



Implementation of Project Based Learning on The Communication Ability of BDP Students in The Independent Curriculum at SMKN 1 Kedawung

Rosdiana Putriani¹ and Jefry Aulia Martha^{2*} 

^{1,2} Universitas Negeri Malang, Malang, East Java, Indonesia
jefry.aulia.fe@um.ac.id

Abstract. The purpose of this study was to determine the communication skills of students majoring in online business and marketing through the implementation of Project Based Learning in the independent curriculum at SMKN 1 Kedawung. This research approach is qualitative with descriptive qualitative research type. Data collection techniques are observation, interview, and documentation. The analysis techniques in the research are data reduction, data presentation, and conclusions. Checking the validity of the data using the Triangulation Technique. The results showed that the implementation of project-based learning in the independent curriculum can improve the communication skills of students majoring in marketing and foster confidence in communication. The findings also show that teachers and students majoring in BDP at SMKN 1 Kedawung are able to implement project-based learning effectively on students' communication skills and can adapt to curriculum changes that focus on studentcentred learning, especially in developing communication skills of students majoring in BDP.

Keywords: Project Based Learning, Communication, Independent Curriculum.

1 Introduction

Education is the main foundation in increasing the progress of a country. The Indonesian education system itself has experienced several changes and improvements, such as what happened in 2013, namely changes to the learning curriculum. From the 2013 Curriculum onwards the curriculum was revised, but during the COVID-19 pandemic it was changed to an independent curriculum. The independent curriculum was chosen as learning recovery in accordance with the independent curriculum development policy [1]. The Independent Curriculum is an effort to provide flexibility for educators and students to determine for themselves the learning system that will be implemented. In this curriculum, learning is student-centered, students are also trained to communicate well. According to [2] an integrated curriculum enables deeper learning and increases learning engagement and motivation.

In the current information era, speaking or communication skills are very important for someone to have, especially students. Speaking is a language skill that involves productive and receptive skills that enable students to communicate effectively with

other people [3]. In the educational context, communication skills are an essential competency for students because it can help them in various academic and social aspects. Communication in learning is the process of exchanging information in the form of learning materials between teachers and students [4]. Vocational high schools are vocational schools that prioritize students being prepared to work after graduating so that students are equipped with abilities that match their skill competencies, students are also equipped with good communication skills. In the learning process, teachers of course apply learning methods and models that support students' communication skills. Project based learning (PjBL) is an alternative learning model that can improve students' speaking skills [4].

Implementing a learning model is one of the main elements in the learning process to be able to make students more active. The Indonesian Ministry of Education and Culture aims to advance an educational curriculum that is in line with the concept of 21st century education. 21st century education is applied to the development of education towards a creative Indonesia in 2045. Learning that develops 21st century skills is student-centered learning, teamwork, and learning in students' daily lives [5]. The most common learning models in the constructivism approach are project-based learning and problem-based learning. Regarding students' communication skills, teachers can use appropriate learning models.

Project Based Learning one teaching approach that stimulates inquiry and is practice-based which can be beneficial for deconstructing the perception of learning as a relationship between subject (teacher) and object (student) [6]. The implementation of project based learning is an effort for students to play an active role in their learning activities [7]. The emphasis of PjBL learning lies on students' activities to produce products by applying the skills of researching, analyzing, creating, and even presenting learning products based on real experience [8]. The characteristics of independent curriculum learning are learning using a project-based learning model, in this learning can develop students' skills and character in accordance with the Pancasila student profile. This learning model allows students to practice their communication skills by speaking well while studying. The application of project based learning can increase active, meaningful and directed communication between students [8]. According [9] there are three main stages in project based learning strategies, namely planning, implementation/implementation, and evaluation.

SMKN 1 Kedawung is a vocational school in Cirebon district that implements independent learning. In the independent curriculum, the teacher's learning activity process uses various learning models, including marketing teachers. At SMKN 1 Kedawung marketing teachers usually apply a project-based learning model in productive subjects, the aim is to find out and improve students' skills, especially in communication skills and students can explore their own abilities during learning. In the marketing department, students are required to be able to communicate well in order to face the world of business and industry which currently requires marketing graduates who have good communication skills. According to [10] students become more communicative, creative, innovative and improve students' speaking skills when learning project based learning.

Researchers want to know to what extent the implementation of project based learning has affected the communication skills of students majoring in BDP in the independent curriculum at SMKN 1 Kedawung in the planning, implementation, evaluation and implementation process of project based learning on the communication skills of students majoring in online business and marketing.

2 Research Methods

This research uses a descriptive qualitative approach. The research was carried out at SMKN 1 Kedawung Cirebon. Determining the number of samples uses a purposive sampling technique, namely a method for determining samples with certain considerations according to [11]. The data collection techniques used were observation, interviews and documentation. This research uses the Miles and Huberman model of data analysis. According to Miles and Huberman, data analysis is data reduction, data presentation, and conclusions. Checking the validity of the data uses the Triangulation Technique, namely source triangulation and technical triangulation.

3 Result

In the curriculum 2013 implementation of project-based learning has been implemented, the teacher compiles the steps of planning learning planning steps by making a Learning Implementation Plan (RPP) and developed in the syllabus to direct student learning activities in order to achieve Core Competencies (KI) and Basic Competencies (KD). While in the independent curriculum independent learning planning in the form of Flow of Learning Objectives (ATP) and Learning Outcomes (CP) and create teaching modules to facilitate the learning process. learning process. In the 2013 curriculum, the subjects presented to students are more complete and structured, while in the independent curriculum the subjects emphasise character and moral learning in students. curriculum emphasises character and moral learning in students, so that each material is divided into several elements. so that each material is divided into several elements. Implementation of implementation of project-based learning involves steps designed by the teacher to guide students during project-based learning. during project-based learning. The first one is making groups, the teacher The teacher divides them by means of sufficient, able, and proficient groups. The teacher must determine the right appropriate learning in the selection of projects in accordance with the curriculum and students' interest. Teachers as facilitators, provide guidance without limiting creativity and innovation. limiting creativity and innovation. The school provides facilities such as projectors, computers and audio. There are challenges that arise, including teachers who still have not implemented the independent curriculum and they have no desire to apply the to implement appropriate learning in the current curriculum and lazy students who cannot access the internet and do not have mobile phones. lazy students and students who cannot access the internet and do not have mobile phones. To overcome the challenges to overcome these challenges, the head of the curriculum provides support to teachers who are not yet developing. Marketing teachers themselves have their own

ways, such as personalised personalised approach and ensuring students can participate in project-based learning effectively and providing internet facilities for student learning activities.

Evaluation involves assessment of students' mastery of the material by using various assessment instruments during the learning process. In project-based learning, teachers measure learning outcomes with assessment rubrics, such as written or oral tests, project assignments, and other assessments. oral tests, project assignments, and other assessments. The evaluation process involves guidance to students during the evaluation and reporting stages. There is challenge that arise in the evaluation of project-based learning, such as incomplete assignments or different group differences, can be overcome through incomplete tasks or different group differences, which can be overcome through rewards, punishments, parental involvement and monitoring group progress. rewards, punishments, parental involvement, and monitoring group progress.

On the Implementation of implementation of project-based learning on the communication skills of students majoring in BDP uses two elements. Firstly, communicating with project customers project that is made, namely making a paper report, power point (PPT) and student presentation. presentation of results. Second, sales service project made is role playing sales service before the students make a script and prepare the tools needed. practice students make a script and prepare the tools needed. The stages of project-based learning delivered by the teacher are in accordance with the syntax of project-based learning. syntax of project-based learning fundamental questions, designing project planning, developing a schedule, monitor the activity and development of the project, test the results, and evaluate the learning experience. success in PjBL learning is in accordance with the profile of Pancasila learners in the independent curriculum learners in the independent curriculum Learners are characterised by, faith, devotion to God Almighty and noble character, mutual cooperation, independence, reasoning, and learning. mutual cooperation, independence, critical reasoning, and creativity. Through project-based learning with collaboration and presentations, teachers can assess the extent to which students are able to convey opinions and ideas clearly and effectively, the assessment is done by using the by using the assessment instrument. In the assessment instrument on project-based learning starts from planning, process, product presentation, and results. Besides assessment, there are strategies taught by teachers when implementing project-based learning. project-based learning that help students in overcoming difficulties or nervousness when communicating by motivating and giving students the opportunity to communicate. communication, namely by providing motivation and giving students the opportunity to come forward according to their learning needs in order to increase their students' confidence when communicating or speaking in front of many people.

4 Discussion

4.1 Project Based Learning Implementation Planning Process in the Merdaeka Curriculum

SMKN 1 Kedawung is a vocational school in Cirebon district which is implementing an independent curriculum in 2023/2024 which is currently being implemented in class X and gradually the independent curriculum is being implemented in classes XI and XII. The implementation of project based learning at SMKN 1 Kedawung in the independent curriculum has been well integrated. In the 2013 curriculum, the implementation of project based learning has also been implemented as a learning process that produces a product at the end of the lesson and for the project based learning learning planning process to adapt to the lesson material. Teachers prepare learning plans by creating a Learning Implementation Plan (RPP) and developing a syllabus to direct student learning activities so that Core Competencies (KI) and Basic Competencies (KD) are achieved. Different from the 2013 curriculum, in the independent curriculum, in the process of planning the implementation of project based learning the teacher makes a design, in productive lessons the teacher makes a learning plan according to needs, when implementing the project based learning model the teacher makes a schedule according to learning outcomes. In order for the learning to be carried out well, the teacher creates a learning planning design, namely the Learning Objectives Flow (ATP), Learning Achievements (CP) and teaching modules to simplify the learning process. The change from the 2013 curriculum to the independent curriculum also included changes to subjects, previously in the 2013 curriculum the subjects delivered to students were completer and more structured, whereas in the independent curriculum the subjects emphasized more on learning character and morals for students so they were divided into several elements.

4.2 Project Based Learning Implementation Process

The implementation of project-based learning receives support from various school parties, especially in the academic department, the head of curriculum is tasked with being the academic coordinator who organizes and supervises the implementation of learning, including project-based learning. In the independent curriculum, the teacher makes a learning plan before delivering it to students, including during project-based learning so that it is carried out in a structured manner so that the teacher implements project-based learning in the independent curriculum. Productive teachers majoring in marketing focus more on students' abilities and expertise during the learning process and students are freed by the teacher to think creatively and innovatively by seeking experience to solve a problem which then at the end of learning students produce a product. In the Online Business and Marketing major, in implementing project-based learning, students gain experience when participating in a group, they are more interactive and can increase their self-confidence and are more communicative so that students become skilled and can hone their abilities.

Implementation of project based learning involves stages created by teachers to guide students during project based learning. The teacher forms groups and each group member consists of 4 to 5 students according to the learning topic. In implementing project based learning, students gain experience when participating in a group which makes them more interactive and can hone their communication skills. For example, during a presentation students speak in front of many people and in this way students become more confident, by making Power Point (PPT) as a presentation medium to convey project results. The steps prepared by the teacher when implementing project based learning in the independent curriculum were successfully implemented when learning in class in the BDP department made students more communicative. Thus, a strategy for implementing project based learning is also needed during its implementation.

The teacher's project-based learning implementation strategy determines appropriate learning in choosing projects according to the curriculum that can trigger student interest and the teacher provides direction without limiting students during the implementation of project-based learning. In the independent curriculum, teachers as facilitators, in each learning process, students are required to be creative, innovative and explore information so as to produce it in the form of information or present it in the form of products. Apart from providing facilities for students to study independently, teachers also pay attention to their students in every project based learning lesson to collaborate well in each group and the school provides facilities such as projectors, computers and audio. After that, students are guided during the implementation of learning, looking for information in various media. Students are asked to convey their results in groups and when there are students who are not active, these students are given personal direction and motivation to work together with their group. This is a productive teacher strategy in implementing learning. Implementing project-based learning not only creates an in-depth learning experience, but this learning can help students develop the collaborative skills they need in the real world. However, in implementing project based learning there are challenges or obstacles faced during its implementation.

In implementing project-based learning in the independent curriculum there are challenges, because changes to the curriculum mean students and teachers have to adapt to existing policies, especially challenges for teachers according to the curriculum leader of SMKN 1 Kedawung, there are teachers who still use classical teaching methods and they don't exist. the desire to apply learning that is appropriate to the current curriculum. Meanwhile, socialization, internal and external training have been provided, but because there is no desire to develop and the teacher continues to get used to old habits and cannot keep up with developments in the learning curriculum, this can be detrimental to students so that students do not have additional skills or more knowledge. With these challenges, the head of the curriculum must be able to overcome existing challenges or problems by monitoring, inviting and providing guidance to teachers who have not yet followed curriculum changes.

Meanwhile, the challenges faced by productive teachers in class and via smartphone. Marketing teachers have their own way of overcoming problems or challenges during learning and interacting with students, such as a personal approach to students so that the students concerned can ultimately follow their friends in completing their project

assignments. Internet facilities in schools must be adequate and students You must also have a cellphone to support your learning activities.

4.3 Project Based Learning Implementation Evaluation Process

The evaluation process is an assessment process carried out systematically whose aim is to measure or find out the instructional goals achieved by students in accordance with the teacher's instructions. This evaluation is to determine whether students have mastered the material or not using the assessment instruments provided in each learning process and evaluation related to the process, there are assessment criteria and finally the evaluation regarding reporting. In this evaluation, a tool is needed to measure the achievement of project-based learning objectives and the teacher designs what type of tool to determine student learning outcomes during project-based learning. To measure learning outcomes, whether in written or oral daily tests, project assignments and other assessments, teachers create assessment rubrics. Apart from the teacher giving assignments, in the evaluation process students also receive feedback from productive lesson teachers in the form of grades or other rewards related to communication skills in project assignments during project-based learning so that students are motivated to continue learning. In the evaluation process, the task of a teacher to evaluate the results of project-based learning is related to the steps that must be taken during the evaluation, namely in the planning the teacher guides the students, in the process the students are always guided later during the evaluation and reporting.

In the evaluation process there are obstacles during the evaluation of project-based learning experienced by productive teachers majoring in marketing and when teachers experience problems, these obstacles are immediately overcome so as not to hinder the process of further learning activities, such as students whose assignments are not completed on time and differentiation. Different groups make the solutions for each group also different. The way to overcome this is by giving rewards and punishments and if students cannot participate in learning because they are lazy, the teacher will call the students' parents and when the assignment is not completed, students are punished by leaving the classroom to complete the assignment and by monitoring each group to find out the progress so that the teacher can evaluate the group first. -groups that have not finished according to schedule.

4.4 Implementation of Project Based Learning on the Communication Skills of BDP Majoring Students in the Independent Curriculum

In the independent curriculum, teachers make learning plans, one of which is a productive teacher majoring in marketing at SMKN 1 Kedawung, when the material is delivered using the project-based learning model, the teacher already has a plan to convey to students during learning. This is also applied to the 2013 curriculum. Project based learning in the marketing department students are required to hone their communication skills because they will interact when practicing in the field and will meet consumers directly so that this learning can help students to improve their communication skills. When studying project based learning, students are given assignments by the teacher

and discussed with the group, then produce a product and present it with the aim of honing students' communication or public speaking. Project Based Learning is a form of student-centered active learning that is characterized by student autonomy, constructive inquiry, goal setting, collaboration, communication, and reflection in real-world practice [12].

After creating a learning plan, the teacher implements it in accordance with the learning syntax of project based learning, namely basic questions, designing product plans, preparing schedules, monitoring project activity and progress, testing results, and evaluating learning experiences. Based on the independent curriculum, the productive subject majoring in online business and marketing is Marketing Basics which is divided into several elements. In the implementation of project-based learning on the communication skills of students majoring in BDP, elements of communicating with customers and sales service are used. In the Communicating with Customers element of the project assignment, students create paper reports, power points (PPT) and practice communication techniques with customers during presentations. In implementing project-based learning, syntax one to three is carried out at the first meeting. Meanwhile, syntax four to six was implemented at the second meeting. This is in accordance with the Learning Objectives Flow, the following are the learning stages of project-based learning.

Table 1. PjBL Communicating with customers First Meeting

Preliminary Activities (30 minutes)	
The teacher opens the learning activity by saying an opening greeting, praying to start the lesson.	
Teacher submit questions that link previous knowledge to the material to be studied.	
The teacher conveys the learning objectives, benefits and assessment techniques used and says that the learning objective of this session is to learn about Communication Techniques with Customers.	
Teachers provide motivation by guiding students to understand the importance of soft skills in communicating with customers and searching for information on business figures who have soft skills to communicate well through questions and answers.	
Syntax	Core Activities (180 minutes)
Basic question	The teacher gives students the opportunity to ask questions related to Communicating with Customers.
Design project planning	The teacher guides students to think about product design plans regarding Communicating with Customers. They will make paper reports, power points, and practice communication techniques with customers.
Arrange a schedule	Teachers and students make a schedule by making paper and power point reports (PPT) for one week.
Closing Activity (30 minutes)	
The teacher guides students in summarizing the material they have studied by referring to indicators of competency achievement.	
Teachers provide feedback on the learning process and outcomes.	
The teacher reminds the students that at the next meeting the students will be ready to make papers and power points (PPT).	

Table 2. PjBL Communicate with customers Second Meeting

Preliminary Activities (30 minutes)
--

The teacher opens the learning activity by saying an opening greeting, praying to start the lesson.	
Teacher submit questions that link previous knowledge to the material to be studied.	
The teacher conveys the learning objectives, benefits, and assessment techniques used and says that the learning objective of this session is to learn about communicating with customers.	
Teachers provide motivation by guiding students to understand the importance of soft skills in communicating with customers and searching for information on business figures who have soft skills to communicate well through questions and answers.	
Syntax	Core Activities (180 minutes)
Monitor project activity and development	Students present the results of projects regarding Communication Techniques with Customers. and provide each other with notes of suggestions and responses to the work of friends/other groups.
Testing Results	Students conclude project results and discussions and improve work results.
Evaluation of learning experiences	Each student sends a work report to the teacher via Google Classroom (GC) to be assessed by the teacher and the teacher provides a face-to-face evaluation.
Closing Activity (30 minutes)	
The teacher guides students in summarizing the material they have studied by referring to indicators of competency achievement.	
Students reflect	
Teachers provide feedback on the learning process and outcomes.	
The teacher informs the next lesson.	

In the Sales Service element of the project created by students, namely sales service role playing, students create a script and at the end of the lesson students display the results of their project. In implementing project based learning, syntax one to three is carried out at the first meeting. Meanwhile, syntax four to six was implemented at the second meeting. This is in accordance with the Learning Objectives Flow, the following are the learning stages of project based learning.

Table 3. PjBL First Meeting Customer Service

Preliminary Activities (30 minutes)	
The teacher opens the learning activity by saying an opening greeting, praying to start the lesson.	
Teacher submit questions that link previous knowledge to the material to be studied.	
The teacher conveys the learning objectives, benefits, and assessment techniques used and says that the learning objective of this session is to learn about Excellent Service	
Teachers provide motivation by guiding students to understand the importance of soft skills in communication and understanding personal hygiene in excellent service and searching for information in various media.	
Syntax	Core Activities (180 minutes)
Basic question	The teacher gives students the opportunity to ask questions related to excellent service.
Design project planning	The teacher guides students to think about product design plans regarding excellent service, such as creating scenarios, what properties are needed, and displaying the results in front of the class.
Arrange a schedule	Teachers and students make a schedule by creating a sales service role playing project for one week.

Closing Activity (30 minutes)	
The teacher guides students in summarizing the material they have studied by referring to indicators of competency achievement.	
Teachers provide feedback on the learning process and outcomes.	
The teacher reminds the students that at the next meeting the students will be ready to create a drama scenario about sales services.	

Table 4. PjBL Customer Service Second Meeting

Preliminary Activities (30 minutes)	
The teacher opens the learning activity by saying an opening greeting, praying to start the lesson.	
Teacher submit questions that link previous knowledge to the material to be studied.	
The teacher conveys the learning objectives, benefits, and assessment techniques used and says that the learning objective of this session is to learn about excellent service.	
Teachers provide motivation by guiding students to understand the importance of soft skills in communication and understanding personal hygiene in excellent service and searching for information in various media.	
Syntax	Core Activities (180 minutes)
Monitor project activity and development	Students present the results of projects regarding excellent service by playing roles, and provide each other with notes of suggestions and responses to the work of friends/other groups.
Testing Results	Students conclude project results and discussions and improve work results.
Evaluation of learning experiences	Each student displays their work results to the teacher face to face to be assessed by the teacher and the teacher provides an evaluation.
Closing Activity (30 minutes)	
The teacher guides students in summarizing the material they have studied by referring to indicators of competency achievement.	
Students reflect	
Teachers provide feedback on the learning process and outcomes.	
The teacher informs the next lesson.	

The indicators of success in learning are in accordance with the profile of Pancasila students in the independent curriculum, namely, faith, devotion to God Almighty and noble character, mutual cooperation, independence, critical reasoning and creativity. In PjBL learning you can also see students' communication skills when presenting project results.

In the project based learning method, communication skills are needed in the learning process, students can interact, work together on project tasks and convey ideas through discussions, presentations and they can practice communication skills by working together and communicating with groups. In the learning process, students must be more proactive in learning and practice communication skills more intensely to optimize their language skills and obtain optimal language skills [13]. So project based learning collaborates with problem based learning and discovery learning, in project based learning students produce reports (products) and then present them. In the online business and marketing department, students must be able to present in front of many people and be able to practice how to communicate with customers, such as promoting

goods, etc. Students make presentations with communication that is easy to understand both personally and in groups, this is in the element of communicating with customers and consumer behavior and students need to practice communication or public speaking. Project based learning creates an environment for students to think broadly and not only master the material, but this learning strengthens and can develop good communication skills for success in the real world, especially in marketing majors which require interacting with consumers when they practice in the field.

Project based learning can support students in improving skills in interacting with society based on high knowledge and technology [14]. In the current era, technology plays an important role in project-based learning, it is easy to access and students can use various collaborative platforms to support their learning activities. Utilizing digital media in presenting a student project can hone communication skills. The role of technology in this learning is that students can observe, imitate and modify real world experiences which produce a product using collaborative methods of other learning models such as problem-based learning. At the end of the lesson students present the results, the aim is to determine students' communication skills. When technology supports it, learning activities will be carried out well, of course the teacher will provide an assessment to students in each learning process. Therefore, teachers create assessment strategies to assess student learning outcomes.

Project based learning assessment strategies are important in measuring students' communication skills. Through project-based learning with collaboration and presentations, teachers can assess the extent to which students are able to convey opinions and ideas clearly and effectively, this assessment uses assessment instruments. In the assessment instrument for project-based learning, it starts from planning, process, product presentation and results. Apart from assessment, teachers motivate and provide opportunities for students to move forward according to their learning needs, the aim is to increase students' self-confidence when communicating or speaking in front of many people. When the assessment process is complete, productive teachers majoring in marketing will see the level of success of project-based learning on the communication skills of online business and marketing students. Specifically, this project-based learning model is related to student involvement, achievement, research oral skills, motivation, and confidence in students' abilities [15].

Marketing teachers use various methods to provide feedback to students regarding their communication skills during project-based learning, some use asking each other questions and some also provide reflection in accordance with the current independent curriculum. Before entering the learning material, the teacher provides reflection with the aim of measuring whether students find it easy to learn the topic or have difficulty and to find out whether students are able to follow the learning process and communicate with each other. This is to determine students' abilities in their learning activities. After providing feedback, teachers can measure the level of success of project-based learning regarding students' communication skills. Because basically in the marketing department students are required to hone communication both during class and outside of class and of course in the assessment there are Learning Goal Achievement Criteria (KKTP) and differentiation into KKTP that students must achieve, for class X the online business and marketing major adapts to the results of the diagnostic assessment

were 78, 80, and 82. The implementation of project-based learning has challenges faced by students, such as lazy students which can hinder completing projects, lack of communication between group friends, limited time, and lack of self-confidence, especially when delivering or present project results. The way to overcome this is by communicating with each other so that the implementation of project-based learning runs according to a predetermined schedule and students practice their communication skills before presenting.

The implementation of project-based learning in the independent curriculum makes students majoring in marketing more confident when communicating, this shows that teachers at SMKN 1 Kedawung are able to implement project based learning to make their students follow curriculum changes that are student-centred learning, especially on the communication skills of students majoring in marketing. Therefore, the implementation of project-based learning on the communication skills of class X students majoring in online business and marketing was successfully implemented in the independent curriculum. This is in line with research [16] that the implementation of project based learning can improve and hone students' communication skills.

5 Conclusion

The researcher concluded the results of the discussion that the implementation of project-based learning in the independent curriculum, students majoring in marketing became more confident when communicating, this shows that teachers at SMKN 1 Kedawung are able to implement project-based learning to make their students follow curriculum changes that are student centered learning, especially on the communication skills of students majoring in marketing by designing planning, implementation and evaluation of learning, as well as learning strategies when implementing project-based learning. Therefore, the implementation of project-based learning on the communication skills of class X students majoring in online business and marketing was successfully implemented in the independent curriculum.

References

1. Nugraha, T. S. (2022). Kurikulum Merdeka untuk pemulihan krisis pembelajaran. *Inovasi Kurikulum*, 19(2), 251–262. <https://doi.org/10.17509/jik.v19i2.45301>
2. Mielikäinen, M. (2022). Towards blended learning: Stakeholders' perspectives on a project-based integrated curriculum in ICT engineering education. *Industry and Higher Education*, 36(1), 74–85. <https://doi.org/10.1177/0950422221994471>
3. Harunasari, S. Y. (2019). Meningkatkan Keterampilan Berbicara Siswa melalui Project Based Learning menggunakan Instagram.
4. Haerani, R., & Jatiraga, R. (2019). The Implementation Of Project Based Learning To Improve Student's Speaking Skill. *Project (Professional Journal of English Education)*, 2(3), 270. <https://doi.org/10.22460/project.v2i3.p270-274>

5. Mayasari, T., Kadarohman, A., Rusdiana, D., & Kaniawati, I. (2016). Apakah Model Pembelajaran Problem Based Learning Dan Project Based Learning Mampu Melatihkan Keterampilan Abad 21? *Jurnal Pendidikan Fisika dan Keilmuan (JPFK)*, 2(1), 48. <https://doi.org/10.25273/jpfk.v2i1.24>
6. Dauletova, V. (2014). Expanding Omani Learners' Horizons Through Project-Based Learning: A Case Study. *Business and Professional Communication Quarterly*, 77(2), 183–203. <https://doi.org/10.1177/2329490614530553>
7. Trinaldi, A., Afriani, M., Budiyono, H., Rustam, R., & Priyanto, P. (2022). Persepsi Guru terhadap Model PjBL pada Kurikulum Prototipe. *Jurnal Basicedu*, 6(4), 7408–7417. <https://doi.org/10.31004/basicedu.v6i4.352>
8. Al-Rawahi, L. S., & Al-Mekhlafi, A. M. (2015). The effect of online collaborative project-based learning on English as a Foreign Language learners' language performance and attitudes. *Learning and Teaching in Higher Education: Gulf Perspectives*, 12(2), 74–91. <https://doi.org/10.18538/lthe.v12.n.2.186>
9. Saksi Tarigan. (2021). Meningkatkan Keterampilan Berbahasa Indonesia Siswa Melalui Penerapan Model Pembelajaran Berbasis Proyek. <https://doi.org/10.5281/ZENODO.4781878>
10. Firdaus, F., & Septiady, A. (2023). The Effect Of Project-Based Learning On The Students' Speaking Ability. *Journal on Education*, 5(3), 10105–10112. <https://doi.org/10.31004/joe.v5i3.1900>
11. Sugiyono. 2020. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
12. Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. *Improving Schools*, 19(3), 267–277. <https://doi.org/10.1177/1365480216659733>
13. Kuswahyuningsih, K., Giyoto, G., Untari, L., & Bustany, Z. (2023). The Implementation of Project-Based Learning Model through ORAI in Recount Material to Enhance English Speaking Skill. *Jurnal Lingua Idea*, 14(1), 133. <https://doi.org/10.20884/1.jli.2023.14.1.6466>
14. Rohmahwati, P. (2016). ProjectT-Based Learning To Raise Students' Speaking Ability: Its' Effect And Implementation (A Mix Method Research In Speaking II Subject At STAIN PONOROGO). *Kodifikasia*, 9(1), 199. <https://doi.org/10.21154/kodifikasia.v9i1.466>
15. Bakeer, A., Dweikat, K., & Smith, M. (2023). The Effectiveness of Project—Based Learning on Improving the Undergraduate Students' Speaking Skills through M-Learning. 38.
16. Novitasary, R. R. (2023). Penerapan Pembelajaran Berbasis Proyek Untuk Meningkatkan Keterampilan Komunikasi Peserta Didik.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

