APPENDICES

Appendix 1 Letter of Research Permission

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
PROGRAM PASCASARJANA
Jalan Udayana Nomor 11 Singaraja, Bali 81116 Telepon 081999446444 Laman www.pasca.undiksha.ac.id

Singaraja, 16 Oktober 2023

Nomor : 4504/UN48.14.1/KM/2023
Hal   : **Mohon Ijin Pengambilan Data**
Yth.   : Kepala SMP Negeri 4 Singaraja

    di   Singaraja

Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Tesis mahasiswa Program Pascasarjana Universitas Pendidikan Ganesha, kami mohon kesedian Bapak/Ibu untuk dapat menerima dan mengijinkan mahasiswa kami sebagai berikut :

Nama	: **Putu Rosa Natalia**
NIM	: **2229081042**
Semester	: **III (Tiga)**
Program Studi	: **Pendidikan Bahasa Inggris (S2)**
Judul Tesis	: **Developing Project-based Learning Activities in English Classes for Implementing Kurikulum Merdeka in SMPN 4 Singaraja.**

untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian.

Atas perhatian, perkenaan dan kerja sama yang baik kami ucapkan terima kasih.

Menyetujui,

Pembimbing I,

Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP. 196202021988032001

Pembimbing II,

Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
NIP. . 198304022006042001

Mengetahui,
a.n. Direktur,
Wadir I,

Prof. Dr. Ida Bagus Putu Arnyana, M.Si
NIP. 195812311986011005

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Appendix 2 Teacher's questionnaire

Dimension 1 (PjBL Characteristics)

The Current Situation		No	Statement	The Expected Situation	
Yes	No			Yes	No
			Indicator: Relevant to the learning topic		
		1	Each topic is taught through projects		
		2	Project-based learning activities are available that are relevant to the topics in the syllabus/module.		
		3	Teachers use concrete examples in projects to illustrate concepts in learning topics.		
			Indicator: Already contains 6C values		
		4	Every project-based activity taught contains elements of 21st century (6C) learning		
		5	Availability of project-based learning materials that integrate 6C aspects that are ready to use.		
			Indicator: Already contains Pancasila Student Profile values		
		6	Every topic taught contains Pancasila Student Profile values		
		7	Projects given by teachers encourage students to behave in accordance with Pancasila Student Profile.		

			Indicator: In accordance with the characteristics of students		
		8	Projects assigned by teachers take into account the individual needs of students.		
		9	Teachers have implemented project-based learning according to the characteristics of students		
		10	Teachers provide choices or variations in projects so students can choose ones that suit their interests and learning styles.		
		11	Teachers provide support and guidance appropriate to students' skill levels and needs in working on these projects.		
			Indicator: Provide opportunities for students to practice English		
		12	The teacher has provided space and opportunities to use projects to improve students' English skills.		
		13	Teachers have developed learning design lessons that provide space and opportunities for students to practice English.		
		14	Teachers provide feedback related to the use of English in these projects.		

Dimension 2 (Inset 6C values)

The Current Situation		No	Statement	The Expected Situation	
Yes	No			Yes	No
			Indicator: Each project accommodates students to collaborate		

|		15	The teacher has invited students to collaborate with each other in implementing the project		
		16	Teachers have developed learning designs that accommodate students to collaborate with each other in implementing projects		
			Indicator: Each project accommodates students to communicate		
		17	The teacher has invited students to communicate with each other in implementing the project		
		18	The teacher has developed a learning design that accommodates students to communicate with each other in implementing the project		
			Indicator: Each project accommodates students to be creative		
		19	The teacher has invited students to be creative in implementing the project		
		20	Teachers have developed learning designs that accommodate students to be creative in implementing projects		
			Indicator: Each project accommodates students to think critically		
		21	The teacher has invited students to think critically in implementing the project		
		22	Teachers have developed learning designs that accommodate students to be able to think critically in implementing projects		

The Current Situction		No	Statement	The Expected Stuation	
Yes	No			Yes	No
			Indicator: Each project accommodates students to solve complex problems in a structured manner.		
		23	The teacher has invited students to practice solving complex problems in a structured manner in project implementation		
		24	Teachers have developed learning designs that train students to solve complex problems in a structured manner in implementing projects		
			Indicator: Each project accommodates students to emphasize togetherness and empathy		
		25	The teacher has invited students to emphasize togetherness and empathy in implementing the project		
		26	Teachers have developed learning designs that emphasize togetherness and empathy in project implementation		

Dimension 3 (Insertion of Pancasila Student Profile values)

The Current Situction		No	Statement	The Expected Stuation	
Yes	No			Yes	No
			Indicator: Faith, Fear of God		
		27	Teachers have implemented Pancasila Student Profile inserts in terms of Faith and Fear of God Almighty in project-based learning		
		28	The teacher has developed a learning design that implements Pancasila Student		

			Profile inserts in terms of Faith, Fear of Almighty God in project-based learning		
			Indicator: Global Diversity		
		29	Teachers have implemented Pancasila Student Profile inserts in terms of global diversity in project-based learning		
		30	Teachers have developed learning designs that implement Pancasila Student Profile inserts in terms of global diversity in project-based learning		
			Indicator: Collaboration		
		31	Teachers have implemented Pancasila Student Profile inserts in terms of working together in project-based learning		
		32	Teachers have developed learning designs that implement Pancasila Student Profile inserts in terms of working together in project-based learning		
			Indicator: Critical Thinking		
		33	Teachers have implemented Pancasila Student Profile inserts in terms of critical reasoning in project-based learning		
		34	Teachers have developed learning designs that implement Pancasila Student Profile inserts in terms of critical reasoning in project-based learning		
			Indicator: Independent		
		35	Teachers have implemented Pancasila Student Profile inserts in terms of independence in project-based learning		
		36	Teachers have developed learning designs that implement Pancasila Student Profile		

			inserts in terms of global diversity in project-based learning		
			Indicator: Creativity		
		37	Teachers have implemented Pancasila Student Profile inserts in terms of creativity in project-based learning		
		38	The teacher has developed a learning design implementing Pancasila Student Profile inserts in terms of global diversity in project-based learning		
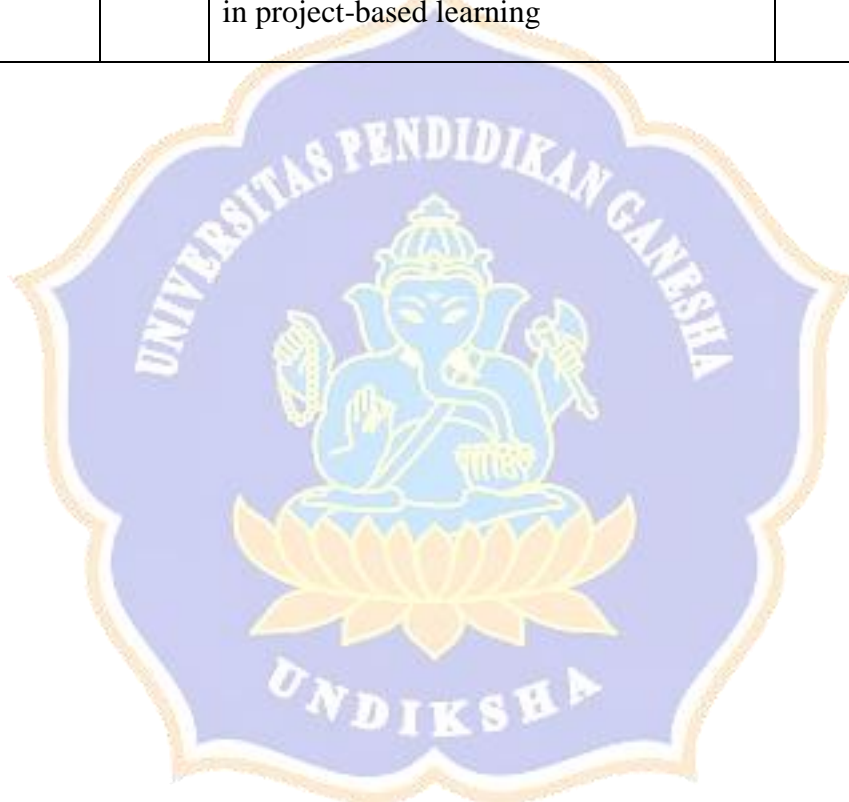
Appendix 3 Students' Questionnaire

Dimension 1 (Characteristics of Project-Based Learning/ PjBL)

The Current Situation		No	Statement	The Expected Situation	
Yes	No			Yes	No
			Indicator: Relevance to the learning topic		
		1	I feel that the projects we do in English class are closely related to the topics we are studying.		
		2	I can relate the projects we do to the concepts taught in English lessons.		
		3	The projects we worked on helped me understand and apply the course material better.		
		4	I saw a clear connection between the learning topics and the projects we did in class.		
			Indicator: Already contains 6C values		
		1	I feel that our projects have emphasized the 6C values		
			Indicator: Already contains Pancasila Student Profile values		
		1	The projects we work on in English class have helped me understand and apply Pancasila Student Profile values.		
			Indicator: In accordance with the characteristics of students		

		No	Statement		
		1	The projects we do in English class are tailored to our level of ability and interest as students.		
		2	I feel that these projects take into account my learning style and learning preferences.		
		3	Our teachers have understood our individual needs and tailored projects according to the characteristics of each student.		
		4	These projects have provided us with the flexibility to pursue our personal interests and talents in an English learning context.		
			Indicator: Provide opportunities for students to practice English		
		1	I had the opportunity to speak English during the implementation of these projects.		
		2	These projects give me opportunities to write and use English actively.		
		3	I feel that these projects encourage me to listen and understand English better.		
		4	I had the opportunity to interact with classmates in English during these projects.		
		5	These projects allow me to practice English in everyday situations.		

Dimension 2 (Insert of 6C values)

The Current Situation		No	Statement	The Expected Situation	
Yes	No		**Indicator: Each project accommodates students to collaborate**	Yes	No

		1	The projects we undertake give us the opportunity to collaborate with classmates.		
		2	I feel that collaboration with classmates is an important part of every project we work on.		
		3	Our teachers manage these projects in such a way that we have to collaborate in groups or pairs.		
		4	These projects encourage us to discuss ideas and thoughts together with classmates.		
		5	I feel that these projects have strengthened our ability to work as a team.		
			Indicator: Each project accommodates students to communicate		
		1	These projects give us the opportunity to communicate in English.		
		2	I feel that communication in English is an important aspect in implementing any project.		
		3	Our teachers facilitated communication between us while working on these projects.		
		4	I feel that these projects encourage us to express our thoughts and ideas clearly in English.		
		5	These projects help improve our ability to communicate well in English.		
			Indikator: Setiap projek mengakomodiasi peserta didik untuk berkreasi		
		1	These projects give us the freedom to use our imagination and creativity.		
		2	I feel that these projects encourage us to think creatively and create new ideas.		

		3	Our teachers support us in exploring creative ideas in each project.		
		4	In every project, we have the opportunity to create a unique solution or product.		
			Indicator: Each project accommodates students to think critically		
		1	These projects encourage us to question the information and ideas we encounter.		
		2	I feel that these projects encourage us to analyze problems critically.		
		3	Our teachers provide support in developing our critical thinking skills during the implementation of these projects.		
		4	I feel that these projects encourage us to consider different points of view in finding solutions.		
		5	In every project, we are taught to evaluate information and arguments carefully.		
			Indicator: Each project accommodates students to solve complex problems in a structured manner.		
		1	These projects encourage us to solve problems in a complex and structured way.		
		2	I feel that these projects ask us to solve problems in a complex and structured way.		
		3	Our teachers provide support in developing the ability to solve problems in a complex and structured manner.		
		4	I feel that these projects push us to solve problems in a complex and structured way.		

The Current Situation		No	Statement	The Expected Situation	
		5	In every project, we are taught to solve problems in a complex and structured manner.		
			Indicator: Each project accommodates students to emphasize togetherness and empathy		
		1	These projects encourage us to emphasize togetherness and empathy.		
		2	I feel that these projects ask us to emphasize togetherness and empathy.		
		3	Our teachers provide support in developing a sense of community and empathy.		
		4	I feel that these projects encourage us to develop a sense of community and empathy.		
		5	In every project, we are taught to emphasize togetherness and empathy.		

Dimension 3 (Insertion of Pancasila Student Profile values)

The Current Situation		No	Statement	The Expected Situation	
Yes	No			Yes	No
			Indicator: Faith, Fear of God		
		1	Our teachers have created an environment that supports the development of religious values during the implementation of these projects.		
		2	I feel that these projects allow me to imbibe wisdom and spirituality in English language learning.		

		3	I feel that these projects have helped me understand religious values in the context of English learning.		
			Indicator: Global Diversity		
		1	I feel that these projects have helped me understand and appreciate different cultures and views around the world.		
		2	These projects gave me opportunities to interact with classmates from different cultural backgrounds.		
		3	Our teachers provide a global perspective in the implementation of these projects.		
		4	I feel that these projects push me to think about the global impact of our actions.		
		5	In every project, we are taught to respect cultural differences and see the value in diversity.		
			Indicator: Collaboration		
		1	I feel that these projects encourage us to work together as a team.		
		2	These projects give us the opportunity to help classmates when they face difficulties.		
		3	Our teachers create an atmosphere that encourages cooperation and togetherness during the implementation of these projects.		
		4	I feel that these projects allow us to achieve learning goals together.		
		5	In each project, we were taught the importance of supporting each other and working together to face challenges.		
			Indicator: Critical Thinking		

		1	I feel that these projects encourage me to critically evaluate information before making decisions.		
		2	These projects give us the opportunity to formulate critical questions about the topic being studied.		
		3	Our teachers supported the development of our critical thinking skills during the implementation of these projects.		
		4	I feel that these projects allow us to identify different points of view and evaluate arguments carefully.		
		5	In every project, we are taught to plan and execute actions critically.		
			Indicator: Independent		
		1	I feel that these projects give me the opportunity to develop independence in learning English.		
		2	These projects allow me to plan and organize my own time to complete tasks.		
		3	Our teachers give us space to take initiative in exploring topics that interest us.		
		4	I feel that these projects push me to take responsibility for my learning.		
		5	In each project, we are taught to plan learning steps and actions independently.		
			Indicator: Creativity		
		1	I feel that these projects give me the opportunity to explore creative ideas in English learning.		

		2	These projects allow me to think creatively and create innovative solutions.		
		3	Our teachers support the development of our creative thinking skills during the implementation of these projects.		
		4	I feel that these projects allow us to express our creativity through English.		
		5	In every project, we are taught to find new approaches and develop creative ideas.		

Appendix 4 Teachers and Headmaster's Interview Guide

Section A: Introduction

1. What is your name?
2. How old are you?

Section B: Background and Experiences

3. Can you describe your experience as an English teacher, covering the level you have taught and the specific teaching method you have used?

Section C: Characteristics of Junior High School Students

4. What are the characteristics of the Junior High School students that you teach?
5. What kind of activities that are suitable with the characteristics of the students?

Section D: Integration of PjBL and Kurikulum Merdeka

6. How do you see PjBL contributing to developing 6C, as emphasized in Merdeka Curriculum?

7. Can you exemplify how PjBL could be integrated into the English curriculum to support the objectives of Merdeka Curriculum?

Section E: Challenges and Concerns

8. What challenges do you face in implementing PjBL in the context of Merdeka Curriculum?

9. Are there any specific concerns or barriers that might affect your willingness or ability to adopt PjBL in your English classes?

Section F: Professional Development and Training

10. Have you received any training or professional development related to Merdeka Curriculum or PjBL? If so, how has it impacted your teaching practices?

Section G: Support and Resources

11. What kind of support or resources do you think teachers would need to implement effectively PjBL aligned with Merdeka Curriculum?
12. How can the school or institution better support teachers in integrating PjBL into the English curriculum?

**Section H: Student Engagement and Learning Outcomes**

13. In your experience, how does PjBL impact students' engagement and motivation in English classes?
14. How do you assess the impact of PjBL on students' language proficiency and overall learning outcomes?

Section I: Future Outlook

15. What role do you see PjBL playing in the future of English language education within Merdeka Curriculum?
16. How do you envision implementing PjBL enhancing students' overall English language learning experience?

Section J: Closing Remarks

17. Is there anything else you would like to share regarding PjBL, Merdeka Curriculum, or your experiences as an English teacher?
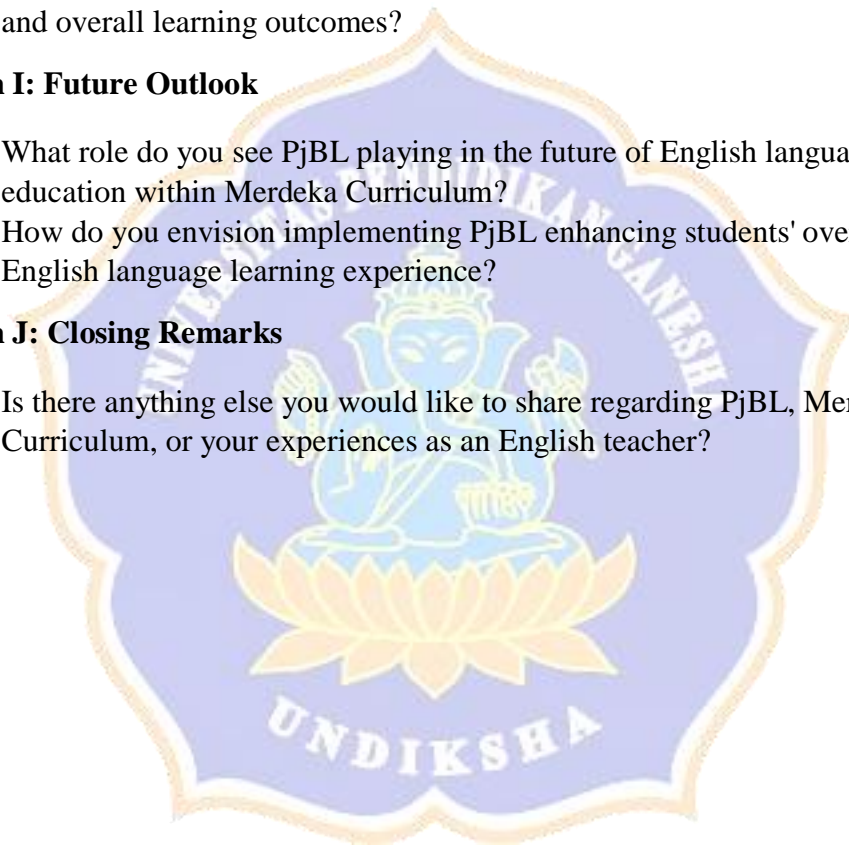
Appendix 5 Data of Content, Language, and Media Validity

Table data of content, language, and media validity by Expert Judge 1

Dimension	Relevance	
	Relevant	Irrelevant
Content		
1. The contents suit with PjBL method	✓	
2. The content in the developed product fits with profile *Pemuda Pancasila*	✓	
3. The content in the developed product follows the 6C value	✓	
4. The material provided align with syllabus	✓	
5. The content covers relevant activities to the students' characteristics	✓	
6. The learning materials use clear instructions	✓	
7. The learning materials align with the learning objectives	✓	
8. The content is suitable with students' level	✓	
9. The content is used authentic sources	✓	
10. The PjBL activities provide Pre-activities or in-task activities	✓	
Dimension	**Relevance**	
	Relevant	Irrelevant
Language		
1. The vocabularies used are suitable to the student's level	✓	
2. The language expression applied in the PjBL activities are easy to define and understood.	✓	
3. The grammar in the PjBL activities is correct	✓	

	Relevance	
	Relevant	Irrelevant
4. The speeling in the PjBL activities is correct.	✓	
5. The PjBL activities uses communicative language	✓	
6. The language helps students to increase their cognitive	✓	
7. The langue presented help students to enrich their vocabularies	✓	
8. The language variety supports the materials	✓	
9. The language uses in the text is cohesive	✓	
10. The language use in the text is coherence	✓	

Dimension	Relevance	
	Relevant	Irrelevant
Media (display, visual, typography)		
1. The PJBL activities use suitable clear and systematic presentation	✓	
2. The PJBL activities use suitable clear and systematic presentation of the text.	✓	
3. The PJBL activities use suitable guidance in every activity.	✓	
4. The media uses authentic picture.	✓	
5. The media uses illustration to help students.	✓	
6. The PjBL activities use appropriate colour composition and background.	✓	
7. The PJBL activities use suitable font size.	✓	
8. The PJBL activities use suitable space	✓	
9. The PJBL activities use suitable spelling	✓	
10. The PJBL activities use suitable punctuation and capitalization.	✓	

Singaraja, 28 Mei 2024

Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP. 196202021988032001

Table data of content, language, and media validity from Expert Judge 2

Dimension	Relevance	
	Relevant	Irrelevant
Content		
11. The contents suit with PjBL method	✓	
12. The content in the developed product fits with profile *Pemuda Pancasila*	✓	
13. The content in the developed product follows the 6C value	✓	
14. The material provided align with syllabus	✓	
15. The content covers relevant activities to the students' characteristics	✓	
16. The learning materials use clear instructions	✓	
17. The learning materials align with the learning objectives	✓	
18. The content is suitable with students' level	✓	
19. The content is used authentic sources	✓	
20. The PjBL activities provide Pre-activities or in-task activities	✓	
Dimension	Relevance	
	Relevant	Irrelevant
Language		
11. The vocabularies used are suitable to the student's level	✓	

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	Relevance	
12. The language expression applied in the PjBL activities are easy to define and understood.	✓	
13. The grammar in the PjBL activities is correct	✓	
14. The speeling in the PjBL activities is correct.	✓	
15. The PjBL activities uses communicative language	✓	
16. The language helps students to increase their cognitive	✓	
17. The langue presented help students to enrich their vocabularies	✓	
18. The language variety supports the materials	✓	
19. The language uses in the text is cohesive	✓	
20. The language use in the text is coherence	✓	

Dimension	Relevance	
	Relevant	Irrelevant
Media (display, visual, typography)		
11. The PJBL activities use suitable clear and systematic presentation	✓	
12. The PJBL activities use suitable clear and systematic presentation of the text.	✓	
13. The PJBL activities use suitable guidance in every activity.	✓	
14. The media uses authentic picture.	✓	
15. The media uses illustration to help students.	✓	
16. The PjBL activities use appropriate colour composition and background.	✓	
17. The PJBL activities use suitable font size.	✓	
18. The PJBL activities use suitable space	✓	
19. The PJBL activities use suitable spelling	✓	
20. The PJBL activities use suitable punctuation and capitalization.	✓	

Singaraja, 28 Mei 2024

Prof. Dr. IGA. Lokita Purnamika Utami, S.Pd., M.Pd.
NIP. 198304022006042001

Appendix 6 Data of Content, Language, and Media Quality

Table of Content, Language, Media Quality by Expert Judge 1

Dimension	Score					Comment
	1	2	3	4	5	
Content						
1. The contents suit with PjBL method					✓	
2. The content in the developed product fits with profile *Pemuda Pancasila*					✓	
3. The content in the developed product follows the 6C value					✓	
4. The material provided align with syllabus					✓	
5. The content covers relevant activities to the students' characteristics					✓	
6. The learning materials use clear instructions					✓	
7. The learning materials align with the learning objectives				✓		
8. The content is suitable with students' level				✓		
9. The content is used authentic sources				✓		
10. The PjBL activities provide Pre-activities or in-task activities				✓		
Language						

11. The vocabularies used are suitable to the student's level					✓	
12. The language expression applied in the PjBL activities are easy to define and understood.					✓	
13. The grammar in the PjBL activities is correct					✓	
14. The spelling in the PjBL activities is correct.					✓	
15. The PjBL activities uses communicative language					✓	
16. The language helps students to increase their cognitive					✓	
17. The langue presented help students to enrich their vocabularies					✓	
18. The language variety supports the materials					✓	
19. The language uses in the text is cohesive					✓	
20. The language use in the text is coherence					✓	
Media (display, visual, typography)						
21. The PJBL activities use suitable clear and systematic presentation					✓	
22. The PJBL activities use suitable clear and systematic presentation of the text.					✓	
23. The PJBL activities use suitable guidance in every activity.					✓	
24. The media uses authentic picture.					✓	
25. The media uses illustration to help students.					✓	

Dimension						Comment
26. The PjBL activities use appropriate colour composition and background.					✓	
27. The PJBL activities use suitable font size.				✓		
28. The PJBL activities use suitable space				✓		
29. The PJBL activities use suitable spelling				✓		
30. The PJBL activities use suitable punctuation and capitalization.				✓		

Singaraja, 28 Mei 2024

Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP. 196202021988032001

Table of Content, Language, Media Quality by Expert Judge 2

Dimension	Score					Comment
	1	2	3	4	5	
Content						
1. The contents suit with PjBL method					✓	
2. The content in the developed product fits with profile *Pemuda Pancasila*				✓		

3. The content in the developed product follows the 6C value					✓	
4. The material provided align with syllabus					✓	
5. The content covers relevant activities to the students' characteristics					✓	
6. The learning materials use clear instructions				✓		
7. The learning materials align with the learning objectives				✓		
8. The content is suitable with students' level				✓		
9. The content is used authentic sources					✓	
10. The PjBL activities provide Pre-activities or in-task activities					✓	
Language						
11. The vocabularies used are suitable to the student's level				✓		
12. The language expression applied in the PjBL activities are easy to define and understood.					✓	
13. The grammar in the PjBL activities is correct					✓	
14. The spelling in the PjBL activities is correct.				✓		
15. The PjBL activities uses communicative language				✓		
16. The language helps students to increase their cognitive					✓	
17. The langue presented help students to enrich their vocabularies				✓		
18. The language variety supports the materials					✓	

19. The language uses in the text is cohesive				✓	
20. The language use in the text is coherence				✓	
Media (display, visual, typography)					
21. The PJBL activities use suitable clear and systematic presentation				✓	
22. The PJBL activities use suitable clear and systematic presentation of the text.			✓		
23. The PJBL activities use suitable guidance in every activity.				✓	
24. The media uses authentic picture.			✓		
25. The media uses illustration to help students.				✓	
26. The PjBL activities use appropriate colour composition and background.				✓	
27. The PJBL activities use suitable font size.			✓		
28. The PJBL activities use suitable space			✓		
29. The PJBL activities use suitable spelling				✓	
30. The PJBL activities use suitable punctuation and capitalization.			✓		

Singaraja, 28 Mei 2024

Prof. Dr. IGA. Lokita Purnamika Utami, S.Pd., M.Pd.
NIP. 198304022006042001

Table of Content, Language, Media Quality by User Judge 1

Dimension	Score					Comment
	1	2	3	4	5	
Content						
1. The contents suit with PjBL method					✓	
2. The content in the developed product fits with profile *Pemuda Pancasila*					✓	
3. The content in the developed product follows the 6C value					✓	
4. The material provided align with syllabus					✓	
5. The content covers relevant activities to the students' characteristics					✓	
6. The learning materials use clear instructions					✓	
7. The learning materials align with the learning objectives					✓	
8. The content is suitable with students' level					✓	
9. The content is used authentic sources					✓	
10. The PjBL activities provide Pre-activities or in-task activities					✓	
Language						
11. The vocabularies used are suitable to the student's level					✓	

	1	2	3	4	5	Notes
12. The language expression applied in the PjBL activities are easy to define and understood.				✓		
13. The grammar in the PjBL activities is correct				✓		
14. The spelling in the PjBL activities is correct.			✓			
15. The PjBL activities uses communicative language				✓		
16. The language helps students to increase their cognitive				✓		
17. The langue presented help students to enrich their vocabularies				✓		
18. The language variety supports the materials				✓		
19. The language uses in the text is cohesive				✓		
20. The language use in the text is coherence				✓		
Media (display, visual, typography)						
21. The PJBL activities use suitable clear and systematic presentation				✓		
22. The PJBL activities use suitable clear and systematic presentation of the text.				✓		
23. The PJBL activities use suitable guidance in every activity.				✓		
24. The media uses authentic picture.				✓		
25. The media uses illustration to help students.				✓		
26. The PjBL activities use appropriate colour composition and background.				✓		

27. The PJBL activities use suitable font size.					✓	
28. The PJBL activities use suitable space					✓	
29. The PJBL activities use suitable spelling					✓	
30. The PJBL activities use suitable punctuation and capitalization.					✓	

Singaraja, 28 Mei 2024

Ni Kadek Armini, S.Pd.

NIP. 198110272011012005

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Appendix 7 Barcode of the Product

The PDF version of PjBL Activities Book can be seen in the following link
https://shorturl.at/iRROW

Thus, it can be scanned from the barcode below.

The flipbook version of the PjBL Activities Book can be scanned in the barcode below.

Appendix 8 Documentation