

## Challenges of EFL Teacher in Project-Basae Learning Contexts in Grade 3 and 4 at Pelangi School Bali

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### ARTIKEL INFO

#### Histori Artikel

Dikirim: 15 Juni 2024  
Direvisi: 30 Juli 2024  
Diterima: 10 Agustus 2024  
Tersedia *online* 30 September 2024

#### Kata Kunci:

pembelajaran berbasis proyek; guru EFL; pelajar muda; sekolah dasar; kurikulum Merdeka.

#### Keywords:

*project-based learning, EFL teacher, young learner, primary school, Merdeka curriculum*

#### DOI:

<https://doi.org/10.23887/ika.v22i2.82236>

*PjBL emphasizes students to be collaborative, creative and able to think critically. This research was conducted to find out the problems encountered by teachers in implementing Project-Based Learning. This research used a case study using a descriptive qualitative approach. In collecting data, this study used two instruments, namely observation checklist when conducting observations and also interviews to strengthen the findings obtained during observation. This research was conducted at Pelangi School Bali. The subjects of this research were a teacher in grade 3 and two teachers in grade 4. The results of this research show that the most common obstacle experienced by teachers is time management.*

### ABSTRAK

Pendidikan di abad 21 menuntut peserta didik untuk memiliki keterampilan belajar dan berinovasi, pengetahuan, keterampilan media dan teknologi, serta keterampilan hidup dan berkarir. Untuk memenuhi tuntutan tersebut diperlukan kurikulum yang sesuai, salah satunya adalah Kurikulum Merdeka. Salah satu model pembelajaran yang mendukung implementasi Kurikulum Merdeka tersebut adalah Pembelajaran Berbasis Proyek (PjBL). PjBL adalah salah satu model pembelajaran yang berpusat pada siswa. PjBL menekankan siswa untuk kolaboratif, creative dan mampu berpikir kritis. Penelitian ini dilakukan untuk mengetahui masalah-masalah yang ditemui oleh guru dalam pengimplementasian Project-Based Learning. Penelitian ini menggunakan studi kasus dengan menggunakan pendekatan kualitatif deskriptif. Penelitian ini dilakukan di Pelangi School Bali. Subjek penelitian ini adalah seorang guru di kelas 3 dan dua orang guru di kelas 4. Dalam pengambilan data, penelitian ini menggunakan dua instrument yaitu observation checklist saat melakukan observasi dan juga interview untuk menguatkan temuan yang diperoleh saat observasi. Hasil dari penelitian ini menunjukkan, hambatan yang paling sering dialami oleh guru adalah manajemen waktu.

### ABSTRACT

*Education in the 21<sup>st</sup>-century requires students to have learning and innovation skills, knowledge, media and technology skills, as well as life and career skills. To meet these demands, an appropriate curriculum is needed, one of which is the Merdeka Curriculum. One of the learning models that supports the implementation of the Merdeka Curriculum is Project-Based Learning (PjBL). PjBL is one of the student-centered learning models.*

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## 1. INTRODUCTION

The twenty-first century education is a developmental issue education issue that is expected that each educational unit is able to adapt to the times, especially in learning English. Mastering English is essential. In this modern era, learning English at a young age is extremely important and valuable. English must be introduced at a young age since the more quickly children are familiar with the target language, particularly English, the faster and better their language learning (Ratminingsih et al., 2020). This is a great stimulus for children to study English as a foreign language during its golden era (Putra, 2020). Children between the ages of 3 and 12 years are a golden age or critical period (Ratminingsih et al., 2020). Children between the ages of 3 to 11 are generally considered young learners. Hardi & Rizal (2020) stated that young learners can be divided into two groups based on their age, the *Younger Group* ranges from 6 to 8 years old, and the *Older Group* ranges from 9 to 12 years old.

In order to respond to the rapid development of the times, it must be balanced with educational practices that are in accordance with the demands of the times, one of which is by implementing an

appropriate curriculum (Lastriyani et al., 2023). In the past, Indonesia implemented the 2013 Curriculum. The education policy which was conveyed through the Deputy Minister of Education and Culture in 2013 that stated Elementary Schools are not allowed to hold English learning (Sya & Helmanto, 2020). In the 2013 Curriculum, English is one of the compulsory subjects at the national secondary education level, namely Junior High School (SMP) and Senior High School (SMA), while English is only a local content at the elementary school level (Setiawan, 2021). This was supported by Utami (2022) that stated 2013 Curriculum, English was not included in one of the subjects in primary schools, as for the status of English in primary schools is one of the extracurricular that is not required to be taught. However, it is still possible to teach if it is required in a certain situation. For example, several elementary schools especially in Bali provide English subject for students. It is considering Bali has become an international tourism destination where everybody requires proficiency in English. Additionally, English proficiency might facilitate work opportunities in the tourist industry (Virgianti et al., 2020).

To meet the needs that exist in the world of education, especially the application of English language learning, the curriculum is always updated regularly. Indonesia has implemented the Merdeka Curriculum based on a policy issued by the Minister of Education since the 2021/2022 academic year (Oktavia et al., 2023). The Merdeka Curriculum is an update of the 2013 Curriculum. The Ministry of Education, Culture, Research and Technology (Kemdikbudristek) issued a policy supporting the establishment of the Merdeka Curriculum as an alternative learning recovery. In an effort to encourage the advancement of education in Indonesia, where students are free to choose what they are interested in learning (Sucipto et al., 2024). Several essential things are emphasized in the Merdeka Curriculum, especially the Merdeka Curriculum at the primary school level. One of the things that is emphasized is that English is an elective subject taught in primary schools (Oktavia et al., 2023). The Merdeka Curriculum promotes the idea of independent learning. As the name suggests, independence of learning entails freedom of thinking for both teachers and pupils. This curriculum can form the character of students and instructors by allowing them to freely explore skills, knowledge, and attitudes from their surroundings (Rusmiati et al., 2023). The Merdeka Curriculum also does not determine students' abilities and knowledge only from grades but also see how students' skills in certain fields of knowledge. Learners are given the freedom to develop their talents (Saputra, 2023). This supports students' creativity and will manifest itself through teacher guidance. The demand for teachers to be able to develop innovative learning concepts for students will also be realized. In the concept of Merdeka Curriculum, teachers and students together will create a more active and productive learning concept for teachers and students (Abdul Fattah Nasution et al., 2023).

The Merdeka Curriculum has its characteristics when compared to other curricula, namely the emphasis on the application of a learning method that is student-centered and can train students' independence, namely the Project-Based Learning (PjBL) model (Fahlevi, 2022). The implementation of the Merdeka Curriculum emphasizes on project activities that aid students enhance their soft skills and personalities (Pouw & Mulyanti, 2023). Project-Based Learning is one of the most successful ways to teach English to young learners. Project-Based Learning (PjBL) is a student-centered method of education in which students participate in problem-solving activities with products as the end result (Widiyati & Pangesti, 2022). PjBL has evolved into a learning model that emphasizes student participation in completing a project related to learning. PjBL has been shown to improve new skills and increase comprehension among students who collaborate in groups on the project (Yuvita et al., 2023). In this line, Project-based learning is a learning model that provides students with essential strategies for success in the 21<sup>st</sup>-century. According to Battele for kids, 2019; Gelen, 2018 cited in Lastriyani et al. (2023), the demands for student competencies in an effort to keep up with the times according to the partnership for 21<sup>st</sup>-century learning include learning and innovative skills, knowledge, media and technology skills, and life and career skills. The ability of learning and innovative skills is an ability that includes critical thinking, creative, communication, cooperation. While the ability of knowledge, media and technology skills is the ability that students must master in adapting to the development of information technology. The ability of life and career skills is the ability of students to determine their future in the future.

In addition, Project-Based Learning is suitable for teaching young learners. According to Kusmaryati (2020), young learners are very interested in learning or gaining understanding from direct experience through objects and visual aids because they will comprehend more if they learn by doing.

It refers to a model establishing the learning process based on the educational concept of "learning by doing," which holds that students acquire knowledge after experiencing or doing something new. It demonstrates that students have the ability to generate knowledge by being creative with what they create based on their interests and personal distinctiveness (Wuntu et al., 2022). Rineksiane (2022) indicated that the Project Based Learning methods differs from other learning models in the following ways: 1) The Project-Based Learning model become focuses on learning; 2) The method points out providing questions to encourage students to identify answers utilizing relevant science principles; 3) Students are expected to be self-directed in attempting knowledge within real experiments; 4) Students are expected to be problem solvers; and 5) Students activities are suited and relevant to their knowledge level.

In implementing the project, the teacher becomes a facilitator for students. Teachers have an important role in giving meaningful learning to young learners, particularly those learning English. English teachers should be able to design and build engaging and creative activities that assist the learning process using innovative strategies. By providing enjoyable and engaging activities, students will enjoy and become more involved in class. Related to that, the demands of the teacher's role and the steps of project-based learning are quite numerous and must be mastered by teachers, it is very natural that teachers have difficulty in implementing it. According to experts, there are several possible difficulties experienced by teachers when implementing Project-Based Learning. First, according to Cintang et al. (2018), there are three difficulties experienced by teachers in implementing Project-Based Learning, namely (1) Difficulty of mastering the project; (2) Technical difficulties of project; and (3) The project result is not maximal, particularly on the type of project that produces real products implementation. Second, Syahlan et al. (2023) stated that there are two difficulties experienced by teachers in the implementation of Project-Based Learning, namely (1) Time Management; and (2) Inadequate facilities. Furthermore, Nurkhamidah (2023) reveal that manage students into group work might be challenge for the teacher.

Furthermore, there are problems faced by teachers in implementing Project Based Learning (PjBL) in public primary schools in Indonesia. Wardhani et al. (2023) revealed that there are several problems faced by public primary school teachers such as lack of continuous training, lack of support from school authorities, limited resources and facilities, and teachers often face difficulties in designing projects that fit the curriculum and ensure all students are actively involved.. This is supported by a study conducted by Sumilat et al. (2023) found that the problems experienced by public elementary school teachers in implementing PjBL are such as lack of teacher training, limited resources, and resistance to changes in traditional learning methods. Another study conducted by Dewi (2022) found that although PjBL can improve students' critical thinking and collaborative skills, the main challenge lies in the limited time, resources, and resistance from some teachers who are still used to conventional methods. In a study conducted by (Imaduddin et al., 2021), several major obstacles were found such as teachers' lack of understanding of PjBL and limited supporting resources including lack of facilities and support from the school, as well as the need to train teachers to be more skilled in implementing this method. Moreover, the success of PjBL relies heavily on the teacher's ability to design projects that are appropriate and engaging for students.

Considering these issues, the focus of this study is to determine the challenges faced by teachers in private schools. This aims to find out whether the challenges faced by public and private teachers are different, and also as an innovation for schools and teachers in public schools to provide a fun project experience for students. Perwita & Widuri (2023) stated the quality of education is highly dependent on the environment or facilities of the educational institution itself. Private schools typically accommodate growth by adding new buildings or by adding facilities tailored to support learning needs. In addition, the private schools produce better teachers than public schools.

One of the private elementary schools involved is Pelangi School Bali located in Ubud, Gianyar. Pelangi School Bali uses the International Primary Curriculum (IPC) combined with the Indonesian National Curriculum which is the Merdeka Curriculum and taught by teaching teams of highly qualified International and Indonesian teachers. Pelangi School Bali also implementing Project-Based Learning in its learning process. This research raises the issue of implementing project-based learning in grades 3 and 4 because according to Hardi & Rizal (2020) grade 3 includes to Lower Class and grade 4 includes to Upper Class. This study addresses the challenges encountered by teachers in grades 3 and 4 at Pelangi School Bali.

## 2. METHOD

This study uses case study using descriptive qualitative approach. According to Moleong (2005:6 as cited in (Nasution, 2023), qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject, for example, behavior, perception, motivation, action, and others holistically, and using descriptions in the form of words and language, in a special natural context and by utilizing various natural methods. Meanwhile, According to Prof. Dr. H. Mudjia Rahardjo, M.Si (2017: 5 as cited in Hidayat Taufik, 2019) described that Case Study is a series of scientific activities carried out intensively, in detail and in depth about a program, event, and activity, either at the level of individuals, groups of people, institutions, or organizations to obtain knowledge in-depth about the event. In general, the target of case study research is actual (Real-Life) and unique, not something past. The researcher uses two instruments to collect the data in order to aim the relevant data from the sample research namely observation checklist and interview. At the initial stage, researchers conducted classroom observations using an observation checklist. Then conducted interviews to clarify the findings on the observation checklist. After obtaining data from interviews and observations, researchers analyzed the data using thematic analysis techniques to get answers to the existing problem formulations. According to Braun & Clarke (2006 as cited in Sitasari, 2022), thematic analysis is a way to analyzed data to identify patterns or find themes in the data that has been collected by researchers

The research carried out at International elementary schools in Gianyar Regency, Bali Province, namely Pelangi School Bali. This study was conducted at Pelangi School because Pelangi School is one of the international schools in Bali that implements Project-Based Learning and it uses the International Primary Curriculum (IPC) combined with the Indonesian National Curriculum (Merdeka Curriculum). This study contains research on the IPC (International Primary Curriculum) subject, which is a subject that is more inclined to content which includes science, history, geography, art, and others. The subject of this study are teachers who was implemented Project-Based Learning in English learning to content based which is IPC subject. This study involved 3 teachers, namely the class teacher, the sharing teacher, and native teacher. Each teacher has their own role, but their job is to teach IPC. The class teacher involved was the teacher in grade 3 and also taught IPC in grade 3. The sharing teacher was the teacher who taught IPC in grades 3 and 4. Meanwhile, the native teacher taught IPC in grade 4. In the interview results, each teacher's interview results were given a code such as class teacher in grade 3 as excerpt 1, sharing teacher as excerpt 2, and native teacher as excerpt 3. And the object of this research is how the challenges encounter by the teacher in implementing PjBL in English class grades 3 and 4 at Pelangi School Bali. In class 3 researchers made observations related to the obstacles experienced by teachers in making eco-brick and flower garden projects, while in class 4 researchers made observations related to the obstacles experienced by teachers in making natural shelter and fossil projects.

## 3. RESULT AND DISCUSSION

According to experts, there are several possible difficulties experienced by teachers when implementing Project-Based Learning, such as in mastering the project, technical difficulties with the project, and project results that are not optimal, particularly for projects that produce real-world products (Cintang et al., 2018), time management and inadequate facilities (Syahlan et al., 2023), and managing students in group work may be difficult for the teachers (Nurkhamidah, 2023).

From the observations that have been made by the researcher, the results of the data are obtained as shown in Table 1.

Tabel 1. Observation Checklist of Challenges Encounter by The Teacher in Implementing PjBL in Grade 3&4 At Pelangi School Bali

No.	Challenges	Sub Challenges	Grade 3		Grade 4	
			Eco-bricks	Flower Garden	Natural Shelter	Fossil
1	Difficulty of mastering the project	<ul style="list-style-type: none"> <li>Facing difficulties in starting the project</li> </ul>	X	X	X	X

	(Cintang et al., 2018)	• Experiencing difficulties in mastering PjBL method	X	X	X	X
2	Time Managemenet (Syahlan et al., 2023)	• Having difficulties in time management	P	P	P	P
		• Mismatching of time management with learning activities	P	P	P	P
3	Technical Difficulties of Project Implementation (Cintang et al., 2018)	• Paying attention with teacher's instruction	P	P	P	P
		• Having difficulty in managing students' attention	X	X	X	X
		• Students' understanding affect the project results	P	P	P	P
4	The Project Results Not Maximal, Particularly on The Type of Project That Produces Real Product (Cintang et al., 2018)	• Students' project results are not maximal	X	X	X	X
		• Lack understanding impact project results	X	X	X	X
		• Understanding the project takes a lot of time	X	X	X	X
		• Impacting on cost for the project	X	X	X	X
5	Manage Group Work (Nurkhamidah, 2023)	• Facing difficulty in group division	X	X	X	X
		• Dividing group based on students' capabilities	P	P	P	P
6	Inadequate Facilities (Syahlan et al., 2023)	• Struggling to provide materials for the project	X	X	X	X
		• Facing difficulty in managing costs for project facilities	X	X	X	X

The discussion from table 1. as follows.

#### *Difficulty of Mastering The Project*

When starting the project, teachers in grade 3 and grade 4 do not experience challenges because when starting the project, teachers in grade 3 and grade 4 start the project by asking essential questions. According to Waruwu et al. (2023) stated that asking questions can increase students' curiosity and motivate students to do more effective learning. This is supported by Abdurrahman (1997: 51) cited in Yuliana (2010), stated that asking questions can motivate students to be involved in learning interactions, stimulate and improve thinking skills, arouse curiosity, train communication skills in expressing opinions, and achieve learning goals.

#### Excerpt 1, Excerpt 3

*"Sometimes, but rarely, because the good thing is that the students already have a lot of knowledge (enough information), whatever we ask them, they will know the answer. So, when we start the project by asking questions, they actively answer with their knowledge"*

After observation, it was found that this was because before starting the lesson, students were given 10-15 minutes to read the books they liked, this activity was carried out to improve student literacy. According to Oktariani & Ekadiansyah (2020), literacy is a person's ability to use potential and skills in processing and understanding information when doing reading and writing activities. In this line Wardana and Zamzam (2014 as cited in Oktariani & Ekadiansyah, 2020)) stated the meaning of literacy includes the ability to read, understand, and appreciate various forms of communication critically, which includes spoken language, written communication, communication that occurs through print or electronic media. This was supported by (Anisa et al., 2021) stated by reading a lot, we can know many things that we did not know before. This means that if a person has a lot of knowledge, then that knowledge will unconsciously help him in doing many things that were previously not even mastered. In addition, the sharing teacher conveyed something different.

#### Excerpt 2

*"I have never had any difficulties, because there are two teachers here, so before starting the project we will choose which subject area we are good at. I'm strong in goegraphy, history, and international tasks, while the other teacher is in science. So, when we start the project, we already know Oh we're good in this field, so we never feel any difficulties when we start the project."*

In IPC subject that applies Project-Based Learning, the class teacher, sharing teacher, and native teacher divide the topic or material that they will teach according to their mastery of the field, so that learning runs more effectively. Moreover, teachers in grades 3 and 4 did not experiencing difficulties in mastering PjBL.

Excerpt 1, Excerpt 2

*"Maybe if I follow the syntax of PjBL really well maybe I will have difficulties, but because here we go with flow, there is normal thing we do always, so there is no problem with to do that project based learning"*

Excerpt 3

*"Not too much difficult in mastering the project. I really liked the hands-on experience. The only difficult part is the pre-planning"*

According to the interview with class teacher in grade 3, she conveyed that the school also prepares teachers to take part in training called Preparation Day (PD). Preparation Day is a training for teachers in using IPC. This activity usually lasts at the beginning of the year or in the middle of the term for two to three days. During the preparation day, teachers will be given a username and password to log in to the IPC website. After logging in, teachers together with the team will discuss the topics that will be taught for the next year and also discuss term overview. Term overview discusses weekly planning and IPC report. then they read the IPC booklet together in pdf form. Then study the booklet, then make a plan for the IPC material that will be taught for the next year, and the last is to execute the plan.

#### *Time Managment*

According to Syahlan et al. (2023), there are several problems that may be experienced by teachers when implementing Project-Based Learning, one of them which is in the time of management. This is also experienced by class teacher in grade 3, sharing teacher, and also native teacher

Excerpt 1

*"Because these are elementary school children, the difficulties of setting or planning time management for their lessons will often be delayed. So, something we plan that should be for a week becomes two weeks, because working with children is not as easy as we work with junior high or high school children"*

Excerpt 2

*"Yes, it's because I only have one hour a week. So the lessons that I can finish in one meeting end up being two or three times."*

Excerpt 3

*"During the research make sure that they have a clear understanding of the questions that they're going to research. Otherwise, they're spending too much time trying to think about what they want to research"*

This is because the way young learners and adult learners are taught is very different. Hammer (2007 as cited in Prayatni, 2019)) highlighted these traits of young learners: (1) They respond even if they don't fully understand; (2) they learn from everything around them naturally and indirectly; (3) they understand better through sensory experiences like seeing, hearing, smelling, touching, and interacting rather than just listening to explanations; (4) they are curious and enthusiastic about learning new languages; (5) they like discovering, creating, drawing, using their creativity, moving around, and solving puzzles; (6) they have short attention spans and can get bored quickly, often within 5-10 minutes; (7) teachers should provide a variety of activities to engage young learners and help them learn from different sources; (8) teachers need to understand students' interests to keep them motivated; and (9) classrooms should be vibrant and colorful with enough space for various activities. In addition, teachers in grades 3 and 4 often experience mismatching of time management with learning activities.

Excerpt 1:

*"Yes, I have. This often happens, this is something that I often struggle with projects with children because they are small children, the time management that has been planned often does not match expectations. For example, when we start learning we have a discussion, the expectation is that the discussion will run for 15 or 20 minutes, but because the knowledge the children have, the ideas they share are all useful and good, so I feel sorry if I cut the discussion even though this is good for them to be more critical thinking."*

Juhana (2014 as cited in Virgianti et al., 2020) mentioned that young learners are very curious and eager to explore new things, building their knowledge through hands-on activities and engaging with ideas. In addition, the native teacher revealed other point about the mismatching.

Excerpt 3

*"The mismatching that I experience is. Sometimes half the class will finish really fast and they have a really easy time and the other class needs a lot more. I need preparing extra worksheets for the people who finished first and then the people who need more time they can continue"*

To solve this problem, teachers in grades 3 and 4 will give additional time to students. If the project is not completed according to the teacher's plan, the teacher will extend the project time such as one more meeting, and if the project is not completed within the specified time limit, the students will work on the project during their snack and lunch time.

*Technical Difficulties of Project Implementation*

Students in grades 3 and 4 sometimes do not pay attention to the teacher's instructions, but the teacher will always condition conducive classroom conditions to ensure students are paying attention to the teacher. However, this is not a significant problem because basically the characteristics of young learners having short attention spans (Scott & Ytreberg, 1993) Similarly to Kusmaryati (2020) the concentration span of young learners is quite short. To overcome this, teachers have several ways to attract students' attention by using jargon and also inviting students to play. From interviews that have been conducted with class teachers in grade 3 explained that the jargon that is usually used is that the teacher will say "Class three listening" or "Class four listening" and then students respond with "We are listening". Besides that, if the teacher says "Waterfall" students will respond with "Sshh", and other jargon. Teacher also invites students to play the game "Simon Says" to control students' focus and concentration.

Excerpt 1, Excerpt 3

*"No, so far, it's fine here. We have a lot of jargon to grab students' attention. For example, if the teacher says class 3 listening or class 4 listening, the students will say we are listening. And if the teacher says Waterfall, then the students will answer Sshh and they will be quiet and focused"*

Moreover, sharing teacher and native teacher added that to attract students' attention, the teacher will ask questions to students who are not paying attention related to the material that has been explained. That way, students will focus and pay attention to the teacher's instructions. Students' attention greatly affects their understanding of learning materials. When students are focused and paying attention, they are more likely to be able to process information effectively. Good attention helps students to focus and concentrate on the material being learnt. When students are focused, they are better able to absorb information better, thus improving their understanding. This certainly has an impact on the project results (Riinawati, 2021).

*The Project Results Not Maximal, Particularly on The Type of Project That Produces Real Product*

Based on the results of observations that have been carried out in grade 3 and grade 4, there are no the project results are not maximal, especially on the type of project that produces real products. This is because in grade 3 and grade 4 students are very competitive in making projects, they put effort to make projects that are maximal.

Excerpt 1, Excerpt 2, Excerpt 3

*"Students will try to give maximum results because we always say "Try your best!". So, we cultivate them to try their best. So far, the results of their projects have been good, there are no disappointing project results. Because here they are always happy working on projects"*

Projects undertaken by students are always with maximum results this is because students understand what they are doing and also put effort into the projects they are working on, besides that this is also because the school provides costs for projects. However, there were no obstacles to cost projects because the school provides a budget of 20 million per class per year. The budget is called the class budget, which is used specifically for projects.

#### *Manage Group Work*

Teachers in grades 3 and 4 have no difficulty in dividing students into groups.

Excerpt 1, Excerpt 2, Excerpt 3

*“No, because I already know the characteristics of each student and students feel fine when they work in different groups”*

This was supported by Aslamiah (2022) that every child has a dominant intelligence and the intelligence of each child is different, therefore the teacher must provide authentic and meaningful lessons with several activities to maximize students' abilities. According to Ali (20 C.E.) there are various strategies in dealing with differences in the academic potential of students that have been carried out by schools, one of the strategies for dealing with differences in the potential of students is by grouping students into groups (classes) according to the students' abilities. This is mentioned by teacher in grade 3 and 4 that dividing students into groups based on their abilities helps create academically balanced groups, increases collaboration between students, and facilitates mutual support. This not only strengthens their own understanding but also helps other students to overcome learning challenges.

Excerpt 1, Excerpt 3

*“Yes, of course. So, we have to make sure their abilities are matched and balanced when students are grouped. And it helps if in the group there are students who have less ability and there are students who have more ability, so that students who have more ability will be happy to teach their friends. So, they will share ideas with each other which will increase their knowledge too”.*

#### *Inadequate Facilities*

Based on interviews that have been conducted with teachers in grade 3 and grade 4, there are no challenges to inadequate facilities such as teachers struggling to provide materials for the project and facing difficulty in managing cost for project facilities because project materials have been provided in the IPC booklet and there are also several sources used for project materials such as using educational videos from YouTube related to the topics taught or using the website Twinkl to find related materials. Researcher also was found that teachers and students use school resources such as providing special laptops for teachers and several laptops for students, providing the internet so that when students are doing research for a project they can access various sources of information on the internet, providing drawingbooks, colored pencils and other stationery supplies, and also during the implementation of the project all supplies or materials used are one of the school resources. Moreover, for projects that use used items, students also bring from home such as waste to make ecobricks. While, for project facilities or project supplies it is provided by the teacher using the class budget that has been budgeted by the school.

Excerpt 2

*“Because we have made sure, we choose a project or even if the material is not available, we have found out what the replacement material is. For example, we think “Oh this seems impossible for us to do”, we will look for something else, because at IPC we have many options, so it's not just one”*

#### **4. CONCLUSION**

In implementing Project-Based Learning, it is natural for teachers to experience challenges. Based on observations and interviews that have been conducted with teacher in grade 3 and 4 at Pelangi School Bali, the most common obstacle encountered is time management. This is influenced by several factors: 1) the speed of students in working on projects; (2) the student's mood is not stable, which triggers disputes during the project; (3) students' activeness and creativity in proposing opinions or ideas sometimes takes a lot of time. In addition, there are no other significant challenges because this involves three parties to support the running of Project-Based Learning. The first is the school, in the



implementation of Project-Based Learning, Pelangi School Bali provides training to teachers to teach IPC. Teachers are given knowledge so that teachers can design projects creatively and innovatively so that they can run well. In addition, the school also provides a class budget to buy all the project needs needed. In addition to the project needs purchased, the facilities provided at the school are also adequate. The second is the teacher. Teachers at Pelangi School Bali are very creative in facing the challenges of students' attention and also in designing projects. The third is from students, students at Pelangi School Bali have a lot of knowledge and the knowledge they have will actively ask questions and also express their ideas so that they are actively involved.

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