

ABSTRAK

Kurnia Bakti, Windy (2025). The Implementation of Project Based Learning Activities In English Classes and Its Effects on Students' Learning Engagement and Achievement in SMPN 14 Denpasar. Tesis, Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Pendidikan Ganesha.

Kata Kunci: *keterlibatan belajar, pencapaian belajar, persepsi, project-based learning*

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Penelitian ini merupakan penelitian lanjutan dari program Research and Development yang dilakukan oleh tim peneliti dari Program Pascasarjana UNDIKSHA pada tahun 2023. Penelitian ini berfokus pada pembelajaran berbasis proyek (Project-Based Learning). Pada tahun pertama, dikembangkan sebuah buku yang memuat kompilasi kegiatan Project-Based Learning beserta materi pembelajarannya. Pada penelitian ini, buku tersebut diimplementasikan untuk mengkaji pengaruh Project-Based Learning terhadap keterlibatan dan pencapaian belajar siswa. Penelitian berbasis eksperimen ini dilaksanakan di SMP Negeri 14 Denpasar dengan melibatkan 60 siswa kelas IX. Metode penelitian kuantitatif dan kualitatif digunakan untuk menganalisis efek dari Project-Based Learning terhadap keterlibatan, pencapaian, serta persepsi siswa. Post-test diberikan untuk mengukur pencapaian belajar siswa dan kuisioner digunakan untuk menilai keterlibatan siswa. Wawancara juga dilakukan untuk menggali lebih dalam mengenai persepsi siswa. Data dianalisis menggunakan SPSS versi 30 dengan teknik analisis t-test dan MANOVA. Hasil analisis menunjukkan bahwa terdapat pengaruh signifikan dari Project-Based Learning terhadap keterlibatan belajar dan pencapaian siswa. Namun, perbedaan antara kelas eksperimen dan kontrol tidak terlalu mencolok. Hal ini disebabkan oleh beberapa faktor eksternal seperti kepercayaan diri siswa, kemampuan berbahasa, dan keterampilan guru dalam mengajar. Oleh karena itu, pelatihan bagi guru sangat disarankan sebelum menerapkan Project-Based Learning menggunakan buku yang telah dikembangkan, guna mencapai hasil yang maksimal. Penelitian ini diharapkan dapat memberikan wawasan bagi para pengembang kurikulum dan pendidik yang mencari pendekatan pembelajaran berpusat pada siswa yang mendorong partisipasi aktif dan hasil belajar yang berkelanjutan.

ABSTRACT

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Keywords: *learning achivement, learning engagement, perception, project-based learning*

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This study serves as a continuation of a Research and Development program conducted by a research team from the Postgraduate Program of UNDIKSHA in 2023. The study focuses on Project-based learning in English language teaching. The first year study, researchers developed a compilation of project-based learning activities book. The current study, the book was implemented to examine the effects of project-based learning on students' learning engagement and achievement. This experimental study was conducted at SMP Negeri 14 Denpasar, involving 60 9th grade students. A mixed-method approach were employed to analyze the effects of project0based learning on students' learning engagement, achievement, and perception. A post-test was administered to asses students' learning achievement, and a questionnaire was used to measure students' learning engagement. Additionally, interviews were conducted to explore students' perceptions pf project-based learning. The quantitative data were analyzed using SPSS v.30 with t-test and MANOVA while the qualitative data were analyzed using reducing, presenting and concluding process. The findings of this study revealed that there is significant effects of project-based learning on students' learning engagement and achievement. However, the difference between the experimental and control group was nor very substantial. This findings may have been influenced by several external factors such as students' self-confidence, language proficiency, and teachers' teaching competence. Given the findings, the study underscores the importance of teacher training before implementing project-based learning using the developed book to ensure optimal and effective result. This study is expected to provide valuable insights for curriculum developer and educators seeking student-centered pedagogical strategies that foster active participation and promote sustainable learning.