Teachers' Beliefs on the Use of Project-Based Learning for Teaching Writing

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Abstract
The research was focused on investigating teachers' beliefs regarding the implementation of Project Based Learning in teaching writing. In order to reach the objective and address the research inquiries, a qualitative case study. The research design is utilized to collect qualitative data. The study involved two English teachers from different schools in Indonesia teaching at the junior high school level. The first teacher was a new teacher with 2 years of experience and not certified yet, while the second teacher was an experienced teacher with 15 years of experience and certified in PPG. The study highlighted Project-Based Learning (PjBL) as an effective method for teaching writing in Junior High schools. The teachers support Project Based Learning for its alignment with the curriculum and its benefits in promoting critical thinking and problem-solving skills. PjBL also improved student motivation, engagement, and self-regulation. However, challenges such as progress monitoring, time management, and access to technology exist. Despite these obstacles, PjBL offered long-term advantages for students. In conclusion, PjBL was a valuable approach for teaching writing but requires careful planning and support for successful implementation.

Keywords: Writing, Project-Based Learning, Beliefs

Introduction
The 2013 Curriculum introduced by the Ministry of Education and Culture of Indonesia emphasizes the importance of 21st-century skills in education, aiming to prepare students for the complexities of modern society. This curriculum focuses on developing critical competencies, including critical thinking, communication, collaboration, and creativity, collectively known as the 4Cs. These skills are essential not only for academic success but also for personal and professional growth in an increasingly interconnected world.

A significant aspect of the 2013 Curriculum is its advocacy for student-centered teaching methods. Teachers are encouraged to facilitate learning rather than merely delivering information. This shift in focus allows students to take an active role in their education, fostering independence and collaboration. According to Kuok Ho (2023), this approach

emphasizes the learning process over the teaching process, which is crucial for developing students' abilities to learn and adapt.

Project-based learning (PjBL) is a central component of the curriculum, recognized for its effectiveness in enhancing student engagement and academic achievement. PjBL involves students working on real-world projects that require them to apply their knowledge and skills in practical contexts. This method not only promotes deeper learning but also cultivates intrinsic motivation, as students often find greater relevance in their work. Research by Parrado-Martínez and Sánchez-Andújar (2020) and Zulaeha and Marpaung (2020) support the idea that PjBL fosters both academic success and motivation among learners.

In addition to these pedagogical strategies, the curriculum places a strong emphasis on writing skills, particularly for senior high school students. Writing is viewed as a critical form of communication that plays a significant role in language development. Hyland (2003) noted that writing can contribute to developing grammar, vocabulary, and overall language proficiency. The curriculum outlines essential components of effective writing, including content, organization, mechanics, vocabulary, and grammar, as highlighted by Brown (2010).

The writing process is structured into several stages: pre-writing, drafting, revising, editing, proofreading, and publishing (Aliotta, 2018). Each stage is designed to help students think critically about their writing and improve their communication skills. For instance, during the pre-writing stage, students engage in brainstorming and outlining, which helps them organize their thoughts before drafting. The revising and editing stages encourage reflection and refinement, ensuring that the final pieces are coherent and polished.Furthermore, the curriculum recognizes that writing is not just about orthography or the mechanics of language; it is also about the deliberate selection and organization of ideas. Ahmed and Zhang (2023) emphasize that writing is an act of communication that must be developed through study and practice, highlighting the importance of teaching writing as a skill that requires attention and effort.

In conclusion, the 2013 Curriculum from the Ministry of Education and Culture of Indonesia represents a comprehensive approach to education that prioritizes the development of 21st-century skills. By fostering a student-centered learning environment and incorporating project-based learning, the curriculum aims to prepare students for the challenges of the modern world. The emphasis on writing skills further supports students in becoming effective communicators, capable of expressing their ideas clearly and persuasively. As educators implement these strategies, they play a crucial role in shaping the future of their students, equipping them with the skills and knowledge necessary to succeed in an ever-evolving global landscape. That is why the researcher aims to know how the teacher implements Project Based Learning in teaching writing, the challenges that they face, the benefits that they got, the media, and beliefs.

Methodology

This study employed a qualitative case study approach to explore teachers' beliefs and practices regarding the use of Project-Based Learning (PjBL) in teaching writing at the junior high school level. A case study approach was deemed suitable as it facilitates an in-depth exploration of complex educational phenomena within a specific context (Yin,

2014). By utilizing this approach, the study provides a detailed understanding of how teachers perceive and implement PjBL in their instructional practices.

Two English teachers from different junior high schools in Indonesia participated in this study. These teachers were purposefully selected to represent different levels of teaching experience. One participant was a novice teacher with two years of teaching experience and had not yet obtained a teaching certification. The second participant was an experienced teacher with 15 years of teaching experience and had successfully completed the Teachers Professional Education Program (PPG). The selection of participants with varying teaching backgrounds provided insights into how different levels of experience influence the implementation of PjBL in writing instruction.

To gain an in-depth understanding of the teachers' perceptions and instructional practices, semi-structured interviews were conducted. The interview protocol (Table 1) was designed to elicit detailed responses and allow flexibility in exploring teachers' perspectives on the advantages, challenges, and implementation of PjBL in writing instruction.

The interviews were conducted using online platforms and voice notes to ensure accessibility and convenience for the participants. All interviews were audio-recorded and transcribed verbatim for subsequent analysis.

Table 1. Interview Questions

No	Questions
1	What do you think about using Project based learning in lessons?
2	What are the benefits of using PjBl both in class and student motivation outside of class?
3	What are the disadvantages/challenges of using PjBl and how do you overcome these challenges?
4	Are there any changes after using PjBL in learning writing skill?
5	How long do you need to use PjBL to teach English writing?
6	What kind of video/media/characteristics are good to use in PjBL?

The collected data were analyzed thematically to identify recurring patterns and themes in teachers' perceptions and practices of PjBL in writing instruction. This study followed the six-step approachesof thematic analysis outlined by Braun and Clarke (2012). First, the researchers familiarized themselves with the data by skimming through the selected interview transcripts, immersing themselves in the content, and taking initial notes on key observations. Second, the transcripts were carefully read, and initial codes were generated to break down the data into smaller, manageable segments. Third, patterns and themes were identified, categorizing responses that aligned with key aspects of Project-Based Learning (PjBL) and writing pedagogy.

In the fourth step, the identified themes were reviewed and refined to ensure coherence with both the coded data and the overall dataset. The fifth step involved defining and describing each theme in detail, clarifying its scope and relevance to the study, and assigning meaningful labels. Finally, the analysis was synthesized by interpreting the emerging themes in relation to existing literature on PjBL and writing pedagogy, with relevant data extracts used to illustrate key findings.

Ethical approval was obtained prior to data collection. Participants were informed about the study's purpose, procedures, and their rights, including the right to withdraw at any time. Informed consent was obtained from both teachers, and all data were anonymized to ensure confidentiality.

Results and Discussion
Based on the observation, the researcher found the teachers' belief of Project-Based Learning in teaching writing at SMP X (experienced and certified teacher) and SMP X (beginner teacher). Each finding would be explained in the following explanation.The researcher found the opinions, benefits, challenges, effects, duration, and media that were implemented while teaching writing using Project Based Learning.

The opinion of Project Based Learning.
Based on the results of the interview, the researcher found some opinions about Project Based Learning teachers' beliefs.
"For question number one, my opinion on the use of project-based learning is that it is very interesting because it demands student involvement in the learning process. Furthermore, the projects created are relevant to the students' needs, which makes it even more engaging. For me, student involvement is very important in learning. Students must construct their own knowledge, organize, and build their own understanding. In this case, the topic is "invitation," which is very suitable to be made into a project. This way, students can construct their own knowledge through the project. That's my opinion for the first question." (Interview with one of English teacher, 2nd June 2024)

The conclusion, when connected to teachers' beliefs, is that teachers who believe in the effectiveness of project-based learning see it as a valuable approach because it actively involves students in the learning process. They understand that by engaging students in projects relevant to their needs, they foster deeper understanding and knowledge construction. This belief emphasizes the importance of student participation and autonomy in learning, aligning with the idea that students should build and organize their own knowledge. Thus, teachers who support project-based learning are likely to implement it effectively, recognizing its potential to enhance student learning and engagement.

"In my opinion, the use of PjBL is an innovative learning model where students, as the centre of the learning process, can be more creative in problem-solving and develop critical thinking skills, with the teacher acting as a facilitator."

The conclusion, when connected to teachers' beliefs, is that teachers who believe in the effectiveness of project-based learning view it as an innovative and student-centered approach. They see its potential to enhance students' creativity, problem-solving abilities, and critical thinking skills. By adopting this belief, teachers position themselves as facilitators, guiding and supporting students in their learning journey rather than simply delivering content. This aligns with the broader educational philosophy that prioritizes active student engagement and autonomy in the learning process.

The benefits of project-based learning in teaching writing
"All students are actively involved in the learning process, ensuring full participation. Secondly, teachers can use a rubric to easily assess if the project meets the learning objectives outlined in the K–13 curriculum. The limited use of electronic media in our

school makes students more enthusiastic about projects that require laptops, boosting their motivation and engagement in learning."

The conclusion, when connected to teachers' beliefs, is that teachers who value project-based learning recognize its ability to engage all students actively, simplify assessment through clear rubrics, and boost student motivation by integrating technology. These beliefs underscore the importance of creating an interactive, student-centred learning environment that enhances critical thinking and problem-solving skills, aligning with the goals of modern education.

"Students find learning through PjBL more engaging because they are challenged to solve problems independently."

In conclusion, teachers who believe in the effectiveness of PjBL understand that it not only actively involves all students but also makes learning more engaging by challenging students to solve problems independently. This approach simplifies assessment for teachers and enhances student motivation, particularly through the use of technology. These beliefs highlight the importance of a student-centred learning environment that fosters critical thinking and problem-solving skills.

The challenges of Project-Based Learning in Teaching Writing
"The challenge of monitoring PjBL projects lies in controlling students' laptop usage and effectively managing project time. To address these challenges, students are grouped for each project, with a designated project leader responsible for reporting website usage. Additionally, time slots are allocated for each project step during meetings, although delays may occur. Individual assistance is provided during research to ensure timely project completion."

In conclusion, while project-based learning (PjBL) offers numerous benefits, such as fostering independent problem-solving and critical thinking skills, it also presents challenges in monitoring student laptop usage and managing project time effectively. However, by implementing strategies like grouping students, appointing project leaders, and allocating specific time slots, these challenges can be mitigated, ensuring that PjBL remains a valuable and effective approach to education.

"The challenges in Project-Based Learning (PjBL), especially the inadequate facilities and support systems in schools such as the use of projectors, etc."

In conclusion, the main challenges of Project-Based Learning (PjBL) in schools are the inadequate facilities and support systems, particularly the limited availability and use of essential tools like projectors. These challenges hinder the effective implementation of PjBL, impacting the quality of education and student engagement. Improving these facilities and support systems is crucial for the successful adoption of PjBL in schools.

The impacts after using project-based learning in Teaching Writing
"For question number four, although the changes may not be obvious, students show improvements in structured sentence construction and understanding sentence meanings. Through the project-based learning approach, particularly in creating invitation posters, students become more aware of grammatical sentence composition and gain a deeper

understanding of sentence meanings within the context of their posters."

In conclusion, despite the changes, the implementation of project-based learning (PjBL) has led to good improvements in students' structured sentence construction and understanding of sentence meanings. Through creating invitation posters, students have become more proficient in composing grammatically correct sentences and interpreting sentence meanings within the context of their projects. This highlights the efficacy of PjBL in enhancing language skills and comprehension among students.

"After implementing PjBL, students are more motivated to learn and become more active and creative in the classroom."

In conclusion, the implementation of project-based learning (PjBL) has resulted in increasing students' motivation, as well as good levels of activity and creativity within the classroom.

How long teachers implemented project-based learning in the classroom.
"For question five, implementing the lesson typically takes two sessions. The first session is dedicated to understanding and explaining the material, focusing on identifying, understanding, and applying the language structure of invitation sentences. In the second session, students analyse their assigned topic, such as a wedding invitation, and compose the invitation poster, applying the skills learned in the first session." (Both teachers have similar answers).

In conclusion, the lesson takes two sessions. The first session covers understanding and explaining the material, focusing on invitation sentences and language structures. In the second session, students work on their project, like creating a wedding invitation poster, using the skills they learned.

The suitable media of Project-Based Learning
"For question number six, the effectiveness of the media depends on its suitability for the lesson's context. In the case of the invitation topic and poster project, various media, such as laptops, the internet, and social media platforms like Pinterest, can be beneficial for research and design. The choice of media should align with the learning objectives and the specific needs of the project."

In conclusion, the choice of media for PjBL depends on its alignment with the lesson's objectives and the project's requirements. While various media, such as laptops, the internet, and social media platforms, can be effective, their selection should be based on their suitability for the specific topic and project. The key is to ensure that the chosen media facilitates learning and supports students in achieving their goals within the project-based learning framework.

The findings of the study clearly show that the use of project-based learning is effective in teaching writing, especially in junior high schools. Both teachers have done the writing lesson using project-based learning in 2 sessions. Based on the interview done with two junior high school teachers with different experiences, the discussion of the study will be classified into some points answering the research questions.

The first question is about the teacher's perceptions and beliefs toward the use of Project

Based Learning. The result of the teacher's beliefs about project-based learning for teaching writing conducted in two junior high schools is that project-based learning emerged as an effective and innovative way to teach writing. Both teachers agree that PjBL is an effective way to be used in the classroom. Besides boosting the participation and engagement of the students since it is student-centered learning, it also promotes critical thinking and problem-solving skills. It is aligned with the current Indonesian curriculum, which focuses on promoting 21st-century skills in the learning process. It is also supported by the Buck Institute for Education (2016), which stated that project-based learning can assist students in developing 21st century skills like communication, teamwork, critical thinking, and problem solving.

The second question is related to the benefits of using Project Based Learning for teaching writing. Compared to Chen & Yang (2019) and Hung et al. (2012), who stated that Project Based Learning can enhance not only academic achievement but also students' motivation, there are some benefits that the teachers and students get from using PjBL in the writing class explained by the teachers. Such as making students more motivated and enthusiastic, increasing students' engagement in learning, and improving students' self-regulation, critical thinking, and problem-solving skills. By giving them projects in groups, they are challenged to solve the problems and complete the projects independently. Because it focuses on student-centred learning, the teachers act as facilitators to assist the students and to make sure everyone is involved in the activities.

The third question is about the challenges of incorporating Project Based Learning into teaching writing. Based on the interview results, teachers said that sometimes they find challenges in applying to Project Based Learning. One of them is monitoring the students and the projects. Especially in the use of electronic devices such as laptops and gadgets in the classroom. As a facilitator, teachers should make sure that the activity runs effectively. However, their enthusiasm toward group projects and electronic usage sometimes makes them enjoy doing the project and forget the deadline. Thus, the next challenge is time-consuming. Applying to PjBL requires some steps. According to Stoller (2006), there are three steps in conducting project-based learning: planning, implementation, and reporting. The teachers interviewed took two sessions to conduct the lesson using PjBL. To address these issues, the teachers apply some strategies. First, students are divided into groups for each assignment, and a project leader is assigned to report website usage. Furthermore, time periods are set out for each project phase during meetings, although delays may occur. Individual help is offered during research to ensure that the project is completed on time.

The last challenge explained by the teacher is related to the limited access of technology such as projector. When asked about the suitable media that can be used in PjBL, the teachers explain some digital media, such as laptops, the internet, and social media. However, the use of such media is still limited in the classroom.

Even though it does not show obvious changes in students, according to the teacher, the implementation of PjBL has a positive impact on the students.

Conclusion
Overall, the research shows that project-based learning (PjBL) is effective for teaching writing in junior high schools. The teachers in the study had positive views on PjBL,

saying it aligns with the Indonesian curriculum and helps develop critical thinking and problem-solving skills. They also found that PjBL boosts student motivation, engagement, and self-regulation skills.However, there are challenges like monitoring progress, time management, and lack of technology access. Despite these obstacles, PjBL is seen as beneficial for students, even if the results are not immediate. In conclusion, PjBL is a valuable method for teaching writing in junior high schools, but it needs careful planning and support to address implementation challenges.

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