

CHAPTER V

CLOSURE

4.1 Summary

The implementation of the Merdeka Curriculum emphasizes student-centered learning, giving teachers more flexibility in choosing instructional models that suit students' needs and interests. One instructional model that teachers use to support student-centered learning is project-based learning. The Merdeka Curriculum also encourage the integration of technology to expand learning resources, support collaboration among students, and enhance the effectiveness of the learning process. PjBL integrated with technology has been reported to improve student motivation, communication, creativity, and engagement. Besides investigating the implementation, this study also examined students' beliefs, since understanding students' beliefs helps explain how they perceive and respond to the implementation of project-based learning integrated with technology. One school that has implemented technology-integrated project-based learning is SMKN 1 Seririt. However, initial observations indicate that students hold differing beliefs regarding its implementation. This study was conducted to investigate the implementation of technology-integrated project-based learning and students' beliefs regarding its implementation in English language learning at SMK N 1 Seririt.

This study employed an exploratory sequential mixed-methods design. In this study, qualitative data were collected through observation to investigate how project-based learning integrated with technology is implemented. Then, the

qualitative data collected through observation provided the initial understanding of the phenomenon and the context for the quantitative data collected through a questionnaire measuring students' beliefs regarding the implementation of PjBL integrated with technology.

This study found that the English teacher implemented project-based learning integrated with technology by following the six-stage implementation framework of project-based learning by Maryati (2018). Various digital tools were integrated throughout the learning process to support project development, collaboration, information searching, and presentation activities. The classroom observations indicated that most students were actively engaged in project discussions, collaborated with their peers, and participated enthusiastically in technology-supported project activities, although a small number of students showed less engagement. Additionally, the questionnaire results revealed that most students held a high level of belief in the implementation. Overall, the qualitative and quantitative findings showed that the implementation of PjBL integrated with technology was generally perceived positively by observed students, as most students reported high beliefs toward its implementation.

4.2 Conclusion

This study aimed to investigate the implementation of project-based learning integrated with technology in English instruction at SMK N 1 Seririt and to examine students' beliefs toward its implementation. The conclusions of this study are presented based on the two research questions.

The findings showed that the English teacher implemented all six stages of project-based learning proposed by Maryati (2018), namely determining essential

questions, designing the project, creating a schedule, monitoring the project, assessing the outcome, and evaluating the experience. Technology was integrated into most stages of the learning process to support information searching, project development, project submission, and project presentation. Although technology was not used in every stage of project-based learning, its integration supported students in completing projects and facilitated collaborative learning. Differences in student participation were observed among the four classes; however, the overall implementation of project-based learning integrated with technology was conducted successfully.

The questionnaire findings showed that students generally held strong beliefs about the implementation. Most students demonstrated high beliefs toward the implementation of PjBL integrated with technology and considered it beneficial for English learning. The observation findings also showed that students actively participated in discussions, collaborated with their group, and used various technologies throughout the learning process. These observation findings provide context for understanding students' generally high beliefs toward the implementation.

Overall, this study found that the English teacher successfully implemented project-based learning integrated with technology across the four observed classes. Technology was used to support project work, and most students actively participated throughout the learning process. Furthermore, the questionnaire findings showed that most students reported high beliefs toward the implementation of project-based learning integrated with technology, suggesting that they viewed its implementation positively.

4.3 Suggestion

Based on the findings and conclusions of this study, the following suggestions are proposed for English teachers, schools, and future researchers. These suggestions are expected to support the effective implementation of project-based learning integrated with technology and to provide insights for future studies on students' beliefs toward its implementation.

1. For English Teachers and Schools

Based on the findings, English teachers are encouraged to continue implementing project-based learning integrated with technology, as it promotes active participation, collaboration, and authentic learning experiences. Teachers may also consider providing students with opportunities to produce multimedia project products, such as role-play videos, when appropriate, as these products appeared to attract greater audience attention during the presentation stage. Furthermore, teachers should strengthen classroom management during group work by monitoring students more closely to minimize distractions, such as the use of social media for non-learning purposes, and to ensure that all group members participate actively throughout the project. Schools are encouraged to provide adequate technological facilities and stable internet access to support the implementation of technology-integrated project-based learning.

2. For Future Research

Future researchers are encouraged to investigate the implementation of technology-integrated project-based learning in different educational contexts or subjects to determine whether similar findings can be obtained. They may also

examine factors influencing students' beliefs, such as learning motivation, digital literacy, prior learning experiences, or academic achievement. In addition, future studies may employ interviews or focus group discussions to obtain a deeper understanding of students' beliefs toward the implementation of project-based learning integrated with technology.

