APPENDIX

Appendix 1. Blueprint of Need Analysis Instrument

No	Dimension	Indicator
1.	Characteristics of PjBL Activities	- 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
2.	6C Values (21st Century Skill) (Noranizahhafizah et al., 2020; Shabrina & Astuti, 2022; and Somphol et al., 2022)	- 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' compassion 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

Appendix 2. Document Analysis's Dimension

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 3. Blueprint of Interview Guide

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

Appendix 4. Student's Questionnaire

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

The Current Situation		No	Statement	The Expected Situation	
Yes	No		**Indicator: Relevance to the learning topic**	Yes	No
		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		
		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 personal interests and talents in an English learning context.		
			Indicator: Provide opportunities for students to practice English		
		11	I had the opportunity to speak English during the implementation of these projects.		
		12	These projects give me opportunities to write and use English actively		
		13	I feel that these projects encourage me to listen and understand English better.		
		14	I had the opportunity to interact with classmates in English during these projects.		
		15	These projects allow me to practice		

The Current Situation		No	Statement	The Expected Situation	
Yes	No		**Indicator: Each project accommodates students to collaborate**	Yes	No
		16	The projects we undertake give us the opportunity to collaborate with classmates.		
		17	I feel that collaboration with classmates is an important part of every project we work on		
		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 communicate		
		21	These projects give us the opportunity to communicate in		

Dimension 2 (Insert of 6C values)

			Statement		
			English in everyday situations.		

			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 ability to communicate well in English.		
			Indikator: Setiap projek mengakomodiasi peserta didik untuk berkreasi		
		26	These projects give us the freedom to use our imagination and creativity.		
		27	I feel that these projects encourage us to think creatively and create new ideas.		
		28	Our teachers support us in exploring creative ideas in each project.		
		29	In every project, we have the opportunity to create a unique solution or product.		
			Indicator: Each project		

			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 encourage us to consider different points of view in finding solutions.		
		34	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.		
		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.		
		38	I feel that these projects push us to solve problems in a complex and structured way.		
		39	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		
		40	These projects encourage us to emphasize togetherness and empathy.		
		41	I feel that these projects ask us to emphasize togetherness and empathy.		
		42	Our teachers provide support in developing a sense of community and empathy		
		43	I feel that these projects encourage us to develop a sense of community and empathy.		
		44	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		
		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.		
		47	I feel that these projects have helped me understand religious values in the context of English learning.		
			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		

			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 when they face difficulties		
		55	Our teachers create an atmosphere that encourages cooperation and togetherness during the implementation of these projects.		
		56	I feel that these projects allow us to achieve learning goals together.		
		57	In each project, we were taught the importance of supporting each other and working together to face challenges.		
			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 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 and organize my own time to complete tasks.		
		65	Our teachers give us space to take initiative in exploring topics that 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 the development of our creative thinking skills during the implementation 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.		
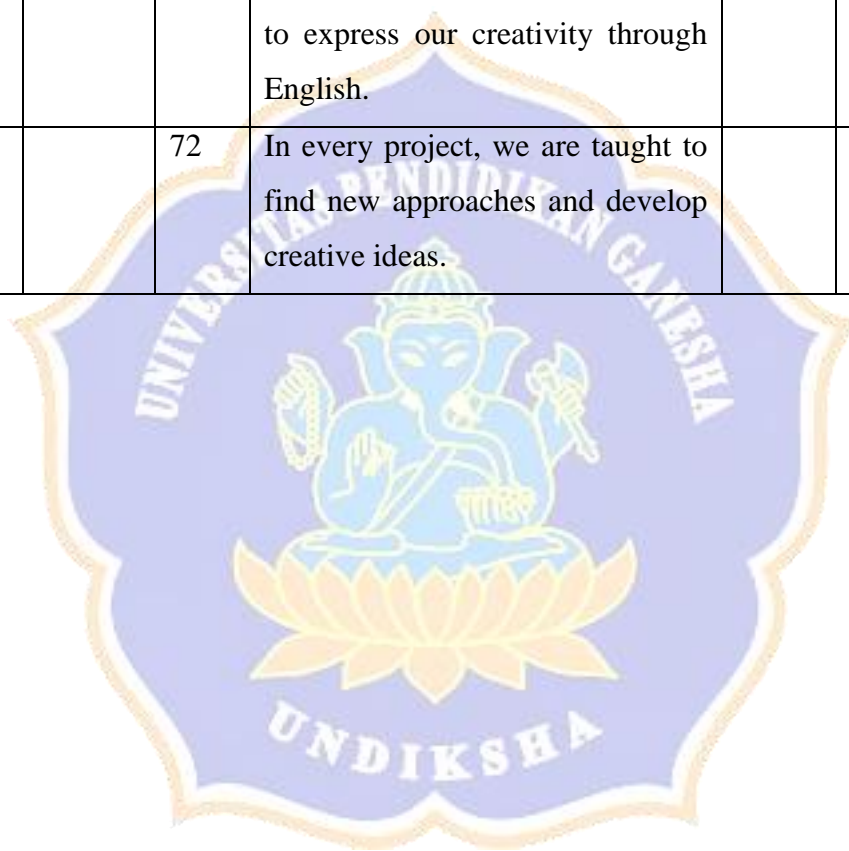
Appendix 5. Teacher's Questionnaire

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

The 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	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 (Insert of 6C values)

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

The Current Situation		No	Statement	The Expected Situation	
			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 Situation		No	Statement	The Expected Situation	
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 projectbased learning		
		28	The teacher has developed a learning design that implements Pancasila Student 146 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		
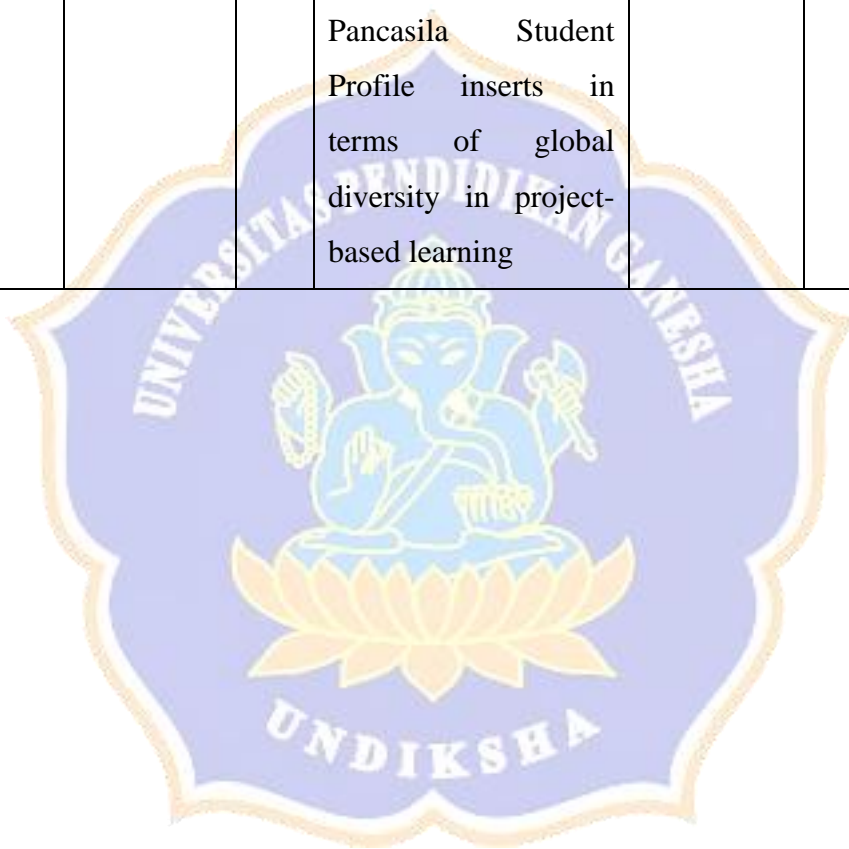
Appendix 6. Teacher's Interview Guide

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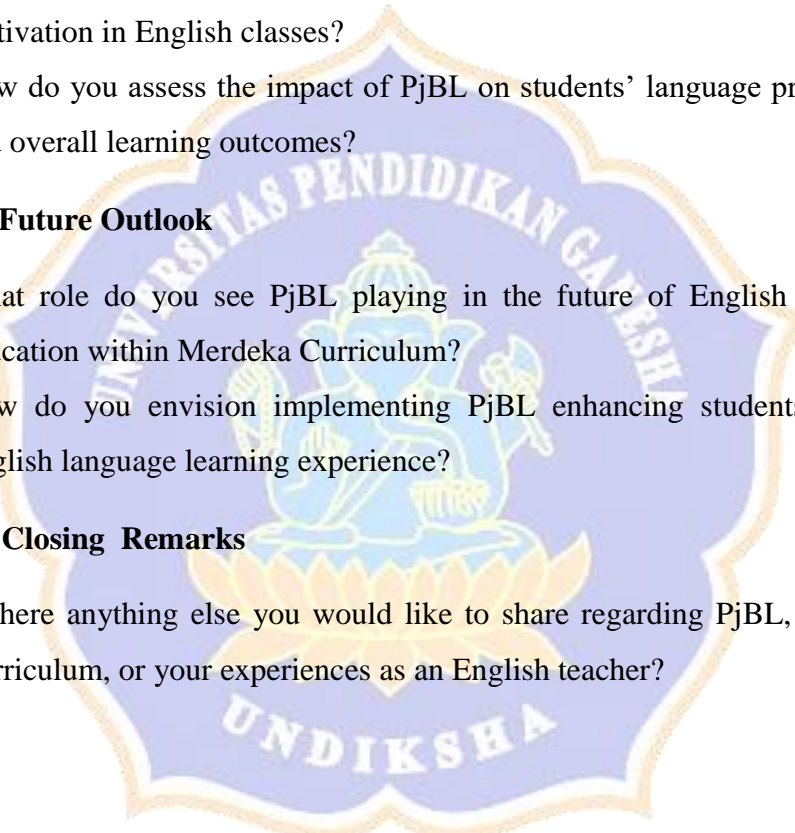
Appendix 7. Results of Need Analysis of Related to Characteristics PjBL Dimensions

Dimension	Indicators	Items	Percentage
Characteristics of PjBL	Relevant to the learning topic	I feel that the projects we work on in English class are closely related to the 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 understand and apply the course material better.	**78.33%**
		I saw a clear connection between the learning topics and the projects we did in class.	
	Already contains 6C values of 21st Century Learning Skills	I feel that our projects have emphasized the 6C values.	**60.00%**
	Already contains PPP values	The projects we work on in English class have helped me understand and apply PPP values.	**64.00%**
	Suitability to students' characteristics	The projects we do in English class are tailored to our level of ability and interest as students.	
		I feel that these projects take into account my learning style and learning preferences	**54.00%**
		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 opportunities for students to practice English	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 encouraged me to listen and understand English better.	**72.53%**
		I have had the opportunity to interact with classmates in English during these projects	
		These projects allow me to practice English in everyday situations.	

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

Dimension	Indicators	Items	Percentage
Insertion of 6C of 21st Century Learning Skills	Each project allows students to collaborate	The projects we undertake allow us to collaborate with classmates.	
		I feel that collaboration with classmates is an integral part of every project we work on.	
		Our teachers manage these projects in such a way that we have to collaborate in groups or pairs.	**79.73%**
		These projects encourage us to discuss ideas and thoughts together with classmates.	
		I feel that these projects have strengthened our ability to work as a team.	
	Each project allows students to communicate	These projects allow us to communicate in English.	
		I feel that communication in English is an important aspect in implementing any project.	**70.40%**
		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 accommodates students to be creative	These projects give us the freedom to use our imagination and creativity.	
		I feel that these projects encourage us to think outside the box and create new ideas.	79.67%
		Our teachers support us in exploring creative ideas in each project	
		In every project, we have the opportunity to create a unique solution or product.	
	Each project accommodates students to think critically	These projects encourage us to question the information and ideas we encounter.	
		I feel that these projects ask us to analyse problems critically.	73.87%
		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 accommodates students to solve complex problems in a structured manner.	These projects encourage us to solve problems in a complex and structured way.	76.00%
		I feel that these projects ask us to solve problems in a complex and structured way.	
		Our teachers provide support in developing the ability to solve problems in a complex and 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 accommodates	These projects encourage us to emphasize togetherness and	76.27%

students to emphasize togetherness and empathy	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.	
		I feel that these projects encourage us to develop a sense of community and empathy.	
		In every project, we are taught to emphasize togetherness and empathy.	
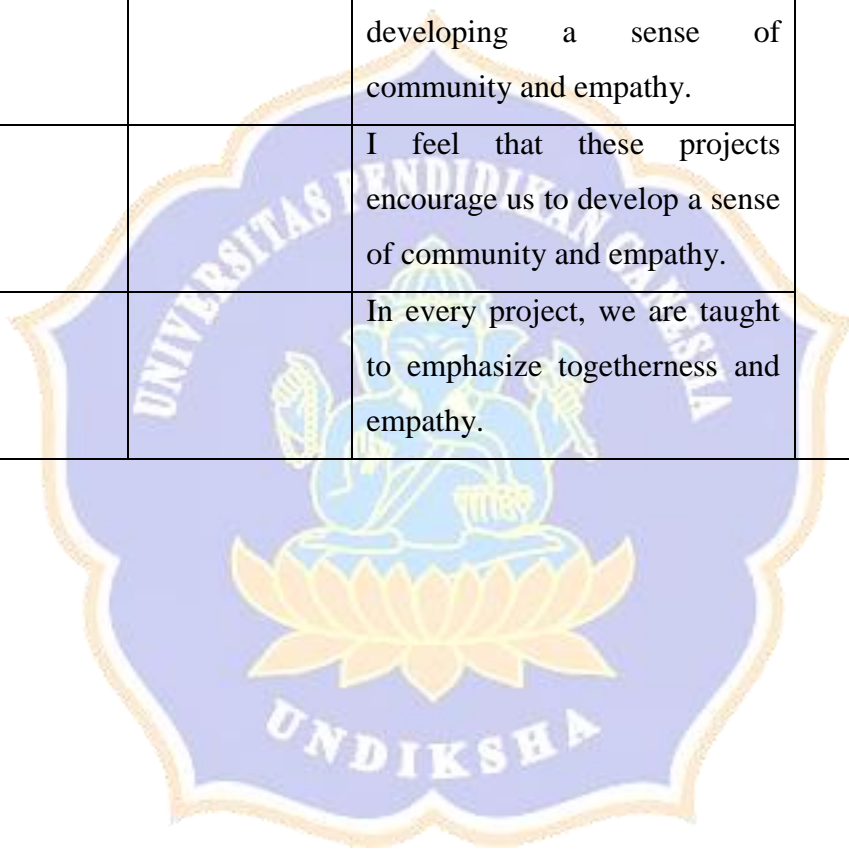
Appendix 9. Results of Need Analysis of Related to Insertion of PPP Values

Dimension	Indicators	Items	Percentage
Insertion of PPP Values	Faith, Fear of God	Our teachers have created an environment that supports the development of religious values during the implementation of these projects	64.89%
		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.	
	Global Diversity	I feel that these projects have helped me understand and appreciate different cultures and views around the world.	80.27%
		These projects gave me opportunities to interact with classmates from different cultural backgrounds.	
		Our teachers provide a global perspective in the implementation of these projects.	
		I feel that these projects push me to think about the global	

		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.	
		Our teachers create an atmosphere that encourages cooperation and togetherness during the implementation of these projects.	**83.47%**
		I feel that these projects allow us to achieve learning goals together.	
		In each project, we were taught the importance of supporting each other and working together to face challenges.	
	Critical thinking	I feel that these projects encourage me to critically evaluate information before making decisions.	**76.00%**
		These projects allow us to formulate critical questions	

		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	
		In every project, we are taught to plan and execute actions critically	
	Independent/ Self-Reliant	Reliant I feel that these projects allow me to develop independence in learning English.	
		These projects allow me to plan and organize my own time to complete tasks.	
		Our teachers give us space to take the initiative in exploring topics that interest us.	81.87%
		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%

		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 us to express our creativity through English.	
		In every project, we are taught to find new approaches and develop fresh ideas.	

Appendix 10. Result of Need Analysis of Teacher's Questionnaire

Dimension	Indicators	Items	Percentage
Characteristics of PjBL	Relevant to the learning topic	Each topic is taught through projects.	75.00%
		Project-based learning activities are available that are relevant to the topics in the syllabus/module	
		Teachers use concrete examples in projects to illustrate concepts in learning topics.	
	Already contains 6C values of 21st Century Learning Skills	Every project-based activity taught contains elements of 21st-century (6C) learning.	100%
		Availability of 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 characteristics of students	Projects assigned by teachers take into account the individual needs of students.	
		Teachers have implemented project-based learning according to the characteristics of students.	87.50%
		Teachers provide choices or variations in projects so students can choose ones that suit their interests and learning styles	
		Teachers provide	

		support and guidance appropriate to students' skill levels and needs in working on these projects	
	Provide opportunities for students to practice English	The teacher has provided space and opportunities to use projects to hone students' English skills.	
		Teachers have developed learning design lessons that provide space and opportunities for students to practice English.	**100%**
		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 of 21st Century Learning Skills	Each project allows students to collaborate	The teacher has invited students to collaborate in implementing the project	
		Teachers have developed learning designs that accommodate students to collaborate in implementing projects.	**100%**
	Each project allows students to communicate	The teacher has invited students to communicate with each other in implementing the project	
		The teacher has developed a learning design that allows students to communicate with each other in implementing the project	**100%**
	Each project accommodates students	The teacher has 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 accommodates students to think critically	The teacher has invited students to think critically in implementing the project.	
		Teachers have developed learning designs that accommodate students to be able to think critically in implementing projects	87.50%
	Each project accommodates students to solve complex problems in a structured manner.	The teacher has invited students to practice solving complex problems in a	100%

		structured manner in project implementation.	
		Teachers have developed learning designs that train students to solve complex problems in a structured manner in implementing projects.	
	Each project accommodates students to emphasize togetherness and empathy	The teacher has invited students to emphasize togetherness and empathy in implementing the project	
		Teachers have developed learning designs that emphasize togetherness and empathy in project implementation.	100%
	Faith, Fear of God Almighty, and Noble Character	Teachers have implemented PPP inserts in terms of	87.50%

		Faith and Fear of God Almighty in project-based learning.	
		The teacher has developed a learning design that implements PPP inserts in terms of Faith and fear of Almighty God in project-based learning.	
Insertion of PPP values	Global Diversity	Teachers have implemented PPP inserts in terms of global diversity in project-based learning.	
		Teachers have developed learning designs that implement PPP inserts in terms of global diversity in project-based learning.	**100%**
	Mutual	Teachers have	**100%**

	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 together in project-based learning	
	Critical Reasoning/Thinking	Teachers have implemented PPP inserts in terms of critical reasoning in project-based learning	
		Teachers have developed learning designs that implement PPP inserts in terms of critical reasoning in project-based learning	**100%**
	Independent/ Self-	Teachers have	**100%**

	Reliant	implemented PPP inserts in terms of independence in project-based learning.	
		Teachers have developed learning designs that implement PPP inserts in terms of independence in project-based learning.	
	Creative	Teachers have implemented PPP inserts in terms of creativity in project-based learning.	
		The teacher has developed a learning design implementing PPP inserts in terms of creativity in project-based learning.	**100%**
		Our teachers support the	

		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.	
		In every project, we are taught to find new approaches and develop fresh ideas.	

Appendix 11. The Matrix of Design Phase

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
		4. The activity should consist of explicit instruction
		5. The activity should involve project steps
		6. The activity should have a unique name
		7. The activity should engage the students to think critically about the ideas of the project
		8. The activity should help the students in understanding the 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

		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 background
2	PjBL Theory (Hamidah et al., 2018)	The activities follow the eight stages of PjBL, such as: 1) Choosing project topic, 2) Pre-Communicative Activities, 3) Considering or asking the essential 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, 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:
	   a. 6C 21st Century Learning (Noranizahhafizah et al., 2020)
	   b. PPP
		1. Provide opportunity for students to develop creativity
		2. Provide opportunity to speak out about the ideas
		3. Provide opportunity to feel the

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

Appendix 12. The Matrix of Develop Phase

Chapter	Topic	Activity Project Name	Description
Unit 1 – Indonesian Animal Wildlife	Noun groups	Making Posters Using Canva Application	Students will work in groups to create a poster about animals. All members have to contribute to this project. In groups, students will design posters by utilizing the Canva application. Give an animal's pictures, and design the script with proper sentences using noun groups. This project will help the students to enhance their creative writing and experience in utilizing the digital educational program.
Unit 2 – Indonesian Birds	Report text	Creating Report Text using Media Digital	Students will be divided into small groups. Each group consist of 4-5 students. In this project, the students create a report text about the topic of Indonesian Birds. In creating the text, each 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

			the class.
Unit 3 – Inspirational Figure	Simple Present Tense and Have or Has	Creating Mini Magazine	Students will be divided into a small group, each group consist of 4-5 students. In groups, 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. Students can decorate their mini magazines based on their creativity. After finishing the project, each group presented their results to the class.
Unit 4 – What Did You Do there?	Simple Past Tense	Creating a Text about Holiday	Students will work in small groups divided into 4-5 students in each group. Each group created a text about their holiday going somewhere. The text can be designed with digital 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 Experience		Video Experience	groups divided into 4-5 students 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 group will show the video in class and present it.
Unit 6 – Water Adventure	Recount Text	Creating a Recount Text	Students will be divided into small groups and will collaborate on creating a recount text using past continuous and also past simple. Allocate time for each group to present their completed text to the class, fostering discussion and appreciation of their creative efforts in writing and also their presentation.

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 (✔)

Dimension	Relevance		Comment
	Relevant	**Irrelevant**	
Content			
1. The contents suit with PjBL method	√		
2. The contents of the developed product fit with the profile of *Pemuda Pancasila*	√		
3. The contents in the developed product follow the 6C value	√		
4. The contents provided align with ATP (Alur Tujuan Pembelajaran)	√		
5. The contents cover relevant activities to the students' characteristics	√		
6. The learning materials use clear instructions		√	Activities banyak yang tidak berisi instruksi guru
7. The learning materials 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 suitable to the student's level	√		Perhatikan salah spelling
12. The PjBL activities' language expressions are easy to define and understand.	√		
13. The grammar in the PjBL activities is correct	√		Revisi grammar
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	√		
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.		√	Sama persis dg di atas/ganti
23. The PJBL activities use suitable guidance in every activity.		√	Activities banyak yang tidak berisi guidance guru
24. The media uses authentic pictures.	√		
25. The media uses illustration to help students.	√		
26. The PjBL activities use appropriate color 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	√		Revisi beberapa kesalahan spelling
30. The PJBL activities use	√		

suitable punctuation and capitalization.			

Singaraja, 7 Juli 2024

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

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

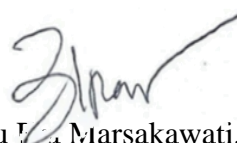**Expert 2: Dr. Ni Putu Era Marsakawati, S.Pd.,M.Pd**

Please give check (✔)

Dimension	Relevance		Comment
	Relevant	**Irrelevant**	
Content			
1. The contents suit with PjBL method	✓		
2. The contents of the developed product fit with the profile of *Pemuda Pancasila*	✓		
3. The contents in the developed product follow the 6C value	✓		
4. The contents provided align with ATP (Alur Tujuan Pembelajaran)	✓		
5. The contents cover relevant activities to the students' characteristics	✓		
6. The learning materials use clear instructions	✓		Beberapa isian 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	✓		

	✓		
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 activities is correct	✓		Perbaiki beberapa grammar yang masih keliru
14. The spelling in the PjBL activities is correct.	✓		Cek spelling ya, masih ada kesalahan
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	✓		
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 suitable guidance in every activity.	✓		
24. The media uses authentic pictures.	✓		
25. The media uses illustration to help students.	✓		
26. The PjBL activities use appropriate color 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, 8 Juli 2024

Dr. Ni Putu Era 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 (✔)

Dimension	Score					Comment
	1	2	3	4	5	
Content						
1. The contents suit with PjBL Method						
2. The contents of the developed product fit with the profile of *Profil Pancasila*						
3. The contents in the developed product follow the 6C value						
4. The contents provided align with ATP (Alur Tujuan Pembelajaran)						
5. The contents cover relevant activities to the students' characteristics						
6. The learning materials use clear instructions						
7. The learning materials 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 suitable to the student's level						
12. The PjBL activities' language expressions are easy to define and understand.						
13. The grammar in the PjBL activities is 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						

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 systematic text presentation.					
22. The PJBL activities use suitable and clear text presentation.					
23. The PJBL activities use suitable guidance in every activity.					
24. The media uses authentic pictures.					
25. The media uses illustration to help students.					
26. The PjBL activities use appropriate color 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.					

Criteria:

5- Very Good

4 - Good

3 - Average

2 – Below average

1 – Poor