

# The Implications of Project-Based Learning Method in Japanese Language Class for Students in Politeknik Negeri Bali

Harisal  
Politeknik Negeri Bali  
harisal@pnb.ac.id

Kanh  
Politeknik Negeri Bali  
kanah@pnb.ac.id

Wahyuning Dyah  
Politeknik Negeri Bali  
dyah@pnb.ac.id

Ary Azhary  
Hasanuddin University  
daisukekobayashi07@gmail.com

## **Abstrak**

Bahasa Jepang pada program studi manajemen bisnis internasional lebih menekankan komunikasi dalam bahasa Jepang dasar untuk dunia bisnis. Pembelajaran bahasa Jepang dengan menggunakan metode ceramah tidak membuat mahasiswa menunjukkan minat yang lebih besar dalam belajar. Tujuan penelitian ini adalah untuk menfokuskan peningkatan minat belajar mahasiswa dalam mempelajari bahasa Jepang dengan menggunakan metode project-based learning dalam kelas sebagai bagian dalam pembelajaran bahasa Jepang dasar untuk mahasiswa program studi manajemen bisnis internasional di politeknik negeri Bali. Penelitian ini merupakan penelitian deskriptif-kualitatif dengan sentuhan kuantitatif untuk menjelaskan hasil persentasi tingkat kepuasan mahasiswa terhadap metode project-based learning yang digunakan di kelas. Proses analisis data induktif dimulai dengan pengumpulan informasi melalui observasi, wawancara, dokumentasi, dan triangulasi. Hasil penelitian menunjukkan bahwa mahasiswa lebih bisa mengembangkan kosakata yang telah dipelajari pada saat membuat project dibandingkan mengerjakan soal dengan menulis saja. Proses pembuatan project yang dimulai dari menjawab pertanyaan yang muncul; merancang rencana dan mendiskusikan tema; menyusun script; menyusun jadwal; membuat video; mempresentasikan hasil; dan, melakukan evaluasi pengalaman sesuai dengan konsep metode project-based learning yang dikemukakan oleh The George Lucas Educational Foundation membuat mahasiswa lebih dapat menunjukkan minat belajar bahasa Jepang dibandingkan pada saat belajar menggunakan metode tradisional. Implementasi metode project-based learning terlihat pada antusiasme mahasiswa dalam pelajaran bahasa Jepang; Tingkat kepercayaan diri mahasiswa semakin tinggi; Mengemukakan ide dan membuat keputusan; bekerjasama dalam tim; dan, Berkembangnya kreatifitas mahasiswa.

**Kata Kunci:** *metode pembelajaran; project-based learning; bahasa Jepang*

### Abstract

*Japanese for International Business Management Program more emphasize communication in Basic Japanese for business world. Learning Japanese by using lecture method does not express student's interest. The objective of the research focussed on student's interest development by learning Japanese and applying Project-Based Learning Method as one of the basic Japanese for students whom took International Business Management Program in Politeknik Negeri Bali. The research applied qualitative-descriptive method alongside quantitative for illustrating presentation result of student's satisfaction levels to project-based learning implementation in classes. The process of inductive data analysis started from collecting information by observation, interview, documentation and triangulation. The result showed that students can be encouraged more to advance vocabularies while started a project rather than writing only. The process of making project consisted of answering the questions; contriving plans and theme discussion; mapping scripts and schedules; making videos; presentations; and evaluating all experiences pursuant to Project-based learning methods by The George Lucas Educational Foundation stimulated student's interest in learning japanese effectively than the traditional methods. Implementations of the project-based learning method in Japanese class have been seen in Enthusiastic students in Japanese class; Increasing The level of student self-confidence; possibly to suggest the ideas and make decisions; teamworks possibly; and, improving Students creativities.*

**Keywords:** *learning methods; project-based learning; japanese*

## 1. Introduction

Recently, the technology is very closely related to Z Generation, teaching by using lecture or traditional methods can no longer to be applied. This method makes students have no interest and enthusiastic in class. In Japanese for International Business Management Program, students are required to be able to master at least basic Japanese vocabulary and language patterns would enable them to communicate with Japanese people in any situation, especially workplace. Thus, it stimulates students' interest and their critical thinking. In this case, Project-Based Learning (PjBL) is a suitable learning model for students to sharpen and develop their creativities in Japanese class. Learning construction applied in learning are related to students around so lecturers may developed their communication values, besides that students also have their roles respectively to their level of thinking so that learning will be more interesting. For this reason, implementing a project, such making attractive videos, then describing by students as an individual assignment. Language teaching by using traditional methods is very difficult for Z generation. As a result, students showed their difficult involving in communication practices, leading to a shallow understanding of how to communicate using Japanese itself. Therefore, this cause students to be less participated in practicing their skills in the class. To change this situation, it suggests that students will be given opportunities to participate in problem solving and knowledge construction in authentic professionally. There are several teaching methods used in the classroom by applying technologies, hinged on conditions and interests of Z Generation in order to achieve the goal is through project-based learning (PjBL) method.

George Lucas Educational Foundation (in Lucas, 2005) proposed several steps of PBL teaching methods such as :

1. starting with the essential questions
2. designing a plan for the projects
3. creating a schedules

4. monitoring students and project progress
5. assessing the results and
6. evaluating the experiences

In Chen & Yang's (2019) review, the influence of PjBL and teachers' direct teaching on students' academic achievement in Elementary schools, High Schools and Colleges were compared. PjBL in this study indicates a learning process for students are involving on authentic projects and product development. The results demonstrated that PjBL had a more positive influence on students' academic achievement than direct instruction. In addition, Guo (2020) said that Project-based learning (PjBL) is understood to be a promising approach that improves student learning in colleges. Empirical studies on project-based learning have been reviewed with a focus on student outcomes. Affective outcomes (i.e. perceptions of PjBL benefits and experiences) are most applied, focussed on questionnaires, interviews, observations, and self-reflection journals. Cognitive outcomes (i.e. knowledge and cognitive strategies) and behavioral outcomes (i.e. skills and engagement) consisted of questionnaires, rubrics, tests, interviews, observations, self-reflection journals, artifacts, and log data. The outcome of artifact assesment performance assessed by rubrics.

Several reviews have focused on PjBL methods predominantly. Kanah, et al (2023) discussed Project-Based Learning Method in Japanese Language Learning. Based on the research, the author disclosed that the PjBL method in learning Japanese for Tourism is very helpful for lecturers, providing some explanations to students related to problematic issues, and encouraging students creatively and more participated in carrying out the given project assignments. The PjBL Method includes complex assignments based questions and problems in reality and requires students to design, solve problems, make decisions, investigate activities and provide opportunities for students to work independently. Students may complete their assignments independently as the main goal. The PjBL Method is a way of learning Japanese for Tourism by using problematic reason to integrate a new knowledge based on experience activities in reality. It is designed to simplify the students by conducting their investigations using complex problems. Other studies, Markula and Aksela (2022) discussed the primary characteristics of project-based learning (PjBL) and how teachers implemented it within the science education context. K-12 Science teachers and students' videos, learning diaries and online questionnaire answers about their biology related to PBL units, within the theme nature and environment analysed using deductive and inductive content analysis (n = 12 schools). The teachers as research objects are involved in PjBL actively due to schools participation as volunteer in the international StarT programme of LUMA Centre Finland. The result indicates that PBL may specifically promote the use of collaboration, artefacts, technological tools, problem-centered, and certain scientific practices, such as researching, presenting results, and reflecting the sciences. However, it appears that direct questions, objective of research by students, students' questions, the integrity of the project activities, and using the projects as instruments to learn the main content, may be more challenging to implement. Furthermore, although scientific practices had a strong role in the projects, it could not be defined how strongly student-led the investigation. The study also indicated that students and teachers give their attention to learning aspects happened through PBL. The results contributed towards a deeper understanding of the possibilities and challenges related to implementation of PBL and using scientific practices in classroom. Thus, the results and main framework construction of key characteristics can be useful in promoting research-based implementation and design of PBL science education, and in teacher training related to it. On the other hand, Zhang L and Ma Y (2023) discussed A study of the impact of project-based learning on student learning effects: a meta-analysis study. This study

supervised a meta-analysis of 66 empirical researches about the use of project-based learning interventions for learning, and the findings provided evidences of project-based learning applied in education to develop students' essence literacy and higher-order thinking skills (HOTS) and 21st-century skills. The results revealed that: (1) project-based learning may improve students' learning outcomes significantly compared to traditional teaching models; (2) the influence of project-based teaching based on different moderation variables, including subject area, course type, academic period, group and class proportion and experiment period. From the perspective of countries and regions, in influences in Asia, especially in Southeast Asia has improved on significantly, compared to Western Europe and North America; from the subject perspective, project-based learning encouraged students explicitly, especially in engineering and technology disciplines, and its implementation in experiment classes is preferable and practicable, aside from theory classes; but in the teaching perspectives, it is more suitable for small-class teaching, in which the best effect is achieved with a group size of 4–5 students from the perspective of teaching, project-based learning is more suitable for small class teaching, where the result achieved in group size of 4 - 5 students. This research more addressed on disclosing the implications of Project-Based Learning Method in Japanese Class for International Business Management Program.

## 2. Method

Project Based Learning (PjBL) is a collaborative and innovative project that focuses on solving problems related to student or society (Santyasa, 2008). In regards to, applying the Project Based Learning (PjBL) method and to implement and emphasize collaborative learning in Japanese classes, namely solving problems related to Japanese language learning in the classroom. Project Based Learning (PjBL) is a collaborative and innovative project that focuses on solving problems related to student or community life (Santyasa, 2008). Based on this, the Project Based Learning (PjBL) method is used in implementing Japanese language classes by emphasizing collaborative learning, it issues a solving problems to Japanese learning in classroom.

The Research performed The Classroom Action Research (CAR). Daryanto, 2011 explained The Classroom Action Research (CAR) as a self-reflection, aimed to improve the quality of the learning process in the classroom, and learning outcomes showed prominently. Furthermore, the research performed in the Japanese International Business Management Program, started from March to May 2024, and the population are all students on it who studied Japanese from A to F class. The sample was focused on students in those classes only to illustrate the students having effort highly in learning Japanese so far.

The variables are classified into x variable as independent variable, while Y is dependant variable. According to Sugiyono (2017), research variables is determined by the researcher to obtain the information and achieve the conclusion.

In this research, the Project-Based Learning (PjBL) learning model is independent variable while performing video projects/activities as a learning tool. Trianto (2014), demonstrated George Lucas's theory, there are 6 aspects, such as essential questions, designing project work rules, preparing project implementation schedules, producing activity schedules, finalizing projects with lecturer facilities, monitoring, assessing students work and evaluating project results. However, 1 (one) additional aspect put in. It is the first aspect before raising essential questions, introduction activities where the indicator are videos as learning implication, the lecturer delivered learning objectives, explained the implications of learning in everyday, then divided the students into several groups. On the other hand, the dependent variable is learning outcomes. Those skills achieved by students through learning activities.

The implementation plan in this research has 3 steps, (1) planning step. In this section, a Lesson Plan (RPP) is prepared, involving learning themes by using the project-based learning method, started from chapters 1 to chapter 5. In these chapters, students learned about self-introduction, demonstrative words, times (clock and calendar), money usage, and particles indicating type, possession, and origin. Learning are presented until the 8th meeting; the theory is explained firstly, then practical method by doing assignments and quizzes. during the lesson, it was described about producing videos project to students as a learning reflection of what they had achieved, then performed George Lucas's Theory. step (2) is observations. It presented along with learning implementation and student evaluation. And, step (3) is reflection. In this step, reflection presented the process of teaching and learning activities that have been performed previously.

The writer used the Qualitative method. Creswell & Garrett (2008) emphasized that Qualitative research is a tool for exploring and understanding the social problems and humanities by individual. The process of research involves questions and procedures, while the data typically collected in the participant's circumstances, inductive data analysis, involves starting from specific premises and forming a general conclusion, then making data interpretation. The final written report has a flexible structure. Those whom involved in this research, support an inductive style, focus on individual meaning, and the importance of understanding the situation complexities. Unlike Traditional Quantitative Approach, the Qualitative in data collection, analysis, interpretation, and report writing. Conducting purposive sampling, collecting Open Data, Analyzing text or pictures, representing information in figures and tables interpreting personal of the findings, are all informed in qualitative procedures. This chapter advances the steps by designing qualitative procedures into a research proposal and checklist, ensuring those are presented as important procedures. A great illustration provide examples from phenomenologies, basic theories, ethnographies, case studies and narrative researches. On the contrary, Fraenkel and Wallen (Çelik et al, 2013) disclosed the using of qualitative methodology as a way of achieving an integrated potrait of Project-Based Learning (PjBL) implementation in class, refering to critical thinking skills development among students. Furthermore, the research techniques applying 3 techniques, those are (1) the observations, by using a complete participation observation technique in data collection; the author is fully involved with the data source, in this case, the writers are lecturers of the Japanese, and the data sources are students of international business management study program in State Polytechnic of Bali. (2) the documentations. The data collection consisting of notes, transcripts, books, newspapers, magazines and so forth, related to research problems. In this study, the document is the result of Project-Based Learning (PjBL) in their classes. The results of the project are submitted, reflected, evaluated and assessed. Moreover, the best is chosen and uploaded to YouTube. And (3) interviews. This interaction performs frequently-asked questions and answers, with or without a guide, between the interviewer and the informant to obtain data by face to face, hinged on the research objectives.

### **3. Result**

Thomas (2000) illustrated project-based learning (PjBL) is a structure learning model in projects. It can be classified as complex tasks, based on real problems when students performed design activities, solving problems, making decisions or investigating, which provide opportunities for students to do individual or group works independently within a periodic time and produce a product or presentation. Learning Japanese using the project-based learning method (PjBL), students are given a project or assignment based on several questions or problems that need to be resolved, by making decisions, designing/creating, and observing within a specified time period. By teaching in Japanese class and using PjBL,

students are introduced to several tasks related to Japanese, then at the end of the semester students will produce several helpful products that can be used by themselves or others.

In Japanese class, there are several steps to perform PBL in classroom, start with introduction activities, where the indicator are the perception of using videos as a learning implication, the lecturer represented the learning objectives, explained the implications of learning in everyday, then divided the students into several groups. 1 group consists of 2-3 students.

| Implementasi Project-Based Learning |             |                                                                                                               |                |
|-------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------|----------------|
| No.                                 | Aspek       | Indikator                                                                                                     | Ket.           |
| 1.                                  | Pendahuluan | Grooming (salam dan doa)                                                                                      | Tiap pertemuan |
|                                     |             | Presence (absensi dan ice breaking)                                                                           | Tiap pertemuan |
|                                     |             | Explanation (tujuan pembelajaran, pembelajaran per pertemuan, implementasi pembelajaran → pengerjaan project) | Tiap pertemuan |
|                                     |             | Essential Question (pembagian group, pengungkapan ide, dan penentuan tema)                                    | Pertemuan 3-4  |
| 2.                                  | Isi         | Design the Project (Menyusun rencana pembuatan project)                                                       | Pertemuan 5    |
|                                     |             | Create a Schedule (Menyusun jadwal pembuatan project, pembuatan script project)                               | Pertemuan 6    |
|                                     |             | Monitoring (pengecekan script, revisi script)                                                                 | Pertemuan 7-8  |
| 3.                                  | Penutup     | assess the outcome (penilaian project, feedback)                                                              | Pertemuan 9    |
|                                     |             | evaluate the experience (evaluasi project)                                                                    | Pertemuan 9    |

Image 1. The Implementations of Project-Based Learning

Next, using some steps of George Lucas Educational Foundation, consisting of :

a. Starting with the Essential Questions

The essential questions will assist in the grand design of the lesson. When making plans, students often have too many ideas, so lecturers need to minimize it and focus on 1 theme. then, direct students to write important questions first to help students to mapping ideas. Patton (2012) stated that earning some ideas becomes the first step of plotting the project. This is very important in order to get the project result in the form of a performance (such as theatre or debate), product (an artwork or a machine) or service (such as a lesson to students) which can be appreciated by students (as well as other people). By generating ideas, raising important questions, improving enthusiasm and sustaining researches critically and deeply. First, lecturer divided students into a couple of groups, and let them find some ideas. In finding ideas and raising essential questions, lecturer (writer) instructs students to link sentence patterns that have been taught in class with reality according to their discipline study in international business management study program, such, using simple sentence patterns while communicated with business colleagues. Then, students will have the idea of using project-based learning (PjBL) in Japanese language classes where the project is creating a conversational video, contain sentence patterns that have studied previously during 8<sup>th</sup> meetings (book chapter 1-5).

b. Designing a Plan for the Project

Devising a plan can be considered as the easiest way of performing project. To begin with, the lecturers will take notes everything on what students learned from this project. This involves the information of course-specific content, the general skills like teamworks and making drafts, having specialist skills, and personal attributes such as student's confidence. It is essential to introduce the project platform for the students to ensure that they will not forget about the important things (Patton, 2012).

After determined the theme, students may identify the problems. Students focused on the determined theme, so they can recognize problems and develop their ideas to be more

creative and focused. Next step is designing plans and project steps. Planning consists of the game rules, selecting activities that can support answering essential questions, by integrating various possible subjects, and discovering the tools and objects that can be accessed to finish the project.

c. Creating a Schedule

After the project was designed, then students prepare an activities schedule collaboratively to finalize the project. In this phase, students will perform a teamwork with their group and lecturer to compile a conversation script, related to theme. In order to set project planning, students determine the schedule and prepare tools. The following is a student work schedule while creating a design project:

| PROJECT SCHEDULE KELAS 4A MBI |                              |                       |    |     |
|-------------------------------|------------------------------|-----------------------|----|-----|
| Group 3                       |                              |                       |    |     |
| No.                           | Bentuk Kegiatan              | Waktu Kegiatan (week) |    |     |
|                               |                              | I                     | II | III |
| 1.                            | Menyusun Script              |                       |    |     |
| 2.                            | Pengecekan Script dan Revisi |                       |    |     |
| 3.                            | Take video dan editing       |                       |    |     |
| 4.                            | Presentasi                   |                       |    |     |
| 5.                            | Evaluasi                     |                       |    |     |

Image 2. Student's Schedule

d. Monitoring Students and Project Progress

The lecturer is responsible for monitoring student activities while finishing the project. Monitoring is performed by assisting students in each process. Furthermore, lecturers play the role as supervisors for student activities. To make the monitoring process easier, a rubric was created that can record all important activities.

| Lembar Monitoring Project Mahasiswa |          |          |      |
|-------------------------------------|----------|----------|------|
| Kelompok :                          |          |          |      |
| Kelas :                             |          |          |      |
| No.                                 | Hari/tgl | Kegiatan | Ket. |
|                                     |          |          |      |
|                                     |          |          |      |
|                                     |          |          |      |
|                                     |          |          |      |
|                                     |          |          |      |
|                                     |          |          |      |
|                                     |          |          |      |

Image 3. Student's Monitoring Sheet

e. Assessing the Outcome

Assessments are represented to assist lecturers in estimating of standard achievements, played a role in evaluating the progress of each student, provide feedback to students understanding level and help lecturers in developing subsequent learning strategies (Lucas: 2005).

In giving assessment, lecturers referred to the 5 basic assessment points that have been created and compiled. These points include the use of sentence patterns; pronunciation; subject comprehension; expression; and, creativity.

| Lembar Penilaian Project Mahasiswa |            |            |            |            |                          |
|------------------------------------|------------|------------|------------|------------|--------------------------|
| グループ                               | 文法<br>「20」 | 発音<br>「20」 | 内容<br>「20」 | 表現<br>「20」 | ビデオ<br>クリエイティビティ<br>「20」 |
| 1                                  |            |            |            |            |                          |
| 2                                  |            |            |            |            |                          |
| 3                                  |            |            |            |            |                          |
| 4                                  |            |            |            |            |                          |
| 5                                  |            |            |            |            |                          |
| 6                                  |            |            |            |            |                          |
| 7                                  |            |            |            |            |                          |
| 8                                  |            |            |            |            |                          |
| 9                                  |            |            |            |            |                          |
| 10                                 |            |            |            |            |                          |
| 11                                 |            |            |            |            |                          |
| 12                                 |            |            |            |            |                          |
| 13                                 |            |            |            |            |                          |
| 14                                 |            |            |            |            |                          |
| 15                                 |            |            |            |            |                          |

Image 4. Assessment Sheet

f. Evaluating the experience

At the end of the learning process, lecturers and students reflected on the activities and results of projects that have been performed. The reflection process is charged both individually or in groups. At this phase, students asked to express their feelings and experiences while finalizing the project. Lecturers and students developed as a way of improving performance during the learning process, so a new finding (new inquiry) is identified to disclose the problems raised in the first phase of learning. The lecturer played videos of student project results that have been assessed one by one. Then, the lecturers opened a discussion session for students. Students are allowed to express their opinions about other groups' videos project, so that students expressed their opinions confidently, more encouraged to speak up and accept other people's thoughts. The lecturers becomes the mediator and facilitator for the next session. Thus, They also gave praises, then provides feedback regarding the video that has been played.

Some of students project videos uploaded to the website. Readers can visit <https://www.youtube.com/@hironochal/videos> to watch students' project as the result of Project-Based Learning (PjBL).



Image 5. Outcome of Project-Based Learning

Source: <https://www.youtube.com/watch?v=KfyYXRjoWTw>

#### 4. Discussion

The transformation teaching method from the traditional to the project-based learning method has shown the progress of student interest in learning significantly, particularly in Japanese classes. The implications of the project-based learning method for interest in learning Japanese are illustrated by several transformations, such as:

a. Enthusiastic students in Japanese lesson

Before students studying, ice breaking was presented to stimulate students' learning interest to be more enthusiastic in class. This ice breaking is usually performed by lecturers in Japanese classes, like guessing games (vocabularies, pictures and/or using body movements). The vocabulary comes from the subject discussed in every chapters. students can understand the vocabularies provided in the subject and not only memorize it manually, because sometimes they forget it.

b. Increasing The level of student self-confidence

Student self-confidence in class varies from person to person. Therefore, lecturers try to ensure all students become more active in class. Apart from using icebreakers, lecturers also try to ensure all students can participate, not just dominated by one or two people. The lecturer usually appoints students one by one to make sentences or answer the lecturer's questions using Japanese. Besides, before presenting the project results, students also be familiar to speak in front of the class during the presentation by randomizing their names, so they must be ready to make a presentation in front of the class. This is very useful when presenting project results, students can speak fluently without feeling a lack of self-confidence.

c. Students suggesting the ideas and make decisions

When using traditional methods, the lecturer only gives lectures and hardly gives students the chance to express ideas or have discussions. This is because the center of attention is the lecturer. Meanwhile, in Japanese classes using the Project-Based Learning method, students have the chance to express opinions and make decisions, such as providing ideas in regards to the theme that will be discussed, and making decisions related to the steps that will be performed in the project.

d. Students teamwork skills

When working on projects in groups, activeness and teamwork are part of the important soft leadership skills for students to have. This soft skill educated students so that projects can performed as well as planned. With projects, students can practice their soft skills in activeness and teamwork which can be useful in the future.

e. Improving Students creativities

The Project-Based Learning method used in Japanese classes also aims to improve students' creativities. Assignments are given to students in projects required students to produce unique and innovative products. In the process, students are obliged to deliver their creativities so the results have a good value as feedback.

Referring to the results of the AutoDesk Foundation's research on the characteristics of Project-Based Learning (PjBL) published by Global SchoolNet (2000). The results of this research noticed that Project Based Learning is an approach by the following characteristics :

1. Students make decisions within a prescribed framework.

2. A problem or challenge without a predetermined solution.
3. Students design the process for reaching a solution.
4. Students are responsible for accessing and managing the information they submitted.
5. Evaluation takes place continuously.
6. Students regularly reflect on what they are doing.
7. A final product (not necessarily subject) is produced and is evaluated for its qualities.
8. The classroom has atmosphere which tolerates error and change

## 5. Conclusion

Based on the research results, it can be concluded that using the project-based learning method in Japanese classes has sharpen students' soft skills and hard skills by transforming students' interest to become more enthusiastic in learning Japanese. Student-centred learning with teachers as facilitators increased students' self-confidence, so they can be more active in class, expressed opinions and made decisions. Having a project that presented in teamwork may stimulate a sense of responsibilities in teamwork and develop student creativities in producing an interesting and innovative product along with current era development.

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