

The Implementation of Project-Based Learning (PjBL) Model in Negotiation Text Material at SMA Negeri 1 Jember

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Abstract: The purpose of this article is to explain the outcomes of implementing the Project-Based Learning (PjBL) model in the subject of Negotiation Texts at SMA Negeri 1 Jember, intended as a guide for teachers during instruction. The research method used in this article employs a qualitative method with several stages: (1) the assumptions of qualitative designs; (2) the type of design; (3) the researcher's role; (4) the data collection procedures; (5) data recording procedures; (6) data analysis procedures; (7) verification steps; and (8) the qualitative narrative. This study yields several findings: (1) the PjBL model can be applied in the independent curriculum for negotiation text material; (2) the PjBL learning steps in negotiation texts, which are simple, can make students think creatively and systematically; (3) the implementation results of PjBL in the negotiation text material follow the learning steps, ensuring that project-based learning in negotiation texts runs as planned. Based on this discussion, it can be concluded that: (1) PjBL in negotiation text material can be carried out well and easily; (2) PjBL in negotiation text material produces satisfactory scores, with a maximum score of 20, achieving a satisfactory result of 18.4.

Keywords: Implementation, negotiation texts, project

INTRODUCTION

Pre-service Teacher Professional Education (PTPE) students conduct Field Experience Project (FEP) activities as a practical preparation for becoming competent professional teachers. FEP provides PTPE students with direct practice in a school environment to observe the dynamics of real classroom learning, applying the concepts and theories learned at university. According to Fathurrahman (2018), FEP gives students the opportunity to engage in educational activities at partner schools to integrate theory with practical experience and apply the knowledge and skills acquired during their studies. This integration allows students to gain knowledge and skills aligned with their study program.

Since 2021, the learning activities in schools have utilized the Independent Curriculum for teaching Indonesian language at SMA Negeri 1 Jember (Fathonah, 2023). The Independent Curriculum impacts learning, thinking, philosophizing, and acquiring knowledge and skills. Indonesian language learning aims to develop reading and writing skills for various communication purposes in the socio-cultural context of Indonesia. Literacy is developed through listening, reading, writing, and speaking for different genres of language use in life. Therefore, students are expected to develop their abilities according to their interests, as the Independent Curriculum focuses on better assessment (Safira, Rakhmawati, & Wardana, 2023). The curriculum emphasizes the importance of coordinating learning and assessment, particularly formative assessment, as a learning cycle. The curriculum provides educators with a reference to make the educational process more

directed, from primary to higher education levels. In Indonesian language learning, especially negotiation texts, which are a type of discussion text that involves discussing a theme/issue with arguments from both parties to reach an agreement (Putri, 2023). According to Hasnah & Jufri (2015), negotiation is a form of social interaction aimed at finding a joint solution between parties with different interests, resolved positively without harming either party. A negotiation text consists of orientation, request fulfillment, offer, and agreement.

In teaching negotiation texts at SMA Negeri 1 Jember, one method of implementing the Independent Curriculum is through the Pancasila Student Visibility Project, which allows students to experience and learn from their environment as a process of character strengthening through the Pancasila Student Visibility Project (Martati, 2022). The use of Project-Based Learning (PjBL) in the Indonesian Ministry of Education and Culture's regulation (Mujiburahman, Muhamad, & Hadijah, 2022) involves using projects as the core of learning. Students explore, evaluate, interpret, synthesize, and apply information to achieve various learning outcomes. Project-based learning uses real-world problems as a starting point to gather and integrate new knowledge based on real-world activities. The steps in implementing project-based learning include defining a fundamental question, planning the project, creating a schedule, monitoring, testing results, and evaluating experiences. This model encourages students to solve relevant real-life problems, promoting collaboration, critical thinking, and problem-solving skills. It has several advantages, including fostering independence, providing practical application opportunities, accommodating individual interests and abilities, encouraging social behavior and cooperation, developing dynamic and scientific individuals, showcasing various teaching methods, incorporating new learning method perspectives, and strengthening school-community relations (Putri, 2023).

The implementation of PjBL in teaching negotiation texts at SMA Negeri 1 Jember is intriguing to explore deeply. Through the Field Experience Project (FEP), PTPE students have the opportunity to observe and document the implementation of PjBL in the school environment, particularly in class X3 for Indonesian language lessons on negotiation texts. PjBL fosters independence in students when working on projects assigned by their teachers, enhancing cooperation in solving relevant real-life problems, such as negotiating in business. Project-based learning encourages critical thinking as students need to understand the situation, analyze the needs and interests of both parties, and apply appropriate language and strategies in negotiation texts. This model also promotes effective collaboration, discussion, and communication to achieve common goals. Practicing through real projects helps students improve their Indonesian language skills in negotiation, becoming more effective and confident (Mascita, Tri, & Kuntari, 2020). The characteristics of project-based learning include choosing production topics, producing products or works to address real problems, and positioning teachers as facilitators.

Therefore, this study aims to review the results of the Field Experience Project (FEP) in implementing Project-Based Learning (PjBL) in teaching negotiation texts at SMA Negeri 1 Jember, class X3. This research will not only provide insights into the effectiveness of PjBL in the context of negotiation text learning but also describe the experiences and understanding of PTPE students in applying this learning model in real school situations.

METHOD

This study uses a qualitative research design. The qualitative research methods are well-suited for studies aiming to deeply understand and explain phenomena, as outlined by Azizah, Untari, Pramasdyahsa, & Hikmah (2023). Qualitative research explores phenomena such as behaviors, perceptions, motivations, and

overall actions experienced by research subjects, described in words and language within specific natural contexts. This approach is particularly relevant for studying the implementation of Project-Based Learning (PjBL) in teaching negotiation texts.

The research design employed in this study follows the qualitative research design proposed by Creswell (Wajdi, 2017), which includes eight aspects.

1. The assumptions of qualitative designs
2. The type of design
3. The researcher's role
4. The data collection procedures
5. Data recording procedures
6. Data analysis procedures
7. Verification steps
8. The qualitative narrative

In this research, the investigator can utilize observation, interviews, and document analysis to gather data on the processes and outcomes of PjBL implementation.

Furthermore, qualitative research methods allow researchers to understand the social and cultural contexts in which learning occurs, as well as the perceptions and experiences of students and teachers regarding PjBL implementation. Thus, qualitative research methods can provide deep and comprehensive insights into the effectiveness and challenges of implementing PjBL in teaching negotiation texts at SMA Negeri 1 Jember.

RESULTS AND DISCUSSION

The research data findings are an exposition of data discovered by the researcher during classroom observations: Project-based learning consists of three main stages: planning, implementation, and evaluation (Irfadila, Martin, Samosir, & Wulandari, 2023). Each stage of the learning process must be carefully prepared and adjusted to the applicable curriculum. The implementation of the learning model is then practically explained as Project-Based Learning (Wajdi, 2017)

1. Question

For the first step is question. The following are the steps in the questioning activity. Start with the essential question. Take a real-world topic and begin an in-depth investigation. Make sure it is relevant to your students.

The first activity in the lesson begins by presenting several challenging questions to the students. These questions are designed to guide students into the context of project-based learning and assign them tasks to create coordinated activities. The questions posed by the teacher are related to the real world or the students' surroundings, allowing for in-depth investigation.

In teaching Negotiation Texts, the teacher starts the lesson with questions about real-life situations where negotiation texts are needed. Examples include negotiating with friends, negotiating between parents and children, negotiating between teachers and students, and negotiating between sellers and buyers. By asking questions related to the students' real-life experiences, students are guided towards a deep understanding of the negotiation process and the importance of communication skills in reaching mutually beneficial agreements. Additionally, the teacher can assign tasks that require students to design activities enabling them to practice negotiation techniques in scenarios relevant to their daily lives, thereby encouraging active engagement and deep comprehension in the learning process.

2. Plan

Plan which content outcomes will be addressed while answering the question. Involve student in the questioning, planning, and project building process. Teacher and students brainstorm activities that support the inquiry.

In the second activity, students create a project plan that they will work on under the guidance of their teacher. They determine the activities to be carried out in the project from the initial stage to its completion. The activities carried out during the planning phase include: (1) Determining the scope of the project. (2) Establishing rules for working on the project and submission deadlines. (3) Assigning roles among group members. (4) Drafting dialogue texts for the negotiation text project. (5) Determining the materials and tools needed to record the negotiation text project video. (6) Collecting the project or presenting the negotiation text project video in class.

3. Schedule

In this step teacher and students design a timeline for project components. Set benchmarks. Keep it simple and age-appropriate.

The third activity involves guiding students, with the guidance of the teacher, to plan activities aimed at providing students with an understanding that for a large project, a working group requires planning such as a good schedule, and it should be executed according to plan, but with simple guidance so that students do not become confused with their tasks. For example, showing examples of activity plans that have been carried out previously. After receiving guidance from the teacher, students can carry out these activities outside of normal class hours so as not to be pressed for time and can develop their creative inspiration from a wider field of thought. Students present the results of their activity planning at school as a form of accountability in a dialogue text and narrate how the story progresses and the project plan is made.

4. Monitor

This step is make the assessment authentic. Know authentic assessment will require more time and effort from the teacher. Asses Facilitate the process. Vary the type of assessment used. Mentor the process. Utilize rubrics. The fourth activity involves carrying out the project, with students receiving supervision from the teacher. This supervision is useful not only as a monitoring of work but also as a guidance process. Monitoring is done by giving full support to students to carry out their activities perfectly.

5. Evaluate

Take time to reflect individually and as a group. Share feelings and experiences. Discuss what worked well. Discuss what needs change. Share ideas that will lead to new inquiries, thus new projects. The fifth activity concludes the lesson with project evaluation. The activity involves the teacher and students reflecting on the project implementation. Students are asked to express what they have understood and done during the project. Additionally, students are also asked to share their feelings and new experiences gained

In practice, the project-based learning model in implementing negotiation text learning takes the form of syntax or the steps of the learning process are outlined in the following table. The steps of the Project-Based Learning model for Negotiation Texts are as follows

Table 1. Step of Project Based Learning

Project Base Learning

Step One

Initial Learning Questions

The first step in implementing project-based learning is to present initial learning questions that pique the curiosity of the learners towards the learning material. The questions in teaching negotiation text material aim to stimulate the interest of the learners, encourage critical thinking, and initiate the exploration process in learning. Initial questions can focus on the challenges faced in the negotiation process or on effective strategies that can be used to achieve mutually beneficial agreements. By providing relevant and challenging initial questions, teachers can inspire students to actively engage in the learning process, stimulate curiosity, and create space for further exploration of the material through the projects they undertake.

Step Two

Designing the Negotiation Text Project

Step two in the Project-Based Learning (PjBL) model involves the teacher in providing guidance on how to design a negotiation text project. The teacher acts as a facilitator guiding students through the planning and design process of the project. In the context of negotiation texts, the teacher can do the following:

1. Present relevant examples of negotiation texts and provide an understanding of the structure and elements required for effective negotiation.
2. Discuss the project's goals and parameters, such as the target to be achieved, the intended audience, and any constraints.
3. Direct students to research the chosen negotiation topic, including understanding its context and identifying problems or needs to be addressed.
4. Assist students in developing a project plan that includes clear stages, required resources, and responsibilities of each team member if the project is done in groups.
5. Provide guidance on how to develop effective negotiation strategies, including identifying interests, alternative solutions, and steps to achieve mutually beneficial agreements.
6. Provide regular feedback to students during the project design process to ensure that the project aligns with learning objectives and provide additional assistance if needed.

By providing guidance in designing a negotiation text project, teachers help students develop a deeper understanding of the topic as well as the skills and abilities needed to succeed in real negotiation situations.

Step Three

Scheduling Project Activities

The third step in the Project-Based Learning (PjBL) model is for the teacher to schedule or schedule the stages of the negotiation text project activities. This scheduling aims to provide a clear time frame and organized structure for students to carry out their projects. Here are some steps the teacher takes in this stage:

1. Develop a Schedule Plan: The teacher collaborates with students to develop a schedule plan that includes the main stages of the negotiation text project. This may include preparation, research, strategy planning, negotiation execution, evaluation, and reflection stages.
2. Setting Deadlines: The teacher sets deadlines for each stage of the project. This helps students manage their time efficiently and avoid delays.
3. Determine the project plan: The teacher and students together identify a framework for determining key points in the project that mark the achievement of certain stages. This helps monitor project progress periodically and complete the project within the specified time.
4. Pay Attention to Student Involvement: The teacher ensures that the set schedule takes into account the involvement and active participation of all students in each stage of the project. This may involve adjusting schedules to facilitate collaboration among students, presentation of results, or other learning activities.
5. Providing Flexibility: Despite having a structured schedule, the teacher also provides flexibility in scheduling to accommodate possible changes, challenges faced by students, or opportunities for further exploration.

By scheduling the stages of the negotiation text project activities, the teacher helps students develop time management, responsibility, and teamwork skills, while ensuring that the project can be completed effectively and efficiently.

Step Four

Project Supervision

The fourth step in the Project-Based Learning (PjBL) model involves the teacher in supervising the ongoing negotiation text project. This supervision aims to ensure that the project progresses according to plan, students continue to make progress, and provide additional assistance or support if needed. Here are some things the teacher does in the project supervision phase:

1. Monitoring Progress: The teacher regularly monitors students' project progress by observing their activities, reviewing documents or products produced, and interacting with students to gain a better understanding of the current stage of the project.
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2. Providing Feedback: The teacher provides constructive feedback to students on the quality of their work, alignment with project goals, and possible improvements that can be made. This feedback can be provided directly, through class discussions, or through written comments.
3. Directing Attention: If necessary, the teacher helps students redirect their focus or address challenges that arise during the project process. This may involve providing advice on more effective strategies or approaches, as well as providing additional resources or individual guidance.
4. Encouraging Collaboration: The teacher facilitates collaboration among students in the project by encouraging discussion, exchange of ideas, and team support. This helps ensure that each team member can contribute maximally and benefit from the collaboration.
5. Problem Solving: If there are problems or obstacles hindering project progress, the teacher works with students to identify adequate solutions and implement them. This may involve changing plans, adjusting strategies, or adding resources.

By actively supervising the ongoing project, the teacher helps ensure that students can overcome challenges and achieve their learning goals in the negotiation text project. This also allows the teacher to provide appropriate guidance according to the individual needs of students and maintain an effective and productive learning process.

Step Five

Assesment

The assessment phase is conducted on students' work in their project, aiming to measure their competence in creating negotiation text projects. Therefore, the assessment is tailored to fit the assessment rubric corresponding to the negotiation text material

Step Six

Evaluation

The sixth step is the Evaluation stage. Evaluation activities take place at the end of the learning process with the evaluation of the negotiation text project. The activities include reflection by both teachers and students on the outcomes of the negotiation text project. Students are asked to express what they have learned and experienced during the creation of the negotiation text project. Additionally, students are requested to express their feelings while carrying out the project.

The activities carried out by teachers and students using the project-based learning model are outlined in the following table.

Table 2. The learning activities in PjBL

| No | Teacher Activities | Student Activities |
|----|--|--|
| 1. | The teacher begins the activity by greeting the students and inquiring about their well-being. Then, the lesson starts with a communal prayer. Following this, the teacher asks for attendance and explains the learning objectives, focusing on the negotiation text material to be studied | The students respond to the greetings, participate in the prayer, confirm their attendance, and pay attention to the teacher's explanation regarding the learning objectives and the discussed material |
| 2. | <p>The teacher asks questions related to learning about negotiation texts:</p> <ol style="list-style-type: none"> 1. What do you know about negotiation activities? 2. What are the things that need to be considered in negotiation? 3. What are the characteristics or features of negotiation texts? <p>With these questions, the teacher assesses the students' motivation to learn about negotiation text material.</p> | The students engage in a question-and-answer session with the teacher regarding the stimulating questions presented by the teacher. They answer these questions, which are related to daily life and the topic of negotiation |
| 3. | <p>The teacher divides the students into several groups consisting of 6-8 students each to create negotiation text project videos.</p> <p>In the second session, students are given guidance on understanding the differences between negotiation texts and other texts in Bahasa Indonesia through the following questions:</p> <ol style="list-style-type: none"> 1. Can you mention examples of descriptive texts? 2. What are the differences between descrip- | The students respond to the teacher's prompting questions and then conduct investigations to understand negotiation texts by observing and comparing using other supporting sources for the preparation of the negotiation text project. In the fifth meeting, they answer the questions provided by the teacher according to the worksheets given |

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|----|---|--|
| | <p>tive texts and negotiation texts?</p> <ol style="list-style-type: none"> Have you ever negotiated using letters? Have you ever read negotiation texts in the form of letters? <p>These questions are aimed at providing an overview to the students on how to create negotiation texts. The second learning session involves investigating and gathering various supporting information from different sources, both print and from nearby sources. Students gather again to share the results of their investigations, collect the information obtained, and exchange opinions or responses to the answers on the worksheets. This is done to strengthen the students' understanding of negotiation texts that will be prepared for the negotiation text project.</p> | |
| 4. | <p>Meeting 3</p> <p>The teacher provides supervision by giving a lesson on finding the meaning of words that will be used by students in negotiation texts for the project. They fill out the task given by the teacher, which is to find word meanings in the dictionary, find synonyms, or explanations of words prepared by the teacher using a dictionary, thesaurus, or encyclopedia</p> | The students find the meanings of words starting from synonyms, explanations of words arranged through dictionaries, thesauruses, or encyclopedias |
| 5. | <p>Meeting 4</p> <p>The teacher assigns topics to the students to be used as negotiation text projects for each group, including Negotiations between friends, negotiations between parents and children, negotiations between teachers and students, negotiations between sellers and buyers. Then the teacher instructs them to compose a dialogue text aimed at negotiation and present it later to narrate the storyline that will be made for the video project of negotiation texts. The teacher also provides feedback and supervision on how to record the video project of negotiation texts and sets the deadline for assessment, which will be done the following week or in the 5th meeting, allowing for a one-week gap</p> | The students compose negotiation texts that will be used for dialogue in the negotiation text projects. Then, they present by describing the results of their work to receive feedback and supervision from the teacher |
| 6. | <p>Meeting 5</p> <p>The teacher prepares to watch negotiation text projects in the form of videos or comics that have been prepared by the students according to the topics determined in the previous meeting</p> | The students showcase their work, which is then watched together by the entire class X-3. They explain its parts according to the structure of the negotiation text and discuss the negotiation outcomes from the video. |
| 7. | <p>The teacher assesses the negotiation text project in the form of videos prepared and created by the students. If there are any groups facing issues due to a sick member, accommodations are made. The teacher also conducts an evaluation session with the students after watching the negotiation text videos and engages in a reflective activity together</p> | The students showcase their work and listen to the teacher's evaluation and assessment of their work, as well as participate in the teacher's reflective session |

The Implementation Results of the PJBL Learning Model in Negotiation Texts Material at SMA Negeri 1 Jember

The implementation was carried out at SMA Negeri 1 Jember to determine the results of its implementation in negotiating text learning using assessment rubrics as assessment parameters without disregarding assessments with other rubrics as follows.

A. Aspects of Negotiation Text Project Assessment

Table 3. Assessment Criteria for Presenting Negotiation Texts.

| No. | Assessment Aspects | Criteria | Score |
|-----|--|--|-------|
| 1 | Expression and facial mimicry portraying characters 3.5 | In all scenes, students are able to portray characters accurately, as demonstrated by expressions and facial mimicry corresponding to the character's personality and traits | 4 |
| | | In most scenes, students are able to portray characters accurately, as evidenced by expressions and facial mimicry that align with the character's personality and traits | 3 |
| | | In some scenes, students are able to portray characters accurately, as evidenced by expressions and facial mimicry that align with the character's personality and traits | 2 |
| | | In a few scenes, students are able to portray characters accurately, as evidenced by expressions and facial mimicry that align with the character's personality and traits | 1 |
| 2 | Body movement and gestures effectively portray the character | Throughout the scenes, students effectively portray the character with appropriate body movements and expressions according to the character's personality. | 4 |
| | | In most scenes, students are able to portray the character with appropriate body movements and expressions according to the character's personality | 3 |
| | | In some scenes, students are able to portray the character with appropriate body movements and expressions according to the character's personality. | 2 |
| | | In a few minor scenes, students are able to portray the character with appropriate body movements and expressions according to the character's personality. | 1 |
| 3 | Dialogue and sound arrangement | Throughout the scenes, students are able to portray characters with appropriate dialogue and sound arrangement in accordance with the character's personality and role | 4 |
| | | In most scenes, students are able to portray characters with appropriate dialogue and sound arrangement according to the character's personality and role. | 3 |
| | | In some scenes, students are able to portray characters with appropriate dialogue and sound arrangement according to the character's personality and role. | 2 |
| | | In a few scenes, students are able to portray characters with appropriate dialogue and sound arrangement according to the character's personality and role. | 1 |
| 4 | Mastery of setting/story background | In every scene, students are able to portray characters with a mastery of setting/story background that is appropriate according to the script's demands. | 4 |
| | | In most scenes, students are able to portray characters with a mastery of setting/story background that is appropriate according to the script's demands. | 3 |
| | | In some scenes, students are able to portray characters with a mastery of setting/story background that is appropriate according to the script's demands | 2 |
| | | In a few scenes, students are able to portray characters with a mastery of setting/story background that is appropriate according to the script's demands. | 1 |

| | | | |
|--|-----------|---|---|
| 5 | Coherence | In all scenes, students demonstrate coherence, evidenced by good teamwork and effective division of tasks | 4 |
| | | In most scenes, students demonstrate cohesion, shown through teamwork and effective division of tasks. | 3 |
| | | In some scenes, students demonstrate cohesion, shown through teamwork and effective division of tasks. | 2 |
| | | In a few scenes, students demonstrate cohesion, as evidenced by teamwork and effective division of tasks | 1 |
| Appreciation/Feedback/Suggestions: | | | |
| Score = (Total score achieved /[Maximum score: 20]) 100 | | | |

B. Implementation of PjBL in Negotiation Texts

Based on the implementation of the learning process, the learning outcomes were obtained. Here are the grades obtained by the students in learning negotiation texts through PjBL

Table 4 Score of PjBL in Negotiation Texts

| No | Student Name | Group Number | Score |
|----|--------------|--------------|-------|
| 1 | SA01 | Group 1 | 16 |
| 2 | SA02 | Group 1 | 16 |
| 3 | SA03 | Group 1 | 16 |
| 4 | SD04 | Group 1 | 16 |
| 5 | SP05 | Group 1 | 16 |
| 6 | SU06 | Group 1 | 16 |
| 7 | SA07 | Group 2 | 20 |
| 8 | SA08 | Group 2 | 20 |
| 9 | SF09 | Group 2 | 20 |
| 10 | SA10 | Group 2 | 20 |
| 11 | SN11 | Group 2 | 20 |
| 12 | SR12 | Group 2 | 20 |
| 13 | SR13 | Group 2 | 20 |
| 14 | SF14 | Group 3 | 18 |
| 15 | ST15 | Group 3 | 18 |
| 16 | SA16 | Group 3 | 18 |
| 17 | SS17 | Group 3 | 18 |
| 18 | SS18 | Group 3 | 18 |
| 19 | SC19 | Group 3 | 18 |
| 20 | SZ20 | Group 3 | 18 |
| 21 | SA21 | Group 4 | 18 |
| 22 | SM22 | Group 4 | 18 |
| 23 | SN23 | Group 4 | 18 |
| 24 | SN24 | Group 4 | 18 |
| 25 | SR25 | Group 4 | 18 |
| 26 | SR26 | Group 4 | 18 |
| 27 | SC27 | Group 5 | 20 |
| 28 | SL28 | Group 5 | 20 |

| | | | |
|-----------|------|---------|------|
| 29 | SM29 | Group 5 | 20 |
| 30 | SN30 | Group 5 | 20 |
| 31 | ST31 | Group 5 | 20 |
| 32 | SV32 | Group 5 | 20 |
| Total | | | 590 |
| Rata-rata | | | 18,4 |

CONCLUSION

Based on the research on the implementation of Project-Based Learning (PjBL) in negotiating text material at SMA Negeri 1 Jember, class X3, it can be concluded that this approach yields positive results. The average final score of the class is 18.4 on a scale of 1-20. This indicates that the PjBL approach is effective in improving students' understanding of negotiation material. However, to further enhance the effectiveness of learning, there needs to be evaluation and adjustment of strategies in implementing PjBL, especially in aspects that may not have been maximized in the learning process.

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