APPENDIX

Appendix	1.	Blue	print	of	Need	Ana	lvsis	Instrument
				~-				

No	Dimension	Indicator
1.	Characteristics of PjBL Activities 6C Values (21st Century Skill) (Noranizahhafizah et al., 2020; Shabrina & Astuti, 2022; and Somphol et al., 2022)	 Relevant to the learning topic Already contains 4C values Already contains PPP values Accordance with the characteristics of students Provide opportunities for students to practice English Each project accommodates students to collaborate Each project accommodates students to communicate Each project accommodates students to enhance creativity Each project accommodates students to enhance critical thinking Each project accommodates students to enhance computational skill Each project accommodates students to enhance students in thinking skill
3.	PPP (Profil Pelajar Pancasila) Values (Minister of Education, Culture, Research, and Technology 2022)	 Accordance with the element of having faith and fear of God almighty and having noble character Accordance with the element of global diversity Accordance with the element of

independent or self-reliant
- Accordance with the element of
Mutual Assistance
- Accordance with the element of critical
thinking
- Accordance with the element of creativity



No	Dimension	Integrating PjBL, 6C, and Merdeka Curriculum		
		YES	NO	
1	Whole Textbook Package			
2	Layout and Design			
3	Activities and Task			
4	The Skill	*		
5	Language type and material			
6	Subject and Content			

Appendix 2. Document Analysis's Dimension



Appendix 3. Blueprint of Interview Guide

No	Dimension	Indicator
1.	Characteristics of	- The characteristics of the junior high
	Junior High School	school
		- Activities suitable based on the
		characteristics
2.	Integration of PjBL and	- PjBL is developing 6C
	Merdeka Curriculum	- PjBL is emphasizing Merdeka
		Curriculum
3.	Challenges and	- The challenges
	Concerns	- The effect
4.	Professional	- Training which is emphasizing the
	Development and	development of 6C and Merdeka
	Training	Curriculum
5.	Support and Resources	- The support and resources in lined
	~ (with characteristics PjBL, 6C,
		Merdeka Curriculum
6.	Student Engagement	- Students' motivation
	and Le <mark>a</mark> rning Outcomes	- Students' langauge proficiency
7.	Future Outlook	- Students' learning experience

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Appendix 4. Student's Questionnaire

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

The C	urrent			The Ex	pected
Situa	ation	No	Statement	Situa	tion
Yes	No		Indicator: Relevance to the	Yes	No
			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		
		4	the concepts taught in English		
		S	lessons.		
		3	The projects we worked on helped	11	
		5	me understand and apply the		
			course material better.		
		4	I saw a clear connection between		
			the learning topics and the projects	1	
			we did in class.		
		8	Indicator: Already contains 6C	1	
			values		
		5	I feel that our projects have		
			emphasized the 6C values		
			Indicator: Already contains		
			Pancasila Student Profile values		
		6	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		
7	The projects we do in English class		
	are tailored to our level of ability		
	and interest as students.		
8	I feel that these projects take into		
	account my learning style and		
	learning preferences.		
9	Our teachers have understood our		
	individual needs and tailored		
	projects according to the		
	characteristics of each student.		
10	These projects have provided us		
	with the flexibility to pursue our		
2	personal interests and talents in an		
	English learning context.		
	Indicator: Provide opportunities		
	for stard and a for some of a Frankish		
	for students to practice English	11	
11	I had the opportunity to speak		
11		$\frac{1}{3}$	
11	I had the opportunity to speak	5	
11	I had the opportunity to speak English during the implementation of these projects. These projects give me	5	
	I had the opportunity to speak English during the implementation of these projects. These projects give me opportunities to write and use	5	
12	I had the opportunity to speak English during the implementation of these projects. These projects give me opportunities to write and use English actively	5	
	I had the opportunity to speakEnglish during the implementationof these projects.These projects give meopportunities to write and useEnglish activelyI feel that these projects encourage	5	
12	I had the opportunity to speakEnglish during the implementationof these projects.These projects give meopportunities to write and useEnglish activelyI feel that these projects encourageme to listen and understand English	5	
12	I had the opportunity to speak English during the implementation of these projects. These projects give me opportunities to write and use English actively I feel that these projects encourage me to listen and understand English better.	5	
12	I had the opportunity to speak English during the implementation of these projects. These projects give me opportunities to write and use English actively I feel that these projects encourage me to listen and understand English better. I had the opportunity to interact		
12	I had the opportunity to speak English during the implementation of these projects. These projects give me opportunities to write and use English actively I feel that these projects encourage me to listen and understand English better. I had the opportunity to interact with classmates in English during		
12	I had the opportunity to speak English during the implementation of these projects. These projects give me opportunities to write and use English actively I feel that these projects encourage me to listen and understand English better. I had the opportunity to interact		

English in everyday situations.

Dimension 2 (Insert of 6C values)

The C	Current			The Ex	pected
Situ	ation	No	Statement	Situa	ation
Yes	No		Indicator: Each project accommodates students to collaborate	Yes	No
		16 17	The projects we undertake give us the opportunity to collaborate with classmates. I feel that collaboration with		37
		Inn	classmates is an important part of every project we work on		8
	5	18	Our teachers manage these projects in such a way that we have to collaborate in groups or pairs.	}	
		19	These projects encourage us to discuss ideas and thoughts together with classmates.		
		20	I feel that these projects have strengthened our ability to work as a team.		
			Indicator: Each project accommodates students to		
		21	communicateThese projects give us the opportunity to communicate in		

	English.		
 	-		
22	I feel that communication in		
	English is an important aspect in		
	implementing any project.		
23	Our teachers facilitated		
	communication between us while		
	working on these projects		
24	I feel that these projects		
	encourage us to express our		
	thoughts and ideas clearly in		
	English.		
25	These projects help improve our		
1	ability to communicate well in		
S			
2	English.		2
2	Indikator: Setiap projek		
	mengakomodiasi peserta didik		
	mengakomodiasi peserta didik untuk berkreasi		
26			
26	untuk berkreasi		
26	untuk berkreasiThese projects give us the	5	
26	untuk berkreasi These projects give us the freedom to use our imagination and creativity.	5	
	untuk berkreasiThese projects give us the freedom to use our imagination and creativity.Ifeelthattheseprojects	5	
	untuk berkreasiThese projects give us the freedom to use our imagination and creativity.Ifeelthattheseprojectsencourageusto thinkcreatively	5	
27	untuk berkreasiThese projects give us the freedom to use our imagination and creativity.IfeelthattheseprojectsIfeelthattheseprojectsencourageustothinkcreativelyand createnewideas.	<u>}</u>	
	untuk berkreasiThese projects give us the freedom to use our imagination and creativity.I feel that these projects encourage us to think creatively and create new ideas.Our teachers support us in	5	
27	untuk berkreasiThese projects give us the freedom to use our imagination and creativity.I feel that these projects encourage us to think creatively and create new ideas.Our teachers support us in exploring creative ideas in each	<u> </u>	
27	untuk berkreasiThese projects give us the freedom to use our imagination and creativity.I feel that these projects encourage us to think creatively and create new ideas.Our teachers support us in exploring creative ideas in each project.	<i>S</i>	
27	untuk berkreasiThese projects give us the freedom to use our imagination and creativity.I feel that these projects encourage us to think creatively and create new ideas.Our teachers support us in exploring creative ideas in each		
27 28	untuk berkreasiThese projects give us the freedom to use our imagination and creativity.I feel that these projects encourage us to think creatively 		
27 28	untuk berkreasiThese projects give us the freedom to use our imagination and creativity.IfeelthattheseprojectsIfeelthattheseprojectsencourageustothinkcreativelyandcreatenewideas.Ourteacherssupportusinexploringcreativeideasinproject.Ineveryproject, we have the		
27 28	untuk berkreasiThese projects give us the freedom to use our imagination and creativity.IfeelIfeelthattheseprojectsencourageus to think creatively and create new ideas.Ourteacherssupportusinexploringexploringcreativeideasinexploringcreativeideasinexploringcreativeideasinexploringcreativeideasinexploringcreativeideasinexploringcreativeideasinexploringcreativeideasinexploringcreativeideasinexploringcreativeideasinexploringcreativeideasinexploringcreativeideasinexploringcreativeideasinexploringcreateideasinexploringcreateideasinexploringcreateideasinexploringcreateideasinideasinideasinideasinideasinideasinideasinideasinideasinideasinideasin </td <td></td> <td></td>		

		accommodates students to think		
		critically		
,	30	These projects encourage us to		
		question the information and ideas		
		we encounter.		
	31	I feel that these projects		
		encourage us to analyze problems		
		critically.		
	32	Our teachers provide support in		
		developing our critical thinking		
	-	skills during the implementation		
		of these projects.		
	33	I feel that these projects		
	2	encourage us to consider different		7
	2	points of view in finding		
	2	solutions.		
	34	In every project, we are taught to	77 8	
	6	evaluate information and		
		arguments carefully.		
		Indicator: Each project		
		accommodates students to solve		
		complex problems in a		
	Batter and	structured manner.		
	35	These projects encourage us to		
		solve problems in a complex and		
		structured way.		
	36	I feel that these projects ask us to		
		solve problems in a complex and		
		structured way.		
	37	Our teachers provide support in		

		developing the ability to solve problems in a complex and
		structured manner.
2	38	I feel that these projects push us to
		solve problems in a complex and
	39	structured way. In every project, we are taught to
	<i></i>	solve problems in a complex and
		structured manner.
		Indicator: Each project
	and a	accommodates students to
		emphasize togetherness and
	1	empathy
	40	These projects encourage us to emphasize togetherness and empathy.
	41	I feel that these projects ask us to
	1	emphasize togetherness and
		empathy.
	42	Our teachers provide support in
		developing a sense of community
		and empathy
4	43	I feel that these projects
		encourage us to develop a sense
	4.4	of community and empathy.
	44	In every project, we are taught to
		emphasize togetherness and
		empathy.

The C	lurrent			The Ex	pected
Situ	Situation		Statement	Situa	tion
Yes	No	-	Indicator: Faith, Fear of God	Yes	No
		45	Our teachers have created an environment that supports the development of religious values during the implementation of these projects.		
		46	I feel that these projects allow me to imbibe wisdom and spirituality in English language learning. I feel that these projects have helped me understand religious values in the context of English learning.		7
		1	Indicator: Global Diversity		
		48	I feel that these projects have helped me understand and appreciate different cultures and views around the world.)	
		49	These projects gave me opportunities to interact with classmates from different cultural backgrounds		
		50	Our teachers provide a global perspective in the implementation of these projects.		
		51	I feel that these projects push me		

Dimension 3 (Insertion of Pancasila Student Profile Values)

		to think about the global impact of
		our actions.
	~~	
	52	In every project, we are taught to
		respect cultural differences and
		see the value in diversity.
		Indicator: Collaboration
	53	I feel that these projects
		encourage us to work together as
		a team.
	54	These projects give us the
		opportunity to help classmates
	6	when they face difficulties
	55	Our teachers create an atmosphere
	100	that encourages cooperation and
		togetherness during the
6	3	implementation of these projects.
	56	I feel that these projects allow us
	50	
		to achieve learning goals together.
	57	In each project, we were taught
		the importance of supporting each
		other and working together to face
		challenges.
	for the second	Indicator: Critical Thinking
	58	I feel that these projects
		encourage me to critically
		evaluate information before
		making decisions.
	59	These projects give us the
		opportunity to formulate critical
		questions about the topic being

	studied.	
60	Our teachers supported the	
	development of our critical	
	L	
	thinking skills during the	
	implementation of these projects.	
61	I feel that these projects allow us	
	to identify different points of view	
	and evaluate arguments carefully.	
62	In every project, we are taught to	
	plan and execute actions critically	
	Indicator: Independent	
63	I feel that these projects give me	
	the opportunity to develop	
	independence in learning English	
64	These projects allow me to plan	
-5	and organize my own time to	
	complete tasks.	
65	Our teachers give us space to take	
7	initiative in exploring topics that	1
	interest us.	
66	I feel that these projects push me	
	to take responsibility for my	
	learning.	
67	In each project, we are taught to	
	plan learning steps and actions	
	independently.	
	Indicator: Creativity	
	-	
68	I feel that these projects give me	
	the opportunity to explore creative	
	ideas in English learning.	

69	These projects allow me to think creatively and create innovative solutions.	
70	Our teachers support thedevelopment of our creativethinking skills during theimplementation of these projects.	
71	I feel that these projects allow us to express our creativity through English.	
72	In every project, we are taught to find new approaches and develop creative ideas.	



Appendix 5. Teacher's Questionnaire

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

The C	urrent			The Ex	pected
Situa	Situation		Statement	Situa	tion
Yes	No		Indicator: Relevant to the	Yes	No
			learning topic		
		1	Each topic is taught through		
			projects		
		2	Project-based learning activities are		
		and a	available that are relevant to the		
		4	topics in the syllabus/module.		
		3	Teachers use concrete examples in		
	1 4		projects to illustrate concepts in		
	11	1	learning topics.		
			Indicator: Already contains 6C		
			values		
	77	4	Every project-based activity taught	1	
			contains elements of 21st century		
		8	(6C) learning	/	
		5	Availability of project-based		
		han	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	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	1	
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 (Insert of 6C values)

The Currer	nt Situation	No	Statement	The Expect	ed Situation
Yes	No		Indicator:Eachprojectaccommodatesstudentstocollaborate	Yes	No
		15	The teacher has invited students to collaborate with each other in implementing the project		
	IIII	16	Teachershavedevelopedlearningdesignsthataccommodatestudents to collaboratewitheachotherinimplementingprojects	LISTIL A	
		5 //	Indicator:Eachproject-accommodates-studentstocommunicate-		
		17	The teacher has invited students to communicate with each other in implementing the		

18 The teacher has developed a learning design that accommodates students to students to communicate with each other in implementing the project accommodates students to project accommodates students to project accommodates students to be creative in inplementing the project accommodates students to be creative in implementing the project accommodates students to be creative in implementing the project accommodates students to be creative in implementing the project accommodate students to be creative in in implementing projects in in implementing	[]			
i developed a learning design that accommodates students to students to communicate with each other in implementing the project project accommodates students to be creative in 19 The teacher has invited students to be creative implementing the 20 Teachers have developed learning developed learning developed learning intat accommodates that students to be creative implementing the project in implementing the project in implementing the project in in implementing in <td< th=""><th></th><th></th><th>project</th><th></th></td<>			project	
Image: state of the state		18	The teacher has	
Image: students in the students in the communicate with each other in implementing the project Image: students in the project Image: students in the students in the project Image: students in the project Image: students in the students in t			developed a learning	
students to communicate with each other implementing the project implementing implementing the project implementing implementing the project accommodates students to be creative invited invited students to be creative in implementing the project invited invited students to be creative in implementing the project invited implementing the			design that	
Image: state of the state			accommodates	
each other in implementing the project indicator: Each project accommodates students to be creative invited students to be creative 19 The teacher has invited students to be creative inimplementing the project inimplementing the project 20 Teachers have developed learning designs that accommodate students to be creative in in implementing the project 10 Teachers have developed learning designs that accommodate 11 Indicator: Each 11 Indicator: Each			students to	
implementing the project Indicator: Each project accommodates students to be creative invited students to be invited students to be creative in implementing the project 19 The teacher has invited students to be creative in implementing the project 19 Teachers have developed learning developed learning designs that accommodate students to be creative in inplementing that accommodate students to be creative in inplementing inplementing in inplementing that accommodate inplementing in inplementing projects inplementing inplementing in inplementing inplementing inplementing inplementing in inplementing inplementing inplementing inplementing in inplementing inplementing <t< th=""><th></th><th></th><th>communicate with</th><th></th></t<>			communicate with	
Image: strain of the strain			each other in	
Indicator: Each project accommodates students to students to reative invited 19 The teacher has invited students to be creative inplementing the project inplementing 20 Teachers developed learning designs that accommodate students to be creative in inplementing project features 20 Teachers accommodate students to be creative in inplementing projects in in inplementing in			implementing the	
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accommodates students to students to creative 19 The teacher has invited students to be creative invited tudents invited		P	Indicator: Each	
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 the project 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 19 The teacher has invited students to be creative in implementing projects		10	project	
Image: Section of the project Image: Section of the section of th		S.	accommodates	
Image: Solution of the searcher in the sinvited students to be creative in implementing the project Image: Solution of the students to be creative in implementing the project Image: Solution of the solution of the students to be creative in implementing the project Image: Solution of the solution of th			students to be	
invited students to be creative in implementing the project in 20 Teachers have developed learning designs that accommodate in implementing in		3	creative	SH (
creative in implementing the project project 20 Teachers have developed learning designs that accommodate students to be creative in implementing projects in Indicator: Each project in	2	19	The teacher has	
implementing the project implementing the project 20 Teachers have developed learning designs that accommodate implementing in implementing projects Implementing in implementing projects Implementing in implementing projects Implementing in implementing in implementing projects			invited students to be	
Image: state stat			creative in	
20 Teachers have developed learning designs that accommodate in students to be creative in in implementing projects Indicator: Fach project	76-1	1	implementing the	
developed learning designs that accommodate students to be creative in implementing projects Indicator: Each project			project	
designs that accommodate students to be creative in implementing projects Indicator: Each project		20		
accommodate students to be creative in implementing projects Indicator: Each project			developed learning	
students to be creative in implementing projects Indicator: Each project	- Andrews	and the second second	designs that	
in implementing projects Indicator: Each project			accommodate	
projects Indicator: Each project			students to be creative	
Indicator: Each project Indicator:			in implementing	
project			projects	
			Indicator: Each	
accommodates			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	
	255	students to be able to	
	S.	think critically in	
		implementing projects	12
2	3	Indicator: Each	2
	X	project	
		accommodates	
		students to solve	
76-17	U.	complex problems in	1
	r	a structured	
	7	manner.	
	23	The teacher has	
- Contraction of the Contraction		invited students to	
		practice solving	
		complex problems in	
		a structured manner in	
		project	
		implementation	
	24	Teachers have	
		developed learning	

[]		1 • .• . •	1
		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	
8	25	-((A))-	to.
			8 7
		emphasize	E
		togetherness and	
		empathy in	
		implementing the	
		project	
	26	Teachers have	
	The	developed learning	
		designs that	
		emphasize	
		togetherness and	
		empathy in project	
		implementation	
		PP	

Dimension 3 (Insertion of Pancasila Student Profile Values)

The Currer	nt Situation	No	Statement	The Expected	ed Situation
Yes	No	110		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 projectbased		
		learning		
	28	The teacher has		
	200	developed a learning		
	S.	design that		
N S		implements Pancasila	12	and the second s
		Student 146 Profile	SH .	1
	Ň	inserts in terms of		
	W	Faith, Fear of		
		Almighty God in		
	20	project-based	1	
	7	learning.		
	h	Indicator: Global		
		Diversity		
-	29	Teachers have		
		implemented		
		Pancasila Student		
		Profile inserts in		
		terms of global		
		diversity in project-		
		based learning		
	30	Teachers have		

F	1	1	1	
		developed learning		
		designs that		
		implement Pancasila		
		Student Profile inserts		
		in terms of global		
		diversity in project-		
		based learning		
		Indicator:		
		Collaboration		
	31	Teachers have		
	P	implemented		
	200	Pancasila Student		
	Ste	Profile inserts in		
		terms of working		and the second se
S	2	together in project-	SH	1
5	R.	based learning		
	32	Teachers have		
	1	developed learning		
77	00	designs that	1	
	\geq	implement Pancasila		
	1	Student Profile inserts		
		in terms of working		
	-	together in project-		
		based learning		
		Indicator: Critical		
		Thinking		
	33	Teachers have		
		implemented		
		Pancasila Student		
		Profile inserts in		

<u> </u>	I		
		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:	
	astin	Independent	
~	35	Teachers have	12
		implemented	H
		Pancasila Student	
		Profile inserts in	
		terms of	
7		independence in	
	\geq	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	
		I	I I

	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
1	diversity in project-
220	based learning



Appendix 6. Teacher'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 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:

- 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 challenged 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?

NDIKSB

Appendix 7. Results of Need Analysis of Related to Characteristics PjBL Dimensions

Dimension	Indicators	Items	Percentage
Characteri	Relevant to the	I feel that the projects we work on in	
stics of	learning topic	English class are closely related to the	
PjBL		topics we are studying.	
		I can relate the projects we do to the	
		concepts taught in English lessons.	
		The projects we worked on helped me	78.33%
		understand and apply the course	
		material better.	
		I saw a clear connection between the	
	1 St	learning topics and the projects we did	
-		in class.	No. of Concession, Name
	Already	I feel that our projects have	60.00%
	contains 6C	emphasized the 6C values.	
	values of 21 st	"IMADUY"	
	Century		
	Learning Skills	YYYYYYYYY	
	Already Already	The projects we work on in English	64.00%
	contains PPP	class have helped me understand and	
	values	apply PPP values.	
	Suitabil <mark>ity to</mark>	The projects we do in English class are	
	students'	tailored to our level of ability and	
	characteristics	interest as students.	
		I feel that these projects take into	
		account my learning style and learning	54.00%
		preferences	
		Our teachers have understood our	
		individual needs and customized	
		projects according to each student's	

	characteristics	
	These projects have provided us with	
	the flexibility to pursue our interests	
	and talents in an English learning	
	context.	
Provide	I had the opportunity to speak English	
opportunities	during the implementation of these	
for students to	projects.	
practice		
English		
	These projects give me opportunities to write and use English actively.	
		70 50 0/
A ST	I feel that these projects encouraged	72.53%
S E	me to listen and understand English better.	7
5	I have had the opportunity to interact	
	with classmates in English during	
	these projects	
7	These projects allow me to practice	
	English in everyday situations.	
	UND WORK	

Appendix 8. Result of Need Analysis Related to Insertion of 6C of 21 st
Century Learning Skills

Dimension	Indicators	Items	Percentage
Insertion of 6C	Each project	The projects we undertake	
of 21 st Century	allows	allow us to collaborate with	
Learning Skills	students to	classmates.	
	collaborate		
		I feel that collaboration with	
		classmates is an integral part of	
		every project we work on.	
		Our teachers manage these	
	SI	projects in such a way that we	79.73%
	Stille	have to collaborate in groups or	
	S	pairs.	and the second se
		These projects encourage us to	1
		discuss ideas and thoughts	
	Y.	together with classmates.	
	NE	I feel that these projects have	
7		strengthened our ability to work	
		as a team.	
	Each project	These projects allow us to	
	allows	communicate in English.	
	st <mark>udents to</mark>		
	communicate		
		I feel that communication in	
		English is an important aspect	70.40%
		in implementing any project.	
		Our teachers facilitated	
		communication between us	
		while working on these	
		projects.	

			[
		I feel that these projects	
		encourage us to express our	
		thoughts and ideas clearly in	
		English.	
		These projects help improve	
		our ability to communicate well	
		in English.	
	Each project	These projects give us the	
	accommodates	freedom to use our imagination	
	students to be	and creativity.	
	creative	TNDTD	
	als!	I feel that these projects	
	alle	encourage us to think outside	
		the box and create new ideas.	79.67%
		Our teachers support us in	1
	- <u>v</u>	exploring creative ideas in each	
	~	project	
		In every project, we have the	
7/		opportunity to create a unique	
		solution or product.	
	Each project	These projects encourage us to	
	accommodates	question the information and	
	students to	ideas we encounter.	
	think critically		
		I feel that these projects ask us	73.87%
		to analyse problems critically.	13.0170
		Our teachers provide support in	
		developing our critical thinking	
		skills during the	
		implementation of these	

		projects.	
		I feel that these projects	
		encourage us to consider	
		different points of view in	
		finding solutions.	
		In every project, we are taught	
		to evaluate information and	
		arguments carefully.	
	Each project	These projects encourage us to	
	accommodates	solve problems in a complex	
	students to	and structured way.	
	solve complex	AND THE AND THE AND	
	problems in a	A "C	
	structured		
	manner.	TETTA 2	1/
		I feel that these projects ask us	
	V (to solve problems in a complex	
	1	and structured way.	
		Our teachers provide support in	76.00%
		developing the ability to solve	
3	UN	problems in a complex and	
	- A	structured manner.	
		I feel that these projects push us	
		to solve problems in a complex	
		and structured way	
		In every project, we are taught	
		to solve problems in a complex	
		and structured manner.	
	Each project	These projects encourage us to	76.27%
	accommodates	emphasize togetherness and	/ U•4 / 70
I			

students t	o empathy.	
emphasize		
togetherness		
and empathy		
	I feel that these projects ask us	
	to emphasize togetherness and	
	empathy	
	Our teachers provide support in	
	developing a sense of	
	community and empathy.	
P	I feel that these projects	
E al	encourage us to develop a sense	
asthe	of community and empathy.	
27	In every project, we are taught	
	to emphasize togetherness and	1
s. A	empathy.	

Dimension	Indicators	Items	Percentage
Insertion of	Faith, Fear of	Our teachers have created an	
PPP Values	God	environment that supports the	
		development of religious	
		values during the	
		implementation of these	
		projects	
		I feel that these projects allow	64.89%
		me to imbibe wisdom and	04.0970
	P S	spirituality in English	
	als.	language learning	
		I feel that these projects have	
		helped me understand	
		religious values in the context	
	~ \(of English learning.	
	Global	I feel that these projects have	
	Diversity	helped me understand and	
		appreciate different cultures	
		and views around the world.	
	l II a	These projects gave me	
	- A	opportunities to interact with	
	Contraction of the local division of the loc	classmates from different	00.270/
		cultural backgrounds.	80.27%
		Our teachers provide a global	
		perspective in the	
		implementation of these	
		projects.	
		I feel that these projects push	
		me to think about the global	

Appendix 9. Results of Need Analysis of Related to Insertion of PPP Values

	impact of our actions	
	In every project, we are	
	taught to respect cultural	
	differences and see the value	
	in diversity	
Collaboration	I feel that these projects	
	encourage us to work	
	together as a team.	
	These projects allow us to	
	help classmates when they	
	encounter difficulties.	
18	Our teachers create an	
SIL	atmosphere that encourages	
	cooperation and togetherness	
	during the implementation of	83. <mark>4</mark> 7%
	these projects.	
7	I feel that these projects allow	
	us to achieve learning goals	
	together.	
	In each project, we were	
	taught the importance of	1
ON	supporting each other and	
	working together to face	
	challenges.	
Critical	I feel that these projects	
thinking	encourage me to critically evaluate information before	
		76.00%
	making decisions.	
	These projects allow us to	
	formulate critical questions	

	1	Ι	
		about the topic being studied.	
		Our teachers supported the	
		development of our critical	
		thinking skills during the	
		implementation of these	
		projects	
		I feel that these projects allow	
		us to identify different points	
		of view and evaluate	
		arguments carefully	
	P.	In every project, we are	
	618	taught to plan and execute	
	STIL	actions critically	
	Independent/	Reliant I feel that these	7
	Self-Reliant	projects allow me to develop	
	5	independence in learning	
	9	English.	
	NG	These projects allow me to	
7		plan and organize my own	5
		time to complete tasks.	
	A	Our teachers give us space to	0.1.0 - 0./
	- VA	take the initiative in exploring	81.87%
		topics that interest us.	
		I feel that these projects push	
		me to take responsibility for	
		my learning.	
		In every project, we are	
		taught to plan steps and take	
		action steps independently.	
	Creative	I feel that these projects allow	76.80%

1	
	me to explore creative ideas
	in English learning.
	These projects allow me to
	think outside the box and
	create innovative solutions.
	Our teachers support the
	development of our creative
	thinking skills during the
	implementation of these
	projects.
	I feel that these projects allow
-18	us to express our creativity
alle	through English.
	In every project, we are
	taught to find new approaches
	and develop fresh ideas.
37	

Appendix 10.	Result of Need Analysis of Teacher's Questionnaire
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Dimension	Indicators	Items	Percentage
Characteristics	Relevant to the	Each topic is	
of PjBL	learning topic	taught through	
		projects.	
		Project-based	•
		learning activities	
		are available that	
		are relevant to the	
		topics in the	75.00%
	DENDZ	syllabus/module	
	ALS TENDE	Teachers use	
		concrete	
	8 2	examples in	1
		projects to	
		illustrate concepts	
		in learning topics.	11
	Already contains 6C	Every project-	1
()	values of 21st Century	based activity	
	Learning Skills	taught contains	1
	Un	elements of 21st-	
	ADIK.	century (6C)	
		learning.	100%
		Availability of	100 / 8
		project-based	
		learning materials	
		that integrate 6C	
		aspects that are	
		ready to use.	
	Already contains PPP	Every topic	87.50%

	values	taught contains	
		PPP values	
		Projects given by	
		teachers	
		encourage	
		students to	
		behave following	
		PPP.	
	Following the	Projects assigned	
	characteristics of	by teachers take	
	students	into account the	
	S PENDL	individual needs	
	all a	of students.	
		Teachers have	
		implemented	
	° 10/200	project-based	
	(JM//5	learning	
		according to the	
77	CANANA	characteristics of	
		students.	87.50%
		Teachers provide	
	VDIK	choices or	
		variations in	
		projects so	
		students can	
		choose ones that	
		suit their interests	
		and learning	
		styles	
		Teachers provide	

	1	
	support and	
	guidance	
	appropriate to	
	students' skill	
	levels and needs	
	in working on	
	these projects	
Provide opportunit	ies The teacher has	
for students to practi	ce provided space	
English	and opportunities	
	to use projects to	
SPEN	hone students'	
Aller &	English skills.	
	Teachers have	
S A TO	developed	7
45 (2)	learning design	
	lessons that	
	provide space and	
	opportunities for 100	0/2
	students to	/0
U.N.D.	practice English.	
	Teachers provide	
	feedback related	
	to the use of	
	English in these	
	projects.	
	In every project,	
	we are taught to	
	plan and execute	
	actions critically	

Insertion of 6C	Each project allows	The teacher has	
of 21st Century	students to collaborate	invited students to	
Learning Skills		collaborate in	
		implementing the	
		project	
		Teachers have	
		developed	100%
		learning designs	
	A	that accommodate	
		students to	
		collaborate in	
	PENDL	implementing	
	alles a	projects.	
	Each project allows	The teacher has	
	students to	invited students to	7
	communicate	communicate	
	M MATE	with each other in	
		implementing the	
	C YYYYY	project	1
		The teacher has)
		developed a	100%
	"NDIK	learning design	
		that allows	
		students to	
		communicate	
		with each other in	
		implementing the	
		project	
	Each project	The teacher has	1000/
	accommodates students	invited students to	100%

	to be creative	be creative in	
		implementing	
		projects.	
		Teachers have	
		developed	
		learning designs	
		that accommodate	
		students to be	
	~	creative in	
		implementing	
		projects.	
	Each project	The teacher has	
	accommodates students	invited students to	
	to think critically	think critically in	
	S & 187	implementing the	
	° (20	project.	
	(19/1)	Teachers have	
		developed	87.50%
7/		learning designs	07.5070
		that accommodate	2
		students to be	
	VDIK	able to think	
		critically in	
		implementing	
		projects	
	Each project	The teacher has	
	accommodates students	invited students to	
	to solve complex	practice solving	100%
	problems in a	complex	
	structured manner.	problems in a	

		structured manner	
		1 5	
		implementation.	
		Teachers have	
		developed	
		learning designs	
		that train students	
		to solve complex	
		problems in a	
		structured manner	
	Construction of the second sec	in implementing	
	SPENDL	projects.	
	Each project	The teacher has	
	accommodates students	invited students to	
	to emphasize	emphasize	
	togetherness and	togetherness and	
	empathy	empathy in	
		implementing the	
1		project	1
	<u>Andrew</u>	Teachers have	100%
		developed	100 /0
	UNDER		
	A DIK	learning designs	
		that emphasize	
		togetherness and	
		empathy in	
		project	
		implementation.	
	Faith, Fear of God	Teachers have	
	Almighty, and Noble	implemented PPP	87.50%
	Character	inserts in terms of	
l			

	Mutual	Teachers have	100%
		learning.	
		project-based	
		diversity in	
		terms of global	
		PPP inserts in	
		that implement	
		learning designs	
	NDIK	developed	100%
		Teachers have	1000/
		44	/
7	- Charles	learning.	1
		project-based	
	M (Maria	global diversity in	
	5 (1)	inserts in terms of	
values	5 5160	implemented PPP	77
Insertion of PPP	Global Diversity	Teachers have	
	allas	based learning.	
	PENDI	God in project-	
		fear of Almighty	
		PPP inserts in terms of Faith and	
		that implements PPP inserts in	
		learning design	
		developed a	
		The teacher has	
		learning.	
		project-based	
		God Almighty in	
		Faith and Fear of	

		: 1 (1 DDD	
	Assistance/Cooperation	implemented PPP	
		inserts in terms of	
		working together	
		in project-based	
		learning.	
		Teachers have	
		developed	
		learning designs	
		that implement	
		PPP inserts in	
		terms of working	
1	S PENDI	together in	
	STILL A	project-based	
	N 199	learning	
	Critical	Teachers have	
	Reasoning/Thinking	implemented PPP	
	114/5	inserts in terms of	
		critical reasoning	
	C C C C C C C C C C C C C C C C C C C	in project-based	5
		learning)
		Teachers have	<i>*</i>
	NDIK	developed	100%
		learning designs	
		that implement	
		PPP inserts in	
		terms of critical	
		reasoning in	
		project-based	
		learning	
	Independent/ Self-	Teachers have	100%

	Reliant	implemented PPP	
	Kellalli	_	
		inserts in terms of	
		independence in	
		project-based	
		learning.	
		Teachers have	
		developed	
		learning designs	
		that implement	
		PPP inserts in	
		terms of	
Å	PENDI	independence in	
	alla a	project-based	
	S - S - S - S - S - S - S - S - S - S -	learning.	
	Creative	Teachers have	
4		implemented PPP	
	V MAR	inserts in terms of	
		creativity in	
		project-based	
		11.5.19.20	
		learning.	1
	UN	The teacher has	
	A DIR	developed a	100%
		learning design	
		implementing	
		PPP inserts in	
		terms of creativity	
		in project-based	
		learning.	
		Our teachers	
		support the	

	11
	development of
	our creative
	thinking skills
	during the
	implementation
	of these projects
	I feel that these
	projects allow us
	to express our
	creativity through
	English.
S S FEMDL	In every project,
A Street	we are taught to
	find new
	approaches and
	develop fresh
1.54/5	ideas.

No	Bases	Design Class Activity
1	Findings of The Need Analysis	1. The activity should involve
		collaboration or grouping
		2. The activity should engage
		interesting points or hit the
		interesting part of learning
		3. The activity should provide
		opportunities to use digital
		technologies
	TIN	4. The activity should consist of
	TAS PEN	explicit instruction
	St. A	5. The activity should involve
		project steps
		6. The activity should have a
		unique name
	(37)	7. The activity should engage the
		students to think critically about
		the ideas of the project
		8. The activity should help the
	U xu-	students in understanding the
	4.01	topic
		9. The activity should lead the
		students to have a better
		understanding of the language
		focus
		10. The activity should lead the
		students to engage Pancasila's
		character
		11. The activity provides the chance

Appendix 11. The Matrix of Design Phase

		to be communicative in class		
		12. The activity should involve		
		language practice more than		
		language theory		
		13. The activity should customize		
		students' characteristics and		
		learning style		
		14. The project should suit the level		
		of students' ability		
		15. The project should costume the		
		students' learning needs and		
	SPEN	background		
2	PjBL Theory (Hamidah et al.,	The activities follow the eight stages of		
	2018)	PjBL, such as: 1) Choosing project		
	S AN	topic, 2) Pre-Communicative Activities,		
		3) Considering or asking the essential		
	1347	question by viewing the theme or topic,		
		4) Producing or designing the product		
		design by enquiring the information		
		related to the project, 5) Creating the		
		project timeline from planning,		
	UNDI	searching data, scheduling, etc., 6)		
		Monitoring for the project finalization		
		(finishing the project), 7) Assessing the		
		project, and 8) Evaluating the project.		
3	Kurikulum Merdeka:	1. Provide opportunity for students		
	a. 6C 21 st Century Learning	to develop creativity		
	(Noranizahhafizah et al.,	2. Provide opportunity to speak out		
	2020)	about the ideas		
	b. PPP	3. Provide opportunity to feel the		

use of technology collaboration
4. Provide chance to communicate
using target language effectively
5. Provide enhancement skill
progress
6. Provide opportunity to engage
6C and PPP



Chapter	Торіс	Activity	Description
Chapter	Topic	Project Name	Description
Unit 1 –	Noun groups	Making Posters	Students will work in groups to
Indonesian		Using Canva	create a poster about animals. All
Animal		Application	members have to contribute to
Wildlife			this project. In groups, students
		_	will design posters by utilizing
			the Canva application. Give an
			animal's pictures, and design the
		NUNDING	script with proper sentences
		PS ARUNIDI	using noun groups. This project
	and a start	â	will help the students to enhance
	a start	23-	their creative writing and
		A 1521	experience in utilizing the digital
	2		educational program.
Unit 2 –	Report text	Creating Report	Students will be divided into
Indonesian		Text using	small groups. Each group consist
Birds		Media Digital	of 4-5 students. In this project,
	<u> </u>	2000	the students create a report text
		1.	about the topic of Indonesian
		ADIKS	Birds. In creating the text, each
	Contraction of the local division of the loc	\sim	group can use media that is
			interesting such as: Canva, Cap
			cut, Video Maker, Power Point,
			Word, and etc. Make the design
			of report text creatively and nice
			to see and read for people. After
			it is finished, every group one by
			one present the results in front of

Appendix 12. The Matrix of Develop Phase

		[the close
	~	~	the class.
Unit 3 –	Simple	Creating Mini	Students will be divided into a
Inspirational	Present	Magazine	small group, each group consist
Figure	Tense and		of 4-5 students. In groups,
	Have or Has		students will create a mini
			magazine related to the inspired
			figure. With a picture, and the
			script use proper sentences using
			descriptive text, simple present
			tense, and also have or has.
		- NATE	Students can decorate their mini
		S PENDIDI	magazines based on their
	1 5	Â	creativity. After finishing the
		2003	project, each group presented
		a 182/	their results to the class.
Unit 4 –	Simple Past	Creating a Text	Students will work in small
What D <mark>i</mark> d	Tense	about Holiday	groups divided into 4-5 students
You Do	N.		in each group. Each group
there?	7 ((MANAR)	created a text about their holiday
		*	going somewhere. The text can
	1 5		be designed with digital
		NDIKS	applications, such as Canva.
			Students can make it as creative
			as you are. The script uses
			simple past tense for the students
			to understand the use of it. After
			finalizing the text, each group
			will show the results in class and
			present it.
Unit 5 –	Conjunctions	Creating a	Students will work in small

What A Life		Video	groups divided into 4-5 students
Experience		Experience	in each group. Each group
			created a video about their
			experience which happy
			experience, sad experience, etc.
			The video duration is a
			maximum of 4 minutes and a
			minimum of 2 minutes. Students
			can make it as creative as you
			are. After finalizing the video,
			published it on YouTube. Each
		SPENDIDI	group will show the video in
	1 5	<u></u>	class and present it.
Unit 6 –	Recount	Creating a	Students will be divided into
Water	Text	Recount Text	small groups and will collaborate
Adventure	5		on creating a recount text using
			past continuous and also past
	S		simple. Allocate time for each
		YYYYYYY	group to present their completed
		× 44/2	text to the class, fostering
	4		discussion and appreciation of
		NDIVE	their creative efforts in writing
			and also their presentation.
	10		1

Appendix 13. Data of Content, Language, and Media Validity

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

Expert 1: Prof. Dr. Ni Made Ratminingsih, M.A.

Please give check (\checkmark)

	Dimension	Relevance		Gammant
	Dimension	Relevant	Irrelevant	Comment
Conte	nt			
1.	The contents suit with	V 🙏		
	PjBL method		Constant of the local division of the local	
2.	The contents of the	\checkmark		
	developed product fit with	BNDID		
	the profile of <i>Pemuda</i>	~	No	
	Pancasila	5 CAN	11	
3.	The contents in the	12017	2	17
	developed product follow	10		
	the 6C value	WA.	18	
4.	The contents provided	100	6	
	align with ATP (Alur	VVYYV	7Y)	1
	Tujuan Pembelajaran)		\leq	
5.	The contents cover			
	relevant activities to the	DITES		
	students' characteristics			
6.	The learning materials use		V	Activities
	clear instructions			banyak yang
				tidak berisi
				instruksi guru
7.	The learning materials	\checkmark		
	align with the learning			
	objectives			
8.	The contents are suitable			

for students' level			
9. The contents use authentic			
sources			
10. The PjBL activities			
provide Pre-activities.			
Language			
11. The vocabularies used are			Perhatikan
suitable to the student's			salah spelling
level			
12. The PjBL activities'	1	lange -	
language expressions are	•		
	WNDID		
easy to define and	~	ANO	
understand.			
13. The grammar in the PjBL	N	N 9	Revisi grammar
activities is correct	521	<u>1</u> , 1	
14. The spelling in the PjBL		12	
activities is correct.			
15. The PjBL activities use			
comm <mark>u</mark> nicative lan <mark>guage</mark>		\mathcal{D}	
16. The language helps	V	\sim	
students to increase their			
cognitive	DIKSY		r.
17. The language presented		And the second se	
helps students to enrich			
their vocabularies			
18. The language variety			
supports the materials			
19. The language used in the			
text is cohesive			
20. The language used in the			

text is coherence			
Media (display, visual,			
typography)			
21. The PJBL activities use			
suitable, clear, and			
systematic presentation			
22. The PJBL activities use		\checkmark	Sama persis dg
suitable, clear, and			di atas/ganti
systematic text			
presentation.			
23. The PJBL activities use		1	Activities
suitable guidance in every	RADIDI	A.	banyak yang
activity.	余	C.	tidak berisi
	1000		guidance guru
24. The media uses authentic	1-2/	60 E	
pic <mark>tu</mark> res.		<u> </u>	
25. The media uses illustration		j C	
to help students.	300	21	
26. The Pj <mark>B</mark> L activities use		ТÚ)	1
approp <mark>r</mark> iate color	205	\leq	
composition and			
background.	DIKS		
27. The PJBL activities use	1	and the second second	
suitable font size.			
28. The PJBL activities use			
suitable space			
29. The PJBL activities use			Revisi beberapa
suitable spelling			kesalahan
			spelling
30. The PJBL activities use			

suitable punctuation and		
capitalization.		

Singaraja, 7 Juli 2024

Zam

Prof. Dr. Ni Made Ratminingsih, M.A.



Table data of content, language, and media validity by Expert Judge $2\,$

Expert 2: Dr. Ni Putu Era Marsakawati, S.Pd.,M.Pd

Please give check (\checkmark)

	Dimension	Relevance		Comment
	Dimension	Relevant	Irrelevant	Comment
Conte	ent			
1.	The contents suit with PjBL	\checkmark		
	method	A.		
2.	The contents of the	1		
	developed product fit with			
	the profile of <i>Pemuda</i>	NDIDIE		
	Pancasila	~	No	
3.	The contents in the		74	
	developed product follow the	37.		77
	6C value	14-9		
4.	The contents provided align		13	
	with ATP (Alur Tujuan	例前了		
	Pembelajaran)	VYYYY		<
5.	The contents cover relevant	1	<	
	activities to the students'		-	
	characteristics	TVSB		7
6.	The learning materials use	\checkmark		Beberapa isian
	clear instructions			masih belum
				berisi instruksi,
				tambahkan ya
7.	The learning materials align	✓		
	with the learning objectives			
8.	The contents are suitable for	✓		
	students' level			
9.	The contents use authentic	\checkmark		

sources			
10. The PjBL activities provide	√		
Pre-activities.			
Language			
11. The vocabularies used are	√		
suitable to the student's level			
12. The PjBL activities' language	✓		
expressions are easy to			
define and understand.			
13. The grammar in the PjBL	1		Perbaiki
activities is correct			beberapa
ASPE	NUDIC		grammar yang
SHL	余	"C.	masih keliru
1 2 2		1 the	
14. Th <mark>e</mark> spelling in the PjBL	12/6		Cek s <mark>p</mark> elling ya,
activities is correct.	120	<u>i</u> 7	masi <mark>h</mark> ada
(1)			kesal <mark>a</mark> han
15. The PjBL activities use	1	A	
comm <mark>u</mark> nicative lan <mark>guage</mark>	(ALL)	\mathcal{D}	1
16. The language helps students	1	1	
to increase their cognitive			Sec. 1
17. The language presented helps	VKSP		
students to enrich their			
vocabularies			
18. The language variety	✓		
supports the materials			
19. The language used in the text	✓		
is cohesive			
20. The language used 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 text presentation.			
23. The PJBL activities use	1		
suitable guidance in every			
activity.	NDTD-		
24. The media uses authentic	A MIK	12	
pictures.	余	" C.	
25. The media uses illustration to		10	
help students.	2 La		
26. The PjBL activities use	1	8	
app <mark>r</mark> opriate color			
composition and background.		M	
27. The PJBL activities use	1	\mathcal{V}	
suitable font size.			
28. The PJBL activities use	1		9
suitable space	IKSB		
29. The PJBL activities use	1		
suitable spelling			
30. The PJBL activities use	√		
suitable punctuation and			
capitalization.			
L	1	Singaraia 8	L 1: 2024

Singaraja, 8 Juli 2024

Dr. Ni Putu V. Marsakawati, S.Pd., M.Pd

Appendix 14. Quality Form (Expert Judge and User Judge)

Quality Form

The Project-Based Teacher's Book and Student's Book

Please give check (\checkmark)

Dimension	Score					O
	1	2	3	4	5	Comment
Content						
1. The contents suit with PjBL Method						
2. The contents of the developed product fit						
with the profile of Profil Pancasila	d.	and				
3. The contents in the developed product	and the second		Contra and			
follow the 6C value						
4. The contents provided align with ATP						
(Alur Tujuan Pembelajaran)	8N	010	R.	1 2	and and	
5. The contents cover relevant activities to	and the second		44	2		
the students' characteristics	5			6		
6. The learning materials use clear	54	500			2	
instructions					1	
7. The learning materials align with the		1	Ch.		(FER	
learning objectives		1.92	18	1	-	
8. The contents are suitable for students'	5	2	\sim	6		
level			51			
9. The contents use authentic sources	<u>2</u>	3 LUL	<u>v_</u>			
10. The PjBL activities provide Pre-	N.V.		1			
activities.						
Language		12			1	
11. The vocabularies used are suitable to the	\sim		Terr		1.1	9
student's level					14	<i>7</i>
12. The PjBL activities' language expressions	1	KS	9 · ·	8	18	
are easy to define and understand.				-		
13. The grammar in the PjBL activities is		and a	and the second second		144	
correct						
14. The spelling in the PjBL activities is						
correct.						
15. The PjBL activities use communicative						
language						
16. The language helps students to increase						
their cognitive						
17. The language presented helps students to						
enrich their vocabularies						
18. The language variety supports the						
materials	<u> </u>					

and the second s

Criteria:

- 5- Very Good
- 4 <mark>G</mark>ood
- 3 Average
- 2 Below average
- 1 Poor

14