



Students' Perception of the Effectiveness of Project based Learning Methods: A Case Study on Fourth Semester at English Education Study Program

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ABSTRACT

This study aims to explore students' perceptions of the effectiveness of Project-Based Learning (PjBL) in the English Education Study Program at Nias University. Using a qualitative approach with a case study design, data were collected from 30 fourth-semester students through questionnaires and interviews. The findings reveal that the majority of students have a positive perception of PjBL's effectiveness in enhancing learning outcomes, developing 21st century skills, and increasing motivation and engagement in the learning process. Notably, 96.67% of participants acknowledged that the skills gained through PjBL are beneficial for their teaching practice, emphasizing the method's relevance in connecting theoretical knowledge with practical application. However, challenges such as uneven task distribution within groups and insufficient guidance from instructors were identified as areas needing improvement. The study highlights the importance of instructor involvement in facilitating the PjBL process, where effective guidance and support from educators are crucial for success. Students expressed appreciation for the hands-on experience provided by PjBL but noted feelings of being overwhelmed by group work demands, particularly when responsibilities were not evenly shared. The findings suggest that educators should adopt innovative teaching methods that engage students and prepare them for professional demands. Future research is recommended to expand the participant scope and utilize a mixed-methods approach to gain a more comprehensive understanding of PjBL's impact across various educational contexts. By addressing the identified challenges and leveraging PjBL's strengths, educators can create more effective learning environments that meet students' needs.

Keywords: students' perception, project based learning, case study

Persepsi Mahasiswa tentang Efektivitas Metode *Project based Learning*: Studi Kasus pada Semester Keempat Program Studi Pendidikan Bahasa Inggris

ABSTRAK

Studi ini bertujuan untuk mengeksplorasi persepsi mahasiswa tentang efektivitas Pembelajaran Berbasis Proyek (PjBL) dalam Program Studi Pendidikan Bahasa Inggris di Universitas Nias. Dengan menggunakan pendekatan kualitatif dengan desain studi kasus, data dikumpulkan dari 30 mahasiswa semester empat melalui kuesioner dan wawancara. Temuan menunjukkan bahwa mayoritas mahasiswa memiliki persepsi positif tentang efektivitas PjBL dalam meningkatkan hasil belajar, mengembangkan keterampilan abad ke-21, dan meningkatkan motivasi serta keterlibatan dalam proses pembelajaran. Secara khusus, 96,67% peserta mengakui bahwa keterampilan yang diperoleh melalui PjBL bermanfaat bagi praktik mengajar mereka, menekankan relevansi metode ini dalam menghubungkan pengetahuan teoritis dengan aplikasi praktis. Namun, tantangan seperti distribusi tugas yang tidak merata dalam kelompok dan kurangnya bimbingan dari instruktur diidentifikasi sebagai area yang perlu ditingkatkan. Studi ini menyoroti pentingnya keterlibatan instruktur dalam memfasilitasi proses PjBL, di mana bimbingan dan dukungan yang efektif dari pendidik sangat penting untuk keberhasilan. Para siswa menyatakan apresiasi terhadap pengalaman praktik yang diberikan oleh PjBL, tetapi mencatat perasaan kewalahan oleh tuntutan kerja kelompok, terutama ketika tanggung jawab tidak dibagi secara merata. Temuan ini menunjukkan bahwa pendidik harus mengadopsi metode pengajaran inovatif yang melibatkan siswa dan mempersiapkan mereka untuk tuntutan profesional. Penelitian selanjutnya direkomendasikan untuk memperluas cakupan partisipan dan menggunakan pendekatan metode campuran untuk mendapatkan pemahaman yang lebih komprehensif tentang dampak PjBL di berbagai konteks pendidikan. Dengan mengatasi tantangan yang diidentifikasi dan memanfaatkan kekuatan PjBL, pendidik dapat menciptakan lingkungan belajar yang lebih efektif yang memenuhi kebutuhan siswa.

Kata kunci: persepsi mahasiswa, project based learning, studi kasus

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INTRODUCTION

Higher education played an important role in developing the knowledge, skills, and character of students who were ready to face the demands of the professional world (Smith & Johnson, 2022; Mulde et al., 2009). Nurjan (2024), Harris et al. (2009), and emphasized the importance of combining theory and practice in education to bridge the gap between theoretical understanding and practical skills. This approach allowed students to apply the knowledge gained in a real context, so that they were better prepared to face professional challenges. Universities, as higher education institutions, were tasked with providing a platform that supported this development through innovative and relevant educational programs. In this context, universities were required to organize study programs that not only taught theory but also prepared students with the practical skills needed in the world of work.

An article in Mahardhani et al., (2023) emphasized that higher education had an important role in preparing students to enter the ever-changing and complex world of work. To achieve this goal, universities had to ensure that the curriculum they implemented focused on developing skills that were relevant and necessary in the real world across various study programs, especially the English language study program in the FKIP faculty, which was expected to create or make a significant contribution to the achievement of educational goals, namely creating graduates who not only mastered the theory but also had practical skills relevant to the demands in formal and non-formal educational institutions.

Project-based learning (PjBL) had become one of the most popular approaches in education, especially in the context of higher education. PjBL encouraged students to be actively involved in the learning process by completing real projects that were relevant to the material being studied. In the context of the English Education Study Program, the application of this method was expected to improve students' language skills, creativity, and collaboration skills. According to Taufik et al.,

(2025), Ahmed et al. (2024), and Anchunda & Kaewurai (2025), PjBL not only improved concept understanding but also helped students develop critical and analytical skills needed in their professional lives.

However, despite many studies showing the benefits of PjBL, students' views on this method remained mixed. Some students found it difficult to adapt to this approach, while others found it very beneficial. Therefore, it was important to understand students' views towards project-based learning methods, especially in the context of the English Education Study Program. The researcher found that even semester English Education students' responses to PjBL showed a diverse spectrum. Some students reported a significant improvement in material understanding and communication skills, while others faced various obstacles, and some projects had not been realized. The challenges that often arose included limited guidance, disproportionate division of tasks, and complex group dynamics. These differences in response were inseparable from factors such as individual capacity, learning background, and the learning approach contained in the semester learning plan made by the lecturer.

In the context of English language learning, PjBL significantly improved the speaking ability of secondary school students compared to conventional methods, as well as increased learning motivation and active participation (Sari et al., 2025). Students generally responded positively to PjBL, with a high level of interest (Widodo, 2024). These findings suggested that PjBL could be an effective alternative in various educational settings, especially in English language teaching. PjBL evolved into a platform for creativity that allowed students to produce a variety of innovative learning outcomes. These ranged from developing interactive modules and multimedia presentations to designing digital learning media. This phenomenon raised the urgency to analyze students' perceptions of the effectiveness of PjBL, both in improving academic competence and readiness to face professional



demands. Evenddy & Gailea (2023) stated that learning that involved active participation of students, such as PjBL, could improve understanding and retention of information, as well as prepare them for professional challenges. For this reason, perspectives and collaboration were needed to realize the achievements of study programs and universities.

This research aimed to explore or describe students' perceptions of project-based learning methods, focusing on their experiences, challenges faced, and perceived benefits. By understanding students' perceptions, it was expected to provide valuable insights for the development of the curriculum. The researcher was interested in investigating the problem entitled "Students Perception of the Effectiveness of Project-Based Learning Methods: A Case Study of the English Education Study Program.". This could help address the issues observed in the English education study program.

This study is expected to benefit various parties as follows. For researchers, this study contributes to the development of science and research methodology in the field of education, particularly in the study of project-based learning. For students, this study provides a space to convey their perceptions and learning experiences, while contributing to improving the quality of the learning process. For lecturers, the results of this study can be used as material for reflection and feedback in developing more effective and innovative learning strategies. For the English Education Study Program, the findings of this research can be important input in curriculum development, especially in integrating Project-Based Learning (PjBL) elements more optimally. For the faculty, this research provides information about students' perceptions of the learning methods applied by lecturers, thereby encouraging the improvement of educators' professionalism. For the university, this research can enhance the institution's reputation as a university committed to educational innovation, while also opening up opportunities to attract high-quality students and

lecturers and expand cooperation with other institutions.

There are several relevant studies including research from Almulla (2020) "The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning" It can be concluded that the Problem-Based Learning (PBL) approach significantly improves student engagement and various learning factors such as collaborative learning, disciplinary understanding, active learning, and authentic learning. PBL also supports the development of 21st century skills and creates a more meaningful, participatory and constructivist learning environment. In addition, PBL is considered effective in promoting collaboration, authentic tasks and active participation of students, thus supporting better learning experiences at higher and secondary education levels.

Nguyen & Tran (2021) research titled „Project-Based Learning and Critical Thinking Skills in English Language Learning: A Case Study .This study examines the impact of PJBL on students' critical thinking skills and English language proficiency. The results showed that PJBL significantly improved both aspects, as well as increased students' confidence in using English. This study is relevant as it addresses the impact of PJBL in the context of English language learning, which can form the basis for research on student perceptions.

Rusiana et al. (2023) research titled "Students Perception of Project Based Learning Implementation Teaching English to Young Learners Class". The conclusion of this study is that most students have a neutral perception towards the implementation of Project-Based Learning (PjBL) in Teaching English to Young Learners (TEYL) classes, which may be influenced by challenges during the COVID-19 pandemic such as limited face-to-face interaction and technological support. Nonetheless, PjBL has potential benefits in improving language skills, independence, collaboration, and real-world understanding, but its success is highly dependent

on proper implementation and adequate support. Based on the research above, it has similarities with the research that will be carried out by researchers in the English language study program, namely researchers examining what students' understanding of this project-based learning method is like and from this research get results where students feel burdened but also say to be followed up but what distinguishes, this research will present what is expected or a constructive solution from students.

METHOD

This study uses a qualitative approach with a case study design that aims to gain an in-depth understanding of students' perceptions of the effectiveness of Project-Based Learning (PjBL) in the learning process, because qualitative research allows researchers to explore participants' experiences and perspectives in detail (Yin, 2020). This research was conducted in the English Education Study Program at Nias University, involving fourth semester students as participants, with data collection carried out in May 2025.

Data were collected using semi-open questionnaires, interviews, and documentation, which are instruments commonly used in qualitative educational research to obtain rich and comprehensive data (Creswell & Poth, 2018). The collected data were then analyzed qualitatively through the stages of data reduction, data presentation, and conclusion drawing, following the qualitative data analysis model proposed by Miles et al. (2014), to describe students' perceptions comprehensively and systematically.

The data collection tools in this study consisted of questionnaires, interviews, and complementary documentation. Semi-open questionnaires were used to obtain a general picture of students' perceptions of the effectiveness of Project-Based Learning, allowing respondents to provide structured answers and additional explanations based on their experiences. The interviews were conducted to explore in depth the perceptions, experiences, and challenges faced by

students during project-based learning, as qualitative research instruments such as interviews allow researchers to collect rich, contextual, and meaningful data from the participants' perspectives (Rustamana et al., 2024). Meanwhile, documentation was used as supporting data in the form of learning activity records, student project results, and other documents relevant to the implementation of Project-Based Learning (PjBL) in the classroom, which aimed to strengthen the credibility and completeness of qualitative findings (Rustamana et al., 2024; Razak, 2017).

Data analysis techniques were carried out qualitatively through several interrelated stages. The first stage involved data collection through questionnaires, interviews, and documentation. Next, the collected data is reduced by sorting, simplifying, and focusing on information relevant to the research objectives, especially data related to students' perceptions of the effectiveness of PjBL. This data reduction process is important to organize the large amount of qualitative data and ensure that the analysis remains focused on the research problem (Ishayati et al., 2024). The reduced data is then presented in the form of descriptive narratives and thematic groupings to facilitate interpretation, pattern identification, and a deeper understanding of the findings (Indonesian Journal of Education and Technology Research, 2025). The final stage involves drawing conclusions and verifying them by interpreting patterns that emerge from the data, as well as continuously checking the consistency of the findings to ensure that the conclusions accurately reflect the conditions being studied (Dahal, 2025).

RESULT

The participants in this study consisted of fourth-semester students in the English Education Study Program in the 2024/2025 academic year. The number of participants involved in this study were 30 students for the questionnaire. For the interviews, 20 participants were selected, and the choice of participant numbers was based on the availability of time from the participants and their



willingness to be interviewed by the researcher, as well as to ensure fair representation in the data analysis.

The selection of fourth-semester students as participants was based on several considerations. First, students in this semester are expected to have sufficient experience in participating in project-based learning methods, enabling them to provide more accurate and relevant assessments. Second, fourth-semester students have generally completed several courses that apply this learning method, giving them a better understanding of its effectiveness. Third, this research was conducted in the fourth semester because several courses have implemented project-based learning methods, namely Advanced Writing, Critical Reading, MICE, and Materials and Media in ELT, which have been proven or listed in the learning design (RPS). It should also be noted that in presenting their views, the researchers did not limit participants to providing their views based on a single incident but rather on their experiences throughout their studies. Therefore, the selection of participants was expected to provide in-depth insights into students' perceptions of project-based learning methods and the factors that influence their effectiveness.

Researchers collected data using a questionnaire with „yes and „no format along with reasons on Monday, 23 June 2025, at 11:00 a.m., in Room 8 FKIP UNIAS. The questionnaire was distributed to participants to be filled out at their convenience, allowing them to fill it out and return it to the researchers at a time of their choosing. This questionnaire was designed to understand participants' views on the effectiveness of project-based learning (PjBL). By providing “yes and “no answer options and requesting reasons behind their choices, researchers could collect quantitative data that could be statistically analysed, as well as qualitative data that provided context and deeper understanding of participants' perceptions.

The results of the open-ended questionnaire indicate that most participants have a positive view

of the effectiveness of PjBL. This is evident from the higher percentage of „yes responses compared to „no responses.

Results from the Yes/No Reason Questionnaire

1. Does PjBL help you achieve the learning objective of the learning?

Achievement of learning objectives was reported by a total of 86.67% of participants (26 people), who stated that PjBL helped them achieve their learning objectives through direct practice. In contrast, 13.33% (4 people) disagreed, citing reasons such as feeling overwhelmed and unfocused due to the difficulty and high learning objectives. This indicated that the majority of participants felt the benefits of PjBL in their learning process.

2. Is the project based relevant to English language Education competencies?

All participants (30 people or 100%) agreed that PjBL is relevant to the competencies required in English language education, demonstrating full acceptance of the relevance of this method. The project tasks improved their skills in reading, writing, speaking, and listening, and the theory they learned could be applied directly and practically.

3. Does PjBL enhance your critical thinking skills?

30 participants, 27 (90%) agreed that PjBL improved their critical thinking skills. This shows that the majority of participants felt that the PjBL method was effective in analysing and solving problems that arose during the project completion process. Meanwhile, 3 (10%) disagreed, as they felt that PjBL focused more on the project outcome than on the critical thinking process, and that during the implementation, participants sometimes relied on just one person in the group.

4. Does PjBL develop you collaboration skills?

Similar results were seen in questions about the development of collaboration skills, where 27 participants (90%) felt that PjBL helped them work with others. This shows that PjBL

- encourages good interaction and teamwork. However, there were 3 participants (10%) who thought that some team members were unable to work together or were passive in completing the project tasks given by the lecturer.
5. Is Pjbl more motivating than lecturer based methods?
A total of 26 participants (86.67%) felt that PjBL was more motivating than lecture-based teaching methods because it involved students more in real projects and was more interesting, challenging, and varied than monotonous lectures. Only 4 participants (13.33%) disagreed with the view that PjBL can sometimes be burdensome and time-consuming, requiring significant effort. This indicates that PjBL can enhance students' interest and engagement in the learning process.
 6. Are you more effective in participating in PjBL activities
30 participants, 25 (83.33%) felt more effective in participating in PjBL activities, while 5 (16.67%) did not feel the same way due to a lack of confidence in expressing ideas, feeling ambiguous about starting the project, and feeling a lack of skills. This shows that PjBL provides space for students to be more actively involved in learning.
 7. Overall, are you satisfied with PjBL?
A total of 24 participants (80%) expressed their satisfaction with PjBL, while 6 (20%) were dissatisfied because they felt pressured by projects that were difficult to complete. This shows that despite some dissatisfaction, the majority of participants felt positive about their learning experience.
 8. Is the guidance provided by lecturers during PJBL sufficient?
Only 23 participants (76.67%) felt that the guidance provided by lecturers during PjBL was adequate, while 7 (23.33%) felt it was insufficient because there was not enough time to provide guidance on the agreed-upon project, it was difficult to understand, and the direction was unclear. In some cases, instructors even allowed students to complete the project on their own. This indicates that there is room for improvement in terms of support and guidance from instructors.
 9. Can you apply PjBL knowledge in real teaching situations?
A total of 28 participants (93.33%) felt they could apply the knowledge gained from Project-based Learning (PjBL) in real teaching situations, demonstrating the effectiveness of this method in providing relevant practical skills. PjBL connects learning with real-world contexts, allowing students to see the application of theory in teaching practice. Active involvement in projects enhances students' motivation and self-confidence, and helps them develop important skills such as lesson planning and classroom management. While the majority of participants felt the benefits, 2 participants (6.67%) disagreed, indicating that some students may face challenges. Overall, these results show that PjBL is highly beneficial in preparing students for effective teaching practice.
 10. Are PjBL skill benefit for you teaching?
A total of 29 participants (96.67%) stated that the skills acquired through Project-based Learning (PjBL) were useful for their teaching practice, while only 1 participant (3.33%) disagreed. These results indicated that PjBL was effective in developing skills that were considered essential in the context of education, such as critical thinking and adaptability to the work environment. The critical thinking skills acquired through PjBL enabled students to analyze, evaluate, and solve problems more effectively, which were important competencies in teaching. In addition, the practical experience gained during the PjBL process helped students adapt to the dynamics and demands of diverse work environments, making them better prepared to face challenges in the world of education.



Thus, PjBL not only functioned as a learning method but also served as a means to equip prospective educators with relevant and applicable skills, which in turn could enhance the quality of teaching and learning in the classroom. These results underscored the importance of integrating PjBL into the education curriculum to prepare competent and responsive teachers who could address the needs of students and society.

Results from Interviews

1. Achievement of Learning Objectives

Students generally feel that the PjBL method is very helpful in achieving learning objectives. They expressed that this method encourages active involvement in projects relevant to course materials, such as academic writing, public speaking, and teaching English to children. This indicates that PjBL not only focuses on theoretical aspects but also provides in-depth practical experience. By being directly involved in projects, students can apply the theories they have learned, thereby gaining a more comprehensive understanding of the material. For example, in academic writing courses, students not only learn about writing structure and techniques but also practise writing articles that can be published, which boosts their confidence.

2. Development of 21st Century Skills

Students experience an improvement in 21st-century skills, such as creativity, critical thinking, and communication. These skills are crucial in an increasingly competitive job market. However, there are challenges in terms of teamwork, where some students feel that reliance on one group member reduces the effectiveness of collaboration. This highlights the need for better strategies in task distribution and group management. For example, students suggest that lecturers provide clearer guidance on task distribution so that each group member has balanced responsibilities. Additionally, training in collaboration and communication skills can

help students work more effectively in teams.

3. Motivation and Engagement Levels

The PjBL method successfully increased student motivation compared to traditional learning methods. Students felt more engaged and active in the learning process, which contributed to a more satisfying learning experience. They stated that the projects they worked on provided interesting challenges that were relevant to their daily lives. However, there are also students who feel less involved due to the dominance of one or two members in the group. This highlights the need for stricter supervision from instructors to ensure that all group members contribute actively. Instructors can conduct individual evaluations within the group to assess each member's contribution.

4. Learning Satisfaction

Students reported high levels of satisfaction with their learning experience through PjBL. They felt that the projects they worked on were not only challenging but also relevant to the world of work, providing them with skills that they could apply in the future. This satisfaction is also influenced by the successful outcome of the project, where students feel proud to have completed a complex task and received positive feedback from their lecturers. Additionally, the enjoyable and interactive learning experience also contributes to their satisfaction.

5. Factors Affecting the Effectiveness of PjBL

Several factors identified as determinants of PjBL effectiveness include clear task distribution, measurable instructor guidance, and sufficient time to complete the project. Ineffectiveness could occur if these factors are not taken into account. The role of the instructor is very important in providing clear feedback and guidance during the learning process. Instructors need to ensure that students understand the project's objectives and the steps required to achieve them. Additionally, instructors should provide

adequate support throughout the project development process, including consultation sessions and guidance.

6. Resources for Projects

Students often feel they lack sufficient time to complete projects, especially when multiple courses assign tasks simultaneously. This creates pressure that can reduce the quality of their work. Although the available materials and facilities are adequate, there is a need for discussion and collaboration spaces to support the PjBL process. Students suggest that the campus provide more discussion spaces and facilities that support collaboration, such as computer labs and flexible classrooms. In addition, better scheduling between courses can also help students manage their time more effectively.

DISCUSSION

Learning Outcomes Discussion

The questionnaire results show that 100% of respondents agree that the Project-Based Learning (PjBL) project is relevant to English language education competencies. This finding is very significant, as it shows that all students involved in this study feel that there is a match between the projects they are working on and the learning objectives expected in their study program. This relevance is one of the main indicators in assessing the effectiveness of a learning method, as if students feel that what they learn can be applied in real-world contexts, their motivation and engagement in the learning process will increase. Interviews conducted with students support the questionnaire findings. Students stated that direct involvement in projects, such as those conducted in the MICE (Meeting, Incentive, Convention, and Exhibition) course, allowed them to understand the planning and implementation of events in a real-world context. In this context, students not only learn the theory of event management but are also directly involved in every stage, from planning, organising, to implementation. This practical experience provides them with deeper insights into

the challenges and dynamics that occur in the field, which often cannot be understood through theoretical learning alone. This demonstrates that PjBL does not only focus on theoretical aspects but also provides in-depth practical experience, which is a new approach in learning. By integrating theory and practice, PjBL creates a more interactive and contextual learning environment. Students can directly observe how the theories they learn are applied in real-world situations, which in turn strengthens their understanding of the material.

Furthermore, the practical experience gained through PjBL also helps students develop important skills required in the workplace, such as communication, collaboration, and problem-solving skills. In the MICE project, for example, students must work in teams, communicate with various parties, and overcome various challenges that arise during the planning and implementation of the event. These skills are highly relevant to the competencies expected in the field of English language education, where the ability to communicate effectively and collaborate with others is crucial. Thus, it can be concluded that students have a positive perception of the effectiveness of PjBL in achieving learning outcomes. This positive perception not only reflects their satisfaction with the learning method used but also indicates that they feel more prepared to face challenges in the professional world after completing their studies. This finding addresses the first research question regarding students' perceptions of the effectiveness of the PjBL method and provides a strong basis for recommending its broader application in the English language education curriculum.

Overall, these results indicate that PjBL can be an effective tool in improving the quality of education by providing students with more relevant and applicable learning experiences. Therefore, it is important for educational institutions to continue developing and implementing innovative learning methods such as PjBL to meet students' needs and expectations and prepare them for future success.



Development of 21st Century Skills

The questionnaire results show that 90% of respondents feel that the Project-Based Learning (PjBL) method significantly improves their critical thinking and collaboration skills. Critical thinking skills are essential in the context of 21st-century education, where students are expected not only to remember information but also to analyse, evaluate, and create solutions to complex problems. PjBL, with its project-based approach, encourages students to engage in deep thinking processes, where they must formulate questions, seek information, and make decisions based on available data.

Interviews conducted with students added a new dimension to these findings. Students revealed that while they felt an improvement in their communication and collaboration skills, there were significant challenges in terms of teamwork. Some group members tended to rely on one or two other members to complete tasks, which could reduce the overall effectiveness of collaboration. This dependency can arise for various reasons, such as differences in skill levels, motivation, or even the personalities of group members. These challenges highlight the need for better strategies in task distribution and group management. In the context of PjBL, clear and fair task distribution is crucial to ensure that each group member has a significant role and feels responsible for the final project outcome. If tasks are not distributed properly, there is a risk that some group members may feel isolated or disengaged, while others may feel overwhelmed by excessive responsibilities.

Therefore, developing effective group management strategies is crucial. One approach that can be applied is to use individual assessment rubrics that allow lecturers to evaluate the contributions of each group member separately. In this way, students will be more motivated to contribute actively, as they know that their efforts will be recognized and appreciated. In addition, lecturers can also provide training on collaboration and communication skills at the beginning of the project, so that students have a better understanding of how to work in an effective team.

Furthermore, it is important to create an environment that supports collaboration. Lecturers can facilitate group reflection sessions where students can discuss the challenges they face in working together and find solutions together. This will not only help them overcome existing problems but also strengthen their interpersonal skills, which are an important part of 21st-century skills. Thus, factors influencing the effectiveness of PjBL, such as clear task distribution and good group management, are crucial to consider. This addresses the second research question regarding the factors influencing the effectiveness of the PjBL method. By addressing challenges in teamwork and implementing better management strategies, educational institutions can enhance the effectiveness of PjBL and ensure that students not only develop critical thinking and collaboration skills but also other skills necessary for success in an increasingly complex workplace. Therefore, the explanation is provided below.

Motivation and Engagement

The questionnaire results show that 86.67% of respondents feel more motivated when using the Project-Based Learning (PjBL) method compared to the lecture-based learning method. This finding is highly significant, as motivation is one of the key factors that can influence the success of the learning process. PjBL, with its interactive and project-based approach, provides students with the opportunity to actively engage in the learning process, which in turn enhances their sense of ownership and responsibility toward their learning.

Interviews conducted with students confirmed the results of the questionnaire. Students reported that they felt more engaged and active in the learning process when involved in projects. This engagement not only included participation in group discussions but also in decision-making, planning, and project implementation. By being directly involved in projects, students could see the results of their efforts, which provided satisfaction and additional motivation to continue learning.” Saya merasakan

perkembangan signifikan pada keterampilan,berpikir kritis karena saya harus menganalisis masalah dan mencari solusi yang efektif,keterampilan,kami saling berkoodinasi dan mendukung satu sama yang lain (Merlin Waruwu)”. However, while motivation and engagement generally increased, some students also expressed that the dominance of certain members within the group could reduce the engagement of other members. When one or two group members take over tasks and responsibilities, other members may feel marginalized or unable to contribute fully. This can create an imbalance in group dynamics, which ultimately affects the overall project outcome. This situation highlights the need for closer supervision from lecturers to ensure that all group members contribute actively. Lecturers need to implement strategies that encourage participation from all members, such as assigning clear roles to each member in the project and conducting individual evaluations of each member’s contributions. In this way, students will be more motivated to participate, as they know that their contributions will be recognized and valued.

In addition, lecturers can also facilitate reflection sessions where students can discuss their experiences of working together in groups. These sessions can help students identify the challenges they face and find solutions together, thereby increasing engagement and collaboration among group members. By creating an environment that supports collaboration and communication, lecturers can help students feel more involved and motivated in the learning process. Thus, student motivation and engagement are important factors that influence the effectiveness of PjBL. These findings also address the second research question regarding the factors that influence the effectiveness of the PjBL method. By increasing motivation and engagement, as well as addressing challenges that arise in group dynamics, educational institutions can ensure that PjBL becomes a more effective method in achieving learning objectives. Overall, it is important for

educators to continuously evaluate and improve their approach to implementing PjBL in order to create a more engaging and beneficial learning experience for students. In this way, students will not only acquire the necessary knowledge and skills, but will also feel more motivated and engaged in their learning process.

Learning Satisfaction

Although 80% of respondents expressed satisfaction with the Project-Based Learning (PjBL) method, interviews revealed that 20% were dissatisfied. This dissatisfaction was mainly related to lecturer guidance, which only received a 76.67% “yes” response from students. These findings indicate that although PjBL provides an enjoyable and interactive learning experience, there is still room for improvement in terms of the support and guidance provided by lecturers. Learning satisfaction is an important indicator in assessing the effectiveness of a learning method. When students are satisfied with their learning experience, they tend to be more motivated to engage in the learning process and are more likely to achieve the expected learning outcomes. However, the dissatisfaction felt by some students indicates that there are certain aspects of their learning experience that need to be improved.

1. One factor that can influence learning satisfaction is the quality of guidance provided by lecturers. In the context of PjBL, lecturers act as facilitators who not only provide guidance but also support students in overcoming the challenges they face during the project process. If the guidance provided is inadequate, students may feel lost and not receive the support they need to succeed in their projects. This can lead to frustration and dissatisfaction, which in turn can affect their motivation and engagement. Therefore, innovation in the approach to faculty guidance is crucial to improving student learning satisfaction. Faculty members may consider implementing several strategies, such as: Regular Guidance Sessions: Conducting regular guidance sessions where



students can ask questions, discuss project progress, and receive direct feedback from faculty members. This will help students feel more supported and guided in their learning process.

2. **Constructive Feedback:** Lecturers need to provide clear and constructive feedback on students' project progress. Specific feedback can help students understand areas that need improvement and provide them with better guidance in completing their projects.
3. **Training for Lecturers:** Conducting training for lecturers on how to provide effective guidance in the context of PjBL. Trained lecturers can better understand students' needs and provide appropriate support.
4. **Encouraging Student Independence:** While guidance is important, lecturers also need to encourage students to take initiative and take responsibility for their own learning. This can be done by giving them the freedom to explore their own ideas in the project, while still providing the necessary support.

By implementing these strategies, it is hoped that student learning satisfaction will increase, which in turn will contribute to the overall effectiveness of PjBL. High learning satisfaction will not only increase student motivation and engagement but also strengthen the learning outcomes achieved. Overall, student learning satisfaction is an important indicator in assessing the effectiveness of PjBL. By paying attention to and improving the aspect of faculty guidance, educational institutions can create a more satisfying and beneficial learning experience for students. This will help students not only in achieving their academic goals but also in preparing them for future professional challenges.

5. Knowledge Transfer

The questionnaire results show that 93.33% of respondents feel they can apply the knowledge gained from the Project-Based Learning (PjBL) method in real teaching situations. This finding is very encouraging, as it shows that the

majority of students feel that their learning experience is not only theoretical but also relevant and applicable in the real world. The ability to transfer knowledge from an academic environment to practical situations is one of the main goals of education, especially in the field of English language education, where the application of communication and pedagogical skills is crucial.

However, interviews with students add a more complex dimension to these findings. While students feel that they have learned a lot, they also express a gap between what they have learned and how to apply it in the real world. This gap may be caused by several factors, including a lack of practical context in the design of the projects they work on. Students may feel that the projects assigned do not fully reflect the challenges they face in the field, making it difficult for them to connect theory with practice.

Additionally, collaboration with education practitioners, such as teachers or school administrators, can provide students with valuable insights into the challenges they face in the field. Through these interactions, students can gain a better understanding of how to apply their knowledge in a broader context, as well as receive constructive feedback on their practices. Thus, knowledge transfer is an important aspect in assessing the effectiveness of PjBL. Students' ability to apply the knowledge they have gained in real-world situations not only reflects the success of the learning method but also indicates how prepared they are to face challenges in the professional world. This finding also addresses the second research question regarding the factors influencing the effectiveness of the PjBL method, where relevant and contextual project design is one of the key factors. Overall, to enhance knowledge transfer, educational institutions need to continuously evaluate and improve the design of PjBL projects to better reflect the real-world challenges faced in the field of education. By doing so, students will be better prepared to apply the knowledge and skills they have acquired, thereby

enhancing the effectiveness of PjBL as a relevant and practical learning method.

CONCLUSION

This study aimed to explore students' perceptions of the effectiveness of Project-Based Learning (PjBL) in the English Education Study Programme at Nias University, focusing on their experiences, challenges, and perceived benefits. The findings indicated that the majority of students had a positive perception of the effectiveness of PjBL in improving their learning outcomes, developing essential 21st-century skills, and enhancing motivation and engagement in the learning process.

The research results indicated that the majority of participants (96.67%) acknowledged the usefulness of the skills acquired through PjBL for their teaching practice, highlighting the relevance of this method in connecting theoretical knowledge with practical application. Students reported improvements in critical thinking, collaboration, and communication skills, which are vital competencies in today's educational landscape. However, challenges such as uneven task distribution within groups and inadequate guidance from instructors were also noted, indicating areas that needed improvement in PjBL implementation. Additionally, this study emphasized the importance of instructor involvement in facilitating the PjBL process. Effective guidance and support from educators were identified as crucial factors influencing PjBL success, as they helped students navigate the complexities of project work and create a collaborative learning environment. These findings suggested that while PjBL offered a dynamic and engaging learning experience, its effectiveness could be enhanced through structured support and clear communication regarding expectations.

In conclusion, this study provided valuable insights into the implementation of PjBL in higher education, particularly in the context of English language education. It emphasized the need for

educational institutions to adopt innovative teaching methods that not only engaged students but also prepared them for the demands of the professional world. Future research should consider expanding the scope of participants and using a mixed-method approach to provide a more comprehensive understanding of the impact of PjBL in various educational settings. By addressing the identified challenges and leveraging the strengths of PjBL, educators could create more effective and responsive learning environments that met the needs of students and society at large.

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