UTILIZING PROJECT-BASED LEARNING TO FOSTER STUDENTS' HIGHER ORDER THINKING SKILLS: A CASE OF EFL TEACHERS' UNDERSTANDING AND TEACHING PRACTICES

A THESIS

Submitted in Partial fulfilment of the Requirement for the Master's Degree in English Education

By

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2208660

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE AND LITERATURE EDUCATION

UNIVERSITAS PENDIDIKAN INDONESIA

2024

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Oleh

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S.Pd. Universitas Negeri Semarang, 2021

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar

Magister Pendidikan (M.Pd) pada Program Studi Pendidikan Bahasa Inggris

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Juni 2024

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STATEMENT OF AUTHORIZATION

I solemnly declare that the research entitled Utilizing Project-based Learning to Foster Students' Higher order thinking Skills: A case of EFL teachers' Understanding and Teaching Practices is solely and entirely the origination of my own work. I affirm that it is free from any form of plagiarism to the best of my knowledge under the supervision of an eligible supervisor, and I have conducted through examination to ensure its originality. However, I acknowledge and willingly accept full responsibility for any potential ramifications that may arise in the event of any breach of ethical standards in educational research during this study.

Bandung. 9 Juli 2024

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AKNOWLEDGEMENTS

I wish to convey my profound gratitude to Allah SWT who has given His mercy and His grace to the author, who has given an extraordinary power to finish this thesis. Foremost, my deepest appreciation goes to my esteemed supervisors, Prof. Dr. Hj. Nenden Sri Lengkanawati, M. Pd. and Dr. Fazri Nur Yusuf, M. Pd. and my wise Examiners, Prof. Bachrudin Mustafa, M.A., Ph.D, and Prof. Ahmad Bukhori Muslim, M.Ed., Ph.D whose steady advice, knowledge, and assistance have been essential in determining how this study has progressed. Your unwavering dedication and cognitive support have helped me to achieve my academic goals.

Additionally, I would like to sincerely thank the outstanding academic members of Universitas Pendidikan Indonesia's English Language Education Study Program. Their unwavering commitment to academic success and their ability to provide information and wisdom have been essential in growth as a scholar.

To my cherished family and my closest friends, I will always be grateful for your unfailing support and belief in my ability to succeed. Your encouragement, affection, love, and understanding have been a constant source of inspiration and motivation throughout this challenging journey.

I would be remiss not to expresses my deepest gratitude to SMP Islam Ngadirejo for allowing me to conduct this study. I also want to thank all of the committee, particularly the English Teacher and students, who selflessly contributed their time, knowledge, and insight to this research. Their willingness to engage in this research has been paramount to its success, and their invaluable contributions have shed light on new perspectives and enriched the findings.

In Closing, I am profoundly grateful for the immense contributions and unwavering support extended by each individual mentioned above. Their presence in my academic voyage has left an indelible mark, and I am forever grateful for their unwavering belief in my abilities. Thank you for your unwavering commitment and for accompanying me on this transformative journey.

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UTILIZING PROJECT-BASED LEARNING TO FOSTER STUDENTS' HIGHER ORDER THINKING SKILLS: A CASE OF EFL TEACHERS' UNDERSTANDING AND TEACHING PRACTICES

ABSTRACT

Project-based learning is supposed to lead student-centred learning and cultivate a competitive and critical thinking mindset following the Emancipated Curriculum. Unfortunately, due to teachers' incomplete understanding of the notion of project-based learning, teacher-centred learning remains noticeable. As a result, it is critical to investigate how teachers conceptualize and carry out project-based learning in the classroom. This study employed a case study with documents (lesson plans), classroom observations, and interviews as the primary means of gathering data to examine teachers' comprehension and application of these techniques in the classroom to support students' development of critical thinking abilities through project-based learning. Under the Emancipated curriculum, two experienced teachers who had completed the professional teacher program (PPG) at a junior high school in Central Java were investigated in terms of how they comprehend project-based learning. Findings indicated that, teachers were aware of the fundamental concepts behind project-based learning and were proficient in all kinds of activities relevant to Stroller's (2006) theory of activities in project-based learning. This study also demonstrates that the teachers indicated a solid understanding of and implement the HOTS concepts of understand (C2), apply (C3), analyze (C4), and evaluate (C5). It is advised that teachers utilize project-based learning more commonly in the classroom because it can raise students' HOTS by helping them comprehend in each task.

Keywords*: **Higher-Order Thinking Skills (HOTS), Project-based Learning (PjBL), Teachers' Understanding.**

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PEMBELAJARAN BERBASIS PROYEK UNTUK MENCAPAI HIGHER ORDER THINKING SKILLS (HOTS) SISWA: STUDI KASUS PADA PEMAHAMAN DAN PRAKTIK MENGAJAR GURU

ABSTRAK

Dalam Kurikulum Merdeka, project-based Learning diharapkan mampu menjadi tombak pembelajaran yang berpusat pada peserta didik dan menumbuhkan sikap berfikir kritis, dan kompetetif. Namun sayangnya, tidak dapat dipungkiri bahwa pembelajaran yang berpusat pada guru masih dominan karena guru belum sepenuhnya memahami konsep dari project-based learning. Oleh karena itu, penting untuk mengeksplorasi pemahaman guru tentang project-based learning secara konsep maupun penerapannya didalam kelas. Dengan menggunakan study kasus, penelitian ini menggunakan dokumen analisis dalam bentuk lesson plan, observasi kelas dan wawancara sebagai metode pengumpulan data utama untuk melihat secara mendalam pemahaman guru dan pemanfaatnya dalam kelas sehingga project-based learning ini dalam menumbuhkan ketrampilan berpikir kritis anak. Dua orang guru berpengalaman dan telah bersertifikat program profesi guru (PPG) di salah satu Sekolah Menengah pertama di Jawa Tengah terlibat dalam menggali pemahaman mereka tentang Project-based Learning sesuai dengan yang tercantum dalam kurikulum merdeka. Temuan penelitian menunjukkan bahwa guru memahami konsep dasar dan segala jenis aktivitas mengenai project-based learning dibawah teori Stroller (2006). Penelitian ini juga menggarisbawahi bagaimana pemahaman guru tentang project-based learning di terapkan dalam kelas sehingga mampu menumbuhkan sikap Higher-order Thinking Skills (HOTS) anak. Dengan pemahaman yang baik, project-based learning mampu mengantarkan HOTS anak mulai dari dimensi understand (C2), Apply (C3), Analyze (C4), dan Evaluate (C5). Namun, pada beberapa tahapan project-based Learning, masih adanya ketidak konsistennya guru antara baik dalam teori maupun praktek sehingga berpengaruh terhadap capaian HOTS anak.

Kata kunci; *Higher-ordet Thinking Skills (HOTS), Pemahaman guru, Project-based Learning.*

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Faza Lutfiyana, 2024
UTILIZING PROJECT-BASED LEARNING TO FOSTER STUDENTS' HIGHER ORDER THINKING SKILLS: A CASE OF EFL TEACHERS' UNDERSTANDING AND TEACHING PRACTICES
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