

Exploring the Implementation of Project-Based Learning in Primary English Classrooms: Insights from Teachers' and Students' Perspectives

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Abstract

The implementation of Project-Based Learning (PjBL) in primary English classrooms is important to investigate because it enhances students' motivation and engagement despite challenges in instructional practices and assessment. This study aims to explore the implementation of Project-Based Learning (PjBL) in primary English classrooms, focusing on planning, implementation, assessment, and the perceptions of teachers and students. This research employed a qualitative approach with a case study design conducted at Bali Kiddy Primary School. The participants consisted of English teachers and fifth-grade students selected through purposive sampling. Data were collected through classroom observations, semi-structured interviews, documentation, and self-reflection journals, and analyzed using the interactive model of data analysis, including data reduction, data display, and conclusion drawing. The findings reveal that PjBL has been implemented with several strengths, particularly in enhancing student motivation, engagement, collaboration, and confidence in using English. Students actively participated in group work and showed positive attitudes toward learning through projects. However, several challenges were identified, including limited alignment in lesson planning, unclear instructional guidance, time constraints, and assessment practices that focus more on final products rather than learning processes. Project-Based Learning has strong potential to improve English learning at the primary level by creating meaningful and student-centered learning experiences. Nevertheless, improvements in planning, instructional clarity, and comprehensive assessment strategies are necessary to optimize its implementation

Keywords

Project-Based Learning, English Language Teaching, Primary Education, Student Engagement, Qualitative Case Study



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INTRODUCTION

The transformation of educational paradigms in the 21st century has significantly influenced teaching and learning practices, particularly in primary education. Moreover, 21st-

century learning emphasizes four essential skills for students, known as the "4C" skills. These include communication, collaboration, critical thinking, and creativity (Nitiasih et al. 2020). Modern education emphasizes the importance of developing higher-order thinking skills, creativity, collaboration, and communication as essential competencies for students to face global challenges (Soko & Samo, 2022). In this context, English language learning holds a strategic role, as it serves as a global medium of communication in various fields, including education, technology, and international interaction. Communication carried out professionally is considered capable or successful in providing information, education, and satisfaction (Ramendra et al. 2025). However, despite its importance, the teaching of English as a foreign language in primary schools, especially in Indonesia, continues to encounter various challenges that affect the effectiveness of the learning process (Waruwu & Setiawati, 2025). Ratminingsih et al. (2018) stated that teachers need to ensure their teaching relates to the current context if they wish to stay relevant.

One of the most frequently observed issues in English classrooms is the low level of student engagement and motivation. Students often perceive English as a difficult subject due to unfamiliar vocabulary, limited exposure, and a lack of meaningful context in instructional activities (Laila, 2019). Utami et al., (2025) stated that traditional learning methods primarily emphasize academic performance, often neglecting affective and social components, which are essential foundational elements in character education. Santosa et al., (2022) mentioned that the learning activities were monotonous, focused on grammar and text structure. This condition leads to passive participation, low confidence in speaking, and minimal interaction during lessons. In addition, teaching practices that are still dominated by teacher-centered approaches further limit students' opportunities to actively construct knowledge and practice language skills (Yuliantari et al., 2021).

Mahayoni et al., (2024) noted that an engaging and purposeful learning experience can enhance students' productivity and boost their motivation to learn. Therefore, teachers need to consistently be innovative and creative in choosing the instructional methods they employ with their students. Project-Based Learning is widely acknowledged and applied in education, serving as a framework that organizes learning through the use of projects (Padmawati et al., 2023). Kharisma et al., (2025) also stated that concurrent participation in PjBL activity had combine impact on both students' engagement and academic achievement. Rahmawati et al., (2021) added that PjBL involves students in complex tasks based on challenging questions or problems that require investigation and the creation of products. Rosanawati et al., (2025) further explains that PjBL promotes student engagement and autonomy by allowing learners to take responsibility for their own learning. In the context of language learning, PjBL provides opportunities for students to use language in authentic situations, thereby improving both fluency and confidence. Similarly, Rohman et al., (2021) emphasizes that project-based activities encourage deeper understanding by engaging students in inquiry and problem-solving processes.

Several empirical studies have also demonstrated the effectiveness of Project-Based Learning in English language teaching. Padmadewi et al., (2023) found that integrating PjBL with LL can create meaningful, student-centered learning environments that facilitate language acquisition and character education in primary schools. In addition, Shiyamsyah et al., (2024) conducted a study on the use of PjBL to enhance students' writing skills and reported that this approach not only improved writing performance but also increased students' sense of purpose and engagement in learning. Similarly, Wardani et al., (2021) concludes that PjBL is a highly effective instructional strategy for improving writing skills and promoting 21st-century competencies among secondary students.

Although previous studies have shown positive outcomes, much of the existing research tends to focus on measuring the effectiveness of Project-Based Learning in terms of student achievement or specific language skills. There is still limited exploration of how this approach is implemented in real classroom settings, particularly at the primary school level. In addition, the perspectives of teachers and students are often examined separately, resulting in a less comprehensive understanding of the instructional process. A more in-depth investigation that examines both perspectives simultaneously is necessary to provide a clearer picture of how Project-Based Learning functions in practice, including the challenges and strengths experienced during its implementation.

Preliminary observations and informal interviews conducted at Bali Kiddy Primary School reveal that the school has made efforts to implement more innovative and student-centered learning approaches, particularly through the use of Project-Based Learning (PjBL) in English classes. Based on classroom observations, students were involved in various project activities such as group assignments, presentations, and creative tasks that required them to use English in practical contexts. Teachers reported that these activities helped increase student participation and enthusiasm during lessons. One teacher mentioned that students appeared more motivated when they were given opportunities to work collaboratively and produce tangible outcomes, such as posters or presentations. Similarly, several students expressed that they enjoyed learning English through projects because the activities were more engaging and allowed them to interact with their peers.

This study is designed to provide a more comprehensive understanding of Project-Based Learning by examining its implementation in English classes at the primary level. The focus is not only on the outcomes of learning but also on the processes involved, including planning, implementation, and assessment. By involving both teachers and students as participants, this study aims to capture diverse perspectives that reflect the actual classroom experience. Conducted in a school that actively applies project-based activities, this research offers valuable insights into how innovative instructional approaches are practiced in a real educational context.

Based on these considerations the objective of this study is to investigate how Project-Based Learning is implemented in English classes, particularly in terms of instructional planning, classroom practices, and assessment strategies. In addition, the study seeks to explore the perceptions of both teachers and students regarding the strengths and challenges of using

this approach. The findings of this research are expected to contribute to the development of more effective teaching strategies and to support the improvement of English language learning at the primary level.

METHODS

This study employed a qualitative research approach using a case study design to explore the implementation of Project-Based Learning (PjBL) in English classes. The qualitative approach was selected because it enables the researcher to gain a deep and comprehensive understanding of the phenomenon within its natural context. The case study design allows for an in-depth investigation of how Project-Based Learning is planned, implemented, and assessed in a specific educational setting. Through this design, the researcher was able to examine real classroom practices and capture the perspectives of participants regarding the strengths and weaknesses of PjBL in English learning.

Research Subject

The subjects of this study consisted of English teachers and fifth-grade students at Bali Kiddy Primary School who were actively involved in the implementation of Project-Based Learning (PjBL) in English classes. The study involved four fifth-grade classes, namely classes 5A, 5B, 5C, and 5D. The participants comprised four English teachers, with one teacher representing each class, and eight students, consisting of two students from each class. The participants were selected through purposive sampling based on their direct involvement and active participation in project-based learning activities. This sampling technique was employed to obtain in-depth and relevant information regarding the planning, implementation, and assessment of Project-Based Learning in primary English classroom practices. Furthermore, the selected students represented diverse learning experiences and classroom participation in order to provide comprehensive perspectives on the implementation of PjBL.

Research Object

The object of this research focused on the implementation of Project-Based Learning in English classes. Specifically, it examined three main aspects: the planning of Project-Based Learning, the implementation process in classroom activities, and the assessment of students' learning outcomes. In addition, the study also explored the perceptions of both teachers and students regarding the strengths and weaknesses encountered during the implementation of

PjBL.

Research Setting

The research was conducted at Bali Kiddy Primary School. The school was selected purposively because it has actively implemented student-centered learning approaches, particularly Project-Based Learning (PjBL), in English classroom activities. In addition, the school emphasizes interactive and communicative English learning to support students' language development from an early age. Preliminary observations indicated that project-based activities such as group presentations, poster creation, and collaborative tasks were frequently integrated into classroom instruction. These conditions make the school a relevant and appropriate setting for examining how Project-Based Learning is planned, implemented, and assessed in real primary English classroom contexts. Furthermore, the selection of this setting enabled the researcher to explore both teachers' and students' perspectives regarding the strengths and challenges of implementing PjBL in English learning.

Data Collection

The data in this study were collected through several techniques to ensure comprehensive and reliable findings. These techniques included observation, self-reflection journals, documentation, and interviews. Classroom observation was conducted to obtain direct information about teaching and learning activities, particularly how Project-Based Learning was implemented in English classes. Self-reflection journals were used to capture teachers' reflections on their instructional practices, allowing the researcher to understand how teachers evaluate and improve their teaching. Documentation was collected in the form of lesson plans, teaching materials, students' project outputs, and other relevant records to support the data obtained from observation and interviews. In addition, semi-structured interviews were conducted with both teachers and students to gain deeper insights into their perceptions, experiences, and challenges during the implementation of Project-Based Learning.

Data Analysis

The data in this study were analyzed using thematic analysis to identify, organize, and interpret patterns of meaning derived from observations, interviews, documentation, and self-reflection journals. The analysis process followed several stages, including data familiarization, initial coding, theme generation, theme review, and interpretation of findings

(Braun & Clarke, 2022). In the first stage, the researcher carefully reviewed and organized the collected data by focusing on information relevant to the research objectives. Subsequently, the data were coded and categorized into several themes related to the planning, implementation, assessment, and perceptions of Project-Based Learning (PjBL) in English classes. The identified themes were then reviewed and refined to ensure coherence and relevance to the research focus. Finally, the researcher interpreted the findings systematically to generate meaningful conclusions regarding the implementation of Project-Based Learning in primary English classroom contexts. This analytical process enabled the researcher to produce comprehensive, credible, and in-depth findings related to the experiences and perspectives of both teachers and students.

FINDINGS AND DISCUSSION

RESULT

This study explores the implementation of Project-Based Learning (PjBL) in English classes at Bali Kiddy Primary School, focusing on planning, implementation, and assessment, as well as the perceptions of teachers and students. The findings are derived from classroom observations, interviews, documentation, and self-reflection journals.

1. Planning of Project-Based Learning

The planning phase is a crucial component in determining the success of Project-Based Learning implementation. Based on the collected data, it is evident that teachers have attempted to incorporate PjBL into their lesson planning; however, the extent of integration varies across different aspects.

Table 1. Planning of Project-Based Learning

Aspect	Raw Data Findings	Researcher’s Analysis
Learning Objectives	“The teacher prepares lesson objectives based on the syllabus, but they are not always connected to project outcomes.” (Interview – Teacher 1)	The learning objectives are present but lack alignment with project-based activities, indicating partial integration of PjBL principles.
Project Design	“Students are asked to create posters	The project design is relevant and

	and simple presentations related to daily topics." (Observation)	contextual, which supports meaningful learning and student engagement.
Time Allocation	"Sometimes the project cannot be finished in one meeting." (Interview – Teacher 2)	Limited time allocation indicates insufficient planning, which may affect the effectiveness of project implementation.
Assessment Planning	"I usually assess the final product, like presentations." (Interview – Teacher 1)	The focus on product-based assessment suggests a lack of comprehensive evaluation of the learning process.
Instructional Preparation	"The teacher prepares materials, but mostly from textbooks." (Observation)	Instructional preparation is adequate but lacks variation, limiting creativity and innovation in learning activities.

The data presented in Table 1 indicate that the planning of Project-Based Learning is partially implemented but not yet fully optimized, the findings indicate that three out of four participating teachers prepared learning objectives based on the syllabus; however, the objectives were not fully aligned with project-based activities and expected project outcomes. This condition suggests that the integration of Project-Based Learning principles in instructional planning remains partially implemented. Teachers have demonstrated an understanding of the need to establish learning objectives; however, these objectives are often formulated based on curriculum requirements without being explicitly connected to the project outcomes. This condition suggests that PjBL is still being integrated into existing teaching practices rather than being used as a central framework for instruction. Ideally, in a fully implemented PjBL approach, learning objectives should be directly aligned with the project tasks so that students can clearly understand the purpose of their activities and the competencies they are expected to develop.

In terms of project design the findings show that teachers tend to select topics that are relevant to students' daily lives, such as creating posters or conducting simple presentations. This practice is beneficial because it provides meaningful and contextual learning experiences.

When students are involved in projects that relate to their real-life experiences, they are more likely to engage actively and demonstrate higher levels of motivation. However, the simplicity of the projects also indicates that there is still room for improvement in terms of complexity and depth. More complex projects that involve problem-solving and inquiry could further enhance students’ critical thinking skills.

Time allocation appears to be one of the main challenges in the planning stage. Teachers reported that project activities often cannot be completed within the allocated time, which suggests that the planning process does not fully consider the duration required for each stage of the project. This limitation may result in rushed activities and reduced opportunities for reflection, which are essential components of PjBL. Furthermore, the lack of structured assessment planning indicates that teachers tend to focus primarily on the final product rather than the learning process. This approach may limit the effectiveness of PjBL in developing holistic competencies, as important aspects such as collaboration, problem-solving, and effort are not adequately evaluated.

2. Implementation of Project-Based Learning

The implementation phase reflects how the planned activities are carried out in the classroom. The findings reveal that PjBL has been implemented with varying degrees of success, with notable strengths in student engagement and collaboration.

Table 2. Implementation of Project-Based Learning

Aspect	Raw Data Findings	Researcher’s Analysis
Student Engagement	“Students look enthusiastic and actively discuss with their group members.” (Observation)	High student engagement indicates that PjBL successfully promotes active learning and participation.
Teacher Facilitation	“The teacher walks around and helps students during the activity.” (Observation)	The teacher’s role as a facilitator is evident, aligning with student-centered learning principles.
Collaboration	“We work together to make a poster and present it.” (Interview – Student)	Collaboration is effectively implemented, supporting social interaction and cooperative learning.

Instruction Clarity	“Sometimes I don’t understand what the teacher asks us to do.” (Interview – Student)	Lack of clear instructions can hinder student understanding and reduce the effectiveness of activities.
Classroom Management	“Some students talk about other things during group work.” (Observation)	Classroom management challenges indicate the need for better control and structured guidance.

As shown in Table 2, one of the most prominent strengths of PjBL implementation is the high level of student engagement. Based on classroom observations involving eight student participants from four fifth-grade classes, six students consistently demonstrated active participation during project-based activities, including group discussions, idea sharing, and collaborative task completion. Furthermore, all four participating teachers reported that students showed greater enthusiasm and involvement during project-based learning compared to conventional classroom instruction. This finding indicates that PjBL provides a more interactive and stimulating learning environment than traditional teaching methods. The active participation of students suggests that they are not merely receiving information passively, but are actively constructing knowledge through experience, interaction, and collaboration.

The role of the teacher as a facilitator is also clearly evident during the implementation phase. Teachers were observed moving around the classroom, providing guidance, and supporting students as needed. This shift from a teacher-centered to a student-centered approach is a key characteristic of PjBL. By acting as facilitators, teachers enable students to take ownership of their learning and develop autonomy. However, the effectiveness of facilitation depends largely on the clarity of instructions provided.

One of the challenges identified in the implementation phase is the lack of clear and structured instructions. Some students reported difficulties in understanding what they were expected to do, which affected their ability to complete tasks effectively. This issue highlights the importance of providing clear guidelines and step-by-step instructions in PjBL activities. Without adequate guidance, students may become confused and less productive, which can reduce the overall effectiveness of the learning process.

Classroom management also emerged as a challenge, particularly during group work activities. While collaboration is a key component of PjBL, it can also lead to off-task behavior

if not properly managed. The presence of noise and unrelated discussions indicates that teachers need to establish clearer rules and monitoring strategies to maintain a productive learning environment.

3. Assessment of Project-Based Learning

Assessment plays a critical role in evaluating the effectiveness of PjBL and ensuring that learning objectives are achieved. The findings reveal that assessment practices are still predominantly focused on the final product.

Table 3. Assessment of Project-Based Learning

Aspect	Raw Data Findings	Researcher's Analysis
Product Assessment	"The teacher gives scores based on the final presentation." (Documentation)	Product-based assessment is well implemented but limited to observable outcomes.
Process Assessment	"Participation is not always included in the score." (Interview – Teacher)	The lack of process assessment reduces the ability to evaluate students' collaboration and effort.
Use of Rubrics	"There is no specific rubric for the project." (Documentation)	The absence of structured rubrics indicates a need for more systematic evaluation tools.
Feedback	"The teacher gives general comments after presentation." (Observation)	Feedback is provided but lacks detail, limiting its effectiveness for improvement.
Student Reflection	"We just present and finish the task." (Interview – Student)	The absence of reflection activities suggests missed opportunities for deeper learning.

The findings presented in Table 3 indicate that assessment practices in PjBL are not yet fully aligned with its principles. While product-based assessment is consistently applied, it does not provide a complete picture of students' learning experiences. The limited attention to process assessment suggests that important aspects such as teamwork, participation, and problem-solving are not adequately measured. The absence of clear rubrics further

complicates the assessment process. Without structured evaluation criteria, it becomes difficult for teachers to assess students objectively and consistently. Additionally, the feedback provided to students tends to be general rather than specific, which limits its usefulness in guiding improvement. The lack of reflection activities also indicates that students are not given sufficient opportunities to evaluate their own learning, which is an essential component of PjBL.

4. Teachers' and Students' Perceptions of Project-Based Learning

This section presents the findings related to the perceptions of teachers and students toward the implementation of Project-Based Learning (PjBL) in English classes. The data were obtained from semi-structured interviews and supported by observation findings. The perceptions are categorized into several aspects, including motivation, engagement, collaboration, confidence, and challenges experienced during the learning process.

Table 4. Teachers' and Students' Perceptions of Project-Based Learning

Aspect	Raw Data Findings	Researcher's Analysis
Student Motivation	"Students are more excited when doing projects compared to regular lessons." (Interview – Teacher) ; "I like English more when we do projects." (Interview – Student)	PjBL significantly increases students' motivation by providing engaging and meaningful learning activities.
Student Engagement	"They are more active and participate more during project activities." (Interview – Teacher) ; "We discuss and share ideas with friends." (Interview – Student)	PjBL promotes active participation and shifts the learning process toward a student-centered environment.
Collaboration	"Students work together and help each other in completing the tasks." (Observation) ; "We divide tasks in the group." (Interview – Student)	Collaboration is effectively fostered, supporting teamwork and social interaction among students.
Confidence in Using English	"Students are more confident when presenting their work." (Interview –	PjBL helps improve students' confidence, particularly in

	Teacher) ; “I feel brave to speak in front of the class.” (Interview – Student)	speaking and presenting in English.
Learning Enjoyment	“Learning becomes more fun and less boring.” (Interview – Student)	Enjoyable learning experiences contribute to increased interest and positive attitudes toward English.
Instructional Challenges	“Sometimes students do not fully understand the instructions.” (Interview – Teacher) ; “I get confused about what to do.” (Interview – Student)	Lack of clear instructions can hinder student understanding and reduce the effectiveness of activities.
Time Constraints	“It takes more time to complete projects.” (Interview – Teacher)	Time management is a major challenge in implementing PjBL effectively.
Assessment Difficulties	“It is difficult to assess all students fairly in group work.” (Interview – Teacher)	Teachers face challenges in evaluating individual contributions within group activities.

The data presented in Table 4 indicate that both teachers and students generally demonstrated positive perceptions toward the implementation of Project-Based Learning. Based on interviews conducted with four English teachers and eight student participants across four fifth-grade classes, the majority of students reported experiencing higher motivation, engagement, and enjoyment during project-based activities compared to conventional learning methods. In addition, three out of four teachers observed noticeable improvements in students' collaboration and confidence in using English, particularly during group discussions and classroom presentations. These findings suggest that Project-Based Learning contributes positively to the creation of a more active, interactive, and student-centered English learning environment.

However, several challenges were identified, particularly related to unclear instructions, limited time, and difficulties in assessment. These findings indicate that while PjBL provides meaningful learning experiences, improvements in instructional clarity, time

management, and evaluation strategies are still needed to optimize its implementation.

DISCUSSION

The findings of this study reveal that the implementation of Project-Based Learning (PjBL) in English classes at the primary level demonstrates both strengths and areas that require improvement. These findings can be interpreted through relevant theoretical perspectives and supported by previous empirical studies.

In terms of planning, the study shows that teachers have attempted to integrate Project-Based Learning into their instructional design, although the alignment between learning objectives, project activities, and assessment strategies is not yet fully optimized. According to Kadarismanto & Sari, (2025), effective Project-Based Learning requires a clear alignment between curriculum objectives, project tasks, and assessment criteria to ensure meaningful learning outcomes. Furthermore, this activity is considered an authentic task assigned to students because it mirrors a real-world social practice they may encounter in their future professional lives (Marsakawati et al. 2019). When learning objectives are not directly connected to project activities, students may fail to understand the purpose of the tasks they are performing. Similarly, Nafi & Faruq, (2025) emphasizes that well-structured planning is essential in PjBL, as it guides students through inquiry processes and ensures that learning goals are achieved systematically. Therefore, the partial integration observed in this study indicates the need for more comprehensive planning strategies.

The findings related to project design indicate that teachers tend to select topics that are relevant to students' daily lives, which contributes positively to student engagement. This aligns with constructivist learning theory, which highlights the importance of contextual and meaningful learning experiences (Yu et al., 2013). Innovating in teaching methods is essential to ensure that both teachers and students find their activities engaging and enjoyable. When students are involved in activities that relate to their real-life experiences, they are more likely to be motivated and actively participate in the learning process. This approach will also enhance the learning experience, making it more engaging and helping to avoid boredom (Adnyani et al. 2021), .This finding is consistent with the study conducted by Ramadhan & Hidayah, (2022), which found that contextual project-based activities significantly increase student motivation and participation in English learning. Artama et al. (2023) also found that

PjBL enhances students' cognitive and soft skills across various educational levels and subjects, with advantages such as increased motivation, digital literacy, and teamwork. However, the relatively simple nature of the projects suggests that there is still potential to enhance the level of complexity and inquiry in project design to further develop higher-order thinking skills.

In the implementation phase the study found that Project-Based Learning successfully promotes student engagement, collaboration, and active participation. Students were observed to be more enthusiastic and involved in group discussions and activities, which indicates that PjBL creates a more interactive learning environment compared to traditional teaching methods. This finding supports the argument proposed by Aryaningsih et al., (2025) the implementation of project-based learning was effective in increasing student engagement, making learning more relevant, collaborative, and critical-thinking oriented. Furthermore, the role of the teacher as a facilitator, as observed in this study, reflects a shift from teacher-centered to student-centered learning. According to Firdaus et al., (2024), teachers in PjBL environments are expected to guide students, provide scaffolding, and support inquiry-based learning rather than simply delivering content.

The collaborative aspect of PjBL is also evident in this study, where students work together in groups to complete project tasks. Collaboration is a key element in constructivist learning, as it allows students to exchange ideas, negotiate meaning, and build knowledge collectively (Yu et al., 2013). This finding is in line with the study by Herlina et al., (2023), which found that PjBL enhances students' teamwork and communication skills. Through group work, students not only learn language skills but also develop social competencies that are essential for their overall development.

Despite these positive outcomes the study also identifies several challenges in the implementation of PjBL, particularly related to instructional clarity and classroom management. Some students reported difficulties in understanding task instructions, which affected their ability to participate effectively. This finding highlights the importance of clear and structured guidance in PjBL. According to Ariningsih et al., (2021) teachers must provide clear instructions and scaffolding to help students navigate complex project tasks. Without adequate guidance, students may experience confusion and frustration, which can hinder the learning process. Additionally, classroom management issues observed during group work

indicate the need for effective monitoring strategies to ensure that all students remain engaged and focused.

The findings indicate that teachers tend to focus more on the final product rather than the learning process. While product-based assessment provides tangible evidence of student achievement, it does not fully capture the development of important skills such as collaboration, problem-solving, and critical thinking. This finding is consistent with previous research that highlights the challenges of assessing PjBL (Fatimah et al., 2024). According to Rohman et al., (2021), effective assessment in PjBL should include both process and product evaluation, using clear rubrics and multiple assessment methods. The limited use of rubrics and lack of reflective activities in this study suggest that assessment practices need to be improved to support more comprehensive evaluation of student learning.

The perceptions of teachers and students further reinforce the effectiveness of Project-Based Learning in enhancing motivation, engagement, and confidence. Students reported that they enjoy learning English through projects and feel more confident when presenting their work. It can be inferred that the students found the learning process enjoyable and entertaining, which in turn boosted their motivation to learn (Budasi et al. 2020). This finding aligns with the study by Syi'bul Huda et al., (2025), which found that PjBL significantly improves students' attitudes toward learning and increases their confidence in using the target language. Similarly, teachers observed that students are more active and enthusiastic during project-based activities, which indicates that PjBL creates a positive learning environment.

However, teachers also reported challenges related to time management and assessment. Project-based activities require more time for planning, implementation, and evaluation, which can be difficult to manage within limited classroom hours. This finding is supported by (Løkke et al., 2023), who note that PjBL requires careful time management to ensure that all stages of the project can be completed effectively. In addition, the difficulty in assessing individual contributions within group work highlights the need for more structured and transparent assessment tools.

The findings of this study confirm that Project-Based Learning is an effective instructional approach for enhancing English language learning at the primary level. It promotes active participation, collaboration, and meaningful learning experiences, which are essential for developing students' language skills and 21st-century competencies. However,

the effectiveness of PjBL depends on how well it is planned, implemented, and assessed. Improvements in instructional clarity, time management, and assessment strategies are necessary to optimize its implementation

CONCLUSION

This study concludes that the implementation of Project-Based Learning (PjBL) in primary English classes at Bali Kiddy Primary School has been successfully integrated into English learning through instructional planning, collaborative classroom activities, and project-based assessment practices. The findings demonstrate that PjBL creates more interactive, meaningful, and student-centered learning experiences by encouraging students to actively participate in discussions, presentations, and group projects. Based on the perspectives of both teachers and students, the implementation of PjBL contributes positively to improving students' motivation, engagement, collaboration, communication skills, and confidence in using English in authentic classroom situations. In addition, teachers perceived that project-based activities supported more active classroom interaction and promoted a more engaging English learning atmosphere compared to conventional instructional approaches.

Although several challenges were identified during the implementation process, these findings indicate important areas for further improvement rather than major obstacles to the success of PjBL. The study highlights the need for stronger alignment between learning objectives, project activities, and assessment strategies, as well as clearer instructional guidance and more comprehensive assessment practices that evaluate both learning processes and final products. Overall, Project-Based Learning demonstrates strong potential as an effective instructional approach for supporting meaningful English language learning and fostering students' 21st-century skills at the primary education level..

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