert Judge: Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd

No.	Questions	Validity		Note
		Relevant (✓)	Irrelevant (✓)	
1.	When implementing Project Based Learning, do you start the lesson by asking questions?		✓	
2.	If yes, how do you ask questions to students?	✓		
3.	Do you plan project creation activities together with the students?	✓		
4.	Do you create the project together with the students?	✓		
5.	If yes, how do you create the project together with the students?	✓		
6.	Do you design a project work schedule for students?	✓		
7.	If yes, how do you design a project work schedule for students?	✓		
8.	Do you monitor and guide students when carrying out the project?	✓		
9.	How do you monitor and guide the project creation process?	✓		
10.	When the project has been completed, do students present in front of the class regarding the project they completed?	✓		

11.	What do you do when students present in front of the class?	✓		
12.	How do you assess and provide feedback to students both individually and in groups?	✓		
13.	After completing the activity, do you invite students to give each other feedback and share their experiences during the project?	✓		

Singaraja, 8 April 2024



(Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd)



Expert Judge Sheet
Instrument: Observation Checklist of Challenges in Implementation Project-Based Learning

Expert Judge: Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd

No	CHALLENGES	SUB CHALLENGES	ANSWER		VALIDITY		NOTE
			YES	NO	Relevant (✓)	Irrelevant (✓)	
1.	Difficulty of mastering the project (Cintang et al., 2018)	1) Facing difficulties in starting the project			✓		
		2) Experiencing difficulties in mastering PjBL method			✓		
2.	Time management (Syahlan et al., 2023)	1) Having difficulties in time management			✓		
		2) Mismatching of time management with learning activities			✓		
3.	Technical difficulties of project implementation (Cintang et al., 2018)	1) Paying attention with teacher instruction			✓		
		2) Having difficulty in managing student attention			✓		
		3) Students' understanding affect the project results			✓		
4.	The project result is not maximal, particularly on the type of project that produces real products (Cintang et al., 2018)	1) Students' project results are not maximal			✓		
		2) Lack understanding impact project results			✓		
		3) Understanding the project			✓		

		takes a lot of time					
		4) Impacting on cost for the project results			✓		
5.	Manage group work (Nurkhamidah, 2023)	1) Facing difficulty in group division			✓		
		2) Dividing group based on students' capabilities			✓		
6.	Inadequate facilities (Syahlan et al., 2023)	1) Struggling to provide materials for the project			✓		
		2) Facing difficulty in managing costs for project facilities			✓		

Singaraja, 8 April 2024



(Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd)

Expert Judge Sheet
Instrument: Interview Guide for teacher of Challenges Project-Based Learning

Expert Judge: Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd

No.	Questions	Validity		Note
		Relevant (✓)	Irrelevant (✓)	
1.	Do you find it difficult to start the project?		✓	
2.	Do you have difficulty in mastering the PjBL method? If yes, what kind of difficulties did the teacher experience?	✓		
3.	What difficulties do you experience in time management when designing lesson plans?	✓		
4.	Have you ever experienced a mismatch between time management and learning activities in the classroom?	✓		
5.	Do students pay attention to your instruction during the lesson?	✓		
6.	Do you have difficulty in attracting students' attention?	✓		
7.	Does the lack of students' attention affect their understanding in completing the project optimally?	✓		
8.	Do the students provide suboptimal project results during the implementation of PjBL?	✓		
9.	Does the lack of students' understanding cause the project results to be less than optimal?	✓		

10.	Does the lack of student's understanding affect the project time?	✓		
12.	Does the cost affect the results of the student project to be less than optimal?	✓		
13.	Do you have difficulty in dividing the groups?	✓		
14.	Do the students' ability level a factor in group assignment?	✓		
15.	Do you have any difficulties in provide materials for the project?	✓		
16.	Do you find difficulty in managing costs for project facilities?	✓		
17.	Do you have any other challenges they have experienced?	✓		

Singaraja, 8 April 2024



(Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd)

Expert Judge Sheet
Instrument: Observation Checklist of Strategies in Implementation Project-Based Learning

Expert Judge: Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd

No	Strategies	SUB Strategies	Answer		Validity		Note
			YES	NO	Relevant (✓)	Irrelevant (✓)	
1.	Project Modification (Cintang et al., 2018)	1) Modifying the project			✓		
		2) Modifying helps students to complete the project			✓		
2.	Limited time (Cintang et al., 2018)	1) Combining more than 1 theme for a project			✓		
		2) Increasing students' participation			✓		
3.	Financial (Cintang et al., 2018)	1) Having limit cost project			✓		
		2) Using class cash for project			✓		
		3) Using learning media funds			✓		
4.	Grouping (Bagheri et al., 2013)	1) Grouping the students as a strategy			✓		
		2) Having maximal project outcomes in every group			✓		

5.	Lack of facilities (Syahlan et al., 2023)	1) Using school sources			✓		
		2) Utilizing other equipment that students bring			✓		

Singaraja, 8 April 2024



(Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd)



Expert Judge Sheet
Instrument: Interview Guide for teacher of Strategies Project-Based Learning

Expert Judge: Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd

No.	Questions	Validity		Note
		Relevant (✓)	Irrelevant (✓)	
1.	Have you ever modified the project?		✓	
2.	Do your modifications make it easier for students to complete the project?	✓		
3.	Does combining more than 1 theme make the project time efficient?	✓		
4.	Does combining more than 1 theme make students more active in participating in class?	✓		
5.	Does the class you teach have problems with project costs?	✓		
6.	How do you solve this problem? Do you use class cash (<i>if any</i>) or use funds from the school?	✓		
7.	How is the student group division system, is it divided based on the level of student ability?	✓		
8.	Does the division of groups based on the system that you use make the project results maximized?	✓		
9.	Does the students use school sources in creating the project?	✓		
10.	Does the students utilize their own equipment in creating the project?	✓		

11.	Do you have other strategies to overcome the challenges they experienced?	✓		
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Singaraja, 8 April 2024



(Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd)



Appendix 18. Research Documentations







RIWAYAT HIDUP



I Gede Wahyu Krisna Aditya lahir di Merita, 02 Mei 2002. Penulis merupakan anak kedua dari pasangan I Ketut Pastika dan Ni Made Murniathi. Penulis menyelesaikan pendidikan dasar di SD Negeri 1 Labasari. Kemudian melanjutkan ke jenjang menengah pertama di SMP Negeri 2 Abang, serta ke jenjang menengah atas di SMA PGRI 1 Amlapura. Penulis memutuskan untuk memilih Universitas Pendidikan Ganesha sebagai tempat menempuh gelar Sarjana Pendidikan dengan memilih prodi Pendidikan Bahasa Inggris. Pada tahun 2024, penulis telah menyelesaikan Skripsi yang berjudul “THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING ENGLISH TO YOUNG LEARNERS AT GENTA SARASWATI BILINGUAL AND MONTESSORI SCHOOL IN GRADES 2A AND 2B”.