

CHAPTER II

THEORETICAL FRAMEWORK

A. The Review of Literature

1. Project-Based Learning

a. The Definition of Project-Based Learning

Project-Based Learning (PjBL) is a teaching model that emphasizes the assignment of tasks in the form of projects, enabling students to engage in an inquiry-based learning process. Through this approach, students are expected to actively construct their knowledge, develop skills, and build positive attitudes, which later become the basis for assessment by teachers. This model encourages students to explore, investigate, and produce meaningful outcomes as part of their learning experience.¹

Project-Based Learning is closely related to problem-oriented learning approaches, where learning begins with a problem that serves as a starting point for acquiring and integrating new knowledge. In this context, learning is designed to develop students' problem-solving skills, mastery of subject matter, and self-regulation. The use of real-world problems allows students to engage more deeply with the learning material while fostering independent and critical thinking.²

¹ Hasanatul Hamidah et al., *HOTS-Oriented Module: Project-Based Learning* (Jakarta Selatan: SEAMEO QITEP in Language, 2020), 17.

² Nuraeni Dahri, *Problem and Project-Based Learning (PPjBL): Model Pembelajaran Abad 21* (Padang: Muharika Rumah Ilmiah, 2022), 25.

Project-Based Learning is aligns with the principles of student-centered learning, where students actively participate in solving authentic and meaningful problems. According to educational theorists, learning through problem-solving processes enables students to develop higher-order thinking skills, conceptual understanding, and collaborative abilities. This process involves investigation, discussion, and reflection, making learning more interactive and meaningful.³

Project-Based Learning is encourages collaboration among students in completing projects within a specified time frame agreed upon by both teachers and learners. Through this collaborative process, students become more active in learning, enhance their communication skills, and work together to solve problems. The focus of learning lies in the completion of a project that integrates knowledge and skills, making the learning process more engaging and relevant to real-life situations.⁴

In conclusion, Project-Based Learning is an effective student-centered learning model that integrates inquiry, problem-solving, and collaboration through project-based activities. It not only enhances students' knowledge and skills but also promotes critical thinking, independence, and teamwork. By engaging students in meaningful and real-world tasks, PjBL creates a more active, contextual, and relevant learning experience compared to traditional teaching methods.

³ Singgih Subiyantoro, *Problem & Project-Based Learning* (Klaten: Lakeisha, 2025), 41.

⁴ Raudya Tuzzahra Hanifah and Syafdi Maizora, *Model Project Based Learning dan Penerapannya* (Bengkulu: UPP FKIP UNIB, 2019), 1.

b. The Objectives of Project-Based Learning

The purpose of Project-Based Learning (PjBL) is to enhance students' skills in completing project-based tasks while developing various essential competencies. It aims to increase students' activeness and foster collaboration and communication, as PjBL is typically conducted through group or team-based learning. This approach encourages students to be actively involved, confident, critical thinkers who are able to work collaboratively, communicate creative ideas, and participate effectively within a group.

Project-Based Learning not only benefits students but also promotes innovation in teaching practices, enabling teachers to interact more effectively with students and identify learning challenges. Furthermore, PjBL often involves collaboration between schools and the surrounding community, where students' projects are designed to address real-life problems and contribute to positive change.

The objectives of Project-Based Learning (PjBL) are as follows:⁵

- 1) To improve students' understanding of subject matter, as this approach helps them explore the material more deeply by applying concepts and knowledge in real-world contexts.

⁵ Yunia Nabila Aziziy, et, al., *Project-Based Learning dalam Kurikulum Merdeka Belajar* (Serdang: Mifandi Mandiri Digital, 2024), 42-48.

- 2) Through PJBL, students learn by engaging in challenging and relevant projects, which enable them to apply their knowledge in community-based or real-life environments.
- 3) To help students develop intellectual and social skills needed in real life, such as critical thinking. In Project-Based Learning, students develop critical thinking skills, including the ability to analyze information, solve problems, make good decisions, communicate effectively, and collaborate with others.
- 4) To increase students' motivation and engagement in learning, as they take responsibility for their own projects. This also helps prepare them to solve real-world problems, since they work on projects similar to situations they may encounter in the future.
- 5) To enhance collaborative skills, as students learn to communicate, cooperate, listen, and contribute effectively within a team through group project activities.
- 6) To develop students' ability to deal with real-life problems directly.

c. The Characteristics of Project-Based Learning

Diffily and Sassman explain that the Project-Based Learning model has seven characteristics as follows:⁶

- 1) It directly involves students in the learning process.
- 2) It connects learning with the real world.

⁶ Raudya Tuzzahra Hanifah and Syafdi Maizora, *Model Project Based Learning dan Penerapannya* (Bengkulu: UPP FKIP UNIB, 2019), 2.

- 3) It is conducted based on inquiry or research.
- 4) It involves various sources of information.
- 5) It integrates knowledge and skills.
- 6) It is carried out over a period of time.
- 7) It results in a specific product as the final outcome.

d. The Steps of Project-Based Learning

The activities that must be carried out at each stage of Project-Based Learning are as follows:⁷

1) Determining the Project

At this stage, students determine the theme or topic of the project based on the project assignment given by the teacher.

2) Designing the Steps for Project Completion

Students design the steps or procedures for completing the project from beginning to end, including how it will be managed.

3) Arranging the Project Implementation Schedule

Under the guidance of the teacher, students create a schedule for all the planned activities, including how long each stage of the project will take to complete.

4) Completing the Project with Teacher Facilitation and Monitoring

This stage involves implementing the project plan that has been developed. The teacher is responsible for facilitating and

⁷ *Ibid*, 4.

monitoring students' activities throughout the process, from the beginning until the completion of the project.

5) **Preparing the Report and Presenting/Publishing the Project Results**

The project outcomes, in the form of products such as written work, artwork, or technological creations, are presented and/or published to other students and the teacher.

6) **Evaluating the Process and the Project Results**

At the end of the learning process, both the teacher and students reflect on the activities and the results of the project. During the evaluation stage, students are given the opportunity to share their experiences while completing the project, followed by discussions to improve their performance in future tasks.

e. The Advantages and Disadvantages of Project-Based Learning

Kemendikbud further explains the advantages of this model as follows:⁸

- 1) It increases students' learning motivation, encourages them to engage in meaningful tasks, and makes them feel appreciated.
- 2) It enhances students' problem-solving skills.
- 3) It makes students more active and successful in solving complex problems.
- 4) It improves collaboration among students.

⁸ *Ibid*, 5-6.

- 5) It encourages students to develop and practice communication skills.
- 6) It enhances students' ability to manage resources.
- 7) It provides students with experience in learning and practicing how to organize projects, allocate time, and manage other resources such as equipment to complete tasks.
- 8) It offers complex learning experiences that are designed to reflect real-world situations.
- 9) It engages students in gathering information and demonstrating their knowledge, which is then applied in real-life contexts.
- 10) It creates an enjoyable learning atmosphere, allowing both students and teachers to enjoy the learning process.

Meanwhile, the disadvantages of Project-Based Learning are as follows:⁹

- 1) It requires a significant amount of time to solve problems.
- 2) It requires relatively high costs.
- 3) Many teachers feel more comfortable with traditional classroom settings, where they play a dominant role.
- 4) It requires a large amount of equipment or resources.
- 5) Students who have difficulties in experimenting and gathering information may face challenges.

⁹ *Ibid*, 6-7.

- 6) There is a possibility that some students may be less active in group work.
- 7) When different topics are assigned to each group, students may have difficulty understanding the overall material.

f. Challenges in the Implementation of PJBL

The implementation of Project-Based Learning (PjBL) in educational settings faces various challenges that require attention and adaptive strategies from educators and institutions. Some of the main challenges include:¹⁰

1) Designing Relevant and Meaningful Problems

Developing authentic problems that motivate and challenge students is a critical step in PjBL. The problems must be sufficiently complex to encourage deep inquiry, but not so difficult that students become frustrated.

2) The Role of an Effective Facilitator

In PJBL, educators act as facilitators rather than the main source of information. This role requires skills in guiding discussions, encouraging critical thinking, and providing constructive feedback without overly directing solutions.

3) Students' Readiness and Independence

Students who are accustomed to passive learning may find it difficult to adapt to PjBL. Therefore, it is important for educators

¹⁰ Singgih Subiyantoro, *Problem & Project-Based Learning* (Klaten: Lakeisha, 2025), 56.

to equip students with independent learning skills, time management, and teamwork abilities before implementing PjBL.

4) Authentic and Process-Based Assessment

Developing an assessment system that reflects cognitive, affective, and psychomotor learning outcomes in PjBL is a challenge in itself. Assessment should include the inquiry process, contributions to group discussions, and personal reflection.

5) The Need for Teacher Training

Effective implementation of PjBL requires proper training for educators in designing problems, facilitating discussions, and evaluating learning outcomes. Educational institutions must provide continuous support to enhance teachers' capacity in implementing PJBL.

g. Indicators of Students' Learning Activeness in Project-Based Learning

Students' learning activeness is one of the essential indicators of successful learning implementation, particularly in Project-Based Learning (PjBL). In this learning model, students are expected to participate actively throughout the learning process rather than merely receiving information from the teacher. Learning activeness is reflected in students' physical, mental, emotional, and intellectual involvement while identifying problems, planning projects, collaborating with peers, conducting investigations, presenting project outcomes, and reflecting on

their learning experiences. Active participation enables students to construct knowledge independently and develop higher-order thinking skills through authentic learning activities.¹¹

Project-Based Learning creates learning situations that encourage students to become more responsible for their own learning. Students are required to communicate ideas, cooperate with group members, make decisions, solve problems, manage time effectively, and complete project tasks according to predetermined objectives. Such learning activities position students as active participants who continuously interact with teachers, peers, and learning resources. Consequently, learning activeness is not only demonstrated through classroom participation but also through students' initiative, responsibility, collaboration, creativity, and critical thinking during the entire project implementation process.¹²

Based on the characteristics of Project-Based Learning, the indicators of students' learning activeness include: (1) actively participating in classroom and project activities; (2) expressing ideas, opinions, and asking questions during discussions; (3) collaborating effectively with group members to accomplish project objectives; (4) demonstrating responsibility in completing assigned tasks; (5) showing initiative in seeking information and learning resources independently; (6) solving problems encountered during project implementation; (7)

¹¹ Tri Fitriani, Andri Wahyono, and Ikbal Barlian, "Enhancing Learning Activeness of Students through Project-Based Learning," *Jurnal Pendidikan Ekonomi* 17, no. 1 (2024): 13–22.

¹² S. N. Rohmah, S. B. Waluya, Rochmad, and Wardono, "Project Based Learning to Improve Student Learning Activeness," *Journal of Physics: Conference Series* 1613 (2020): 1–6.

presenting project results confidently and communicating ideas effectively; and (8) reflecting on learning experiences to improve future performance. These indicators serve as important references for evaluating students' engagement during the implementation of Project-Based Learning.

2. Local Wisdom

a. The Meaning of Local Wisdom

Local wisdom refers to the accumulation of cultural values and practices developed by a community in responding to and interacting with their environment. It reflects how a society behaves and adapts to changes in both physical and cultural contexts. The term itself consists of two words, “local” and “wisdom,” which together imply knowledge, values, and practices that are deeply rooted in a specific community. In anthropology, local wisdom is often referred to as *local genius*, a concept that highlights the ability of a community to preserve its identity while adapting to external influences.¹³

Furthermore, local wisdom is closely related to cultural identity and serves as a distinguishing characteristic of a particular society. According to anthropological perspectives, local genius enables a community to absorb and transform foreign cultural elements in

¹³ Mujahidah, Wahyu Hidayat, and Nanning, *English Based Business Local Wisdom* (Soreang: IAIN Parepare Nusantara Press, 2023), 16.

accordance with its own values and traditions. This ability ensures the sustainability of cultural identity over time.¹⁴

In a broader sense, local wisdom also encompasses local excellence, which refers to the unique potential of a region in various aspects such as economy, technology, culture, communication, and ecology. These elements contribute to the development of a region by enhancing its unique characteristics and competitive advantages. Local wisdom can be found in various forms, including traditional songs, proverbs, advice, customs, and other cultural expressions that are embedded in daily life.¹⁵

In conclusion, local wisdom is a set of cultural values, knowledge, and practices that develop over time through continuous interaction within a community. It reflects both cultural identity and local excellence, guiding how individuals think, behave, and interact with their environment. As a result, local wisdom plays a crucial role in preserving cultural heritage while supporting adaptation to changing social contexts, making it an essential element in education and social development.

b. Local Wisdom Function

There are several functions of local wisdom when viewed from several aspects, below will explain the function of local wisdom in social life, and science.¹⁶

1) The Function of Local Wisdom in Social Life

¹⁴ *Ibid*, 17.

¹⁵ *Ibid*, 18.

¹⁶ *Ibid*, 18-21.

Local wisdom functions as a guideline for human behavior in social interactions, both among individuals and between humans and their environment. It represents patterns of interaction that are shaped over time within a particular setting, where individuals build relationships and develop shared values. These values serve as a foundation for behavior and decision-making in daily life. Furthermore, as part of culture, local wisdom contributes to the formation of collective knowledge that guides communities in responding appropriately to their social and environmental conditions.

2) The Function of Local Wisdom in Science

Local wisdom also plays an important role in the development of scientific knowledge. As one of the key elements of culture, knowledge has existed across different historical periods, from prehistoric times to the present. Local wisdom reflects early forms of scientific understanding developed by communities through experience and observation, such as traditional navigation using stars. Although often simple, this knowledge demonstrates that science is deeply rooted in cultural practices and can be found in everyday life.

3) Local Wisdom-Based Learning

Local wisdom-based learning is an approach that integrates cultural values and local knowledge into the educational process. By introducing students to the culture and traditions in their surrounding environment, this approach makes learning more contextual and meaningful. Local wisdom provides students with knowledge, beliefs, norms, and values that serve as guidance in life. In addition, integrating local wisdom into learning helps students better understand concepts, enhances their connection to real-life experiences, and supports the idea that language learning is closely related to cultural understanding.

According to Ningrum, Nandi, and Sungkawa, the local wisdom-based learning model consists of six steps: orientation, material application, identification of core concepts, understanding between concepts, concept implementation, and reflection. These steps are integrated into the stages of learning activities opening, main activity, and closing and are conducted through group work by utilizing the school environment as a learning resource, which also helps foster students' environmental responsibility.¹⁷

¹⁷ *Ibid*, 22-23.

B. The Relevance of Research

Researchers will show several previous research titles that are relevant to this research, including:

1. . Indah Fatihaturrahmah Alhaq in “*The Implementation of Project-Based Learning on English Lesson for Tourism Students: Advantages and Challenges*”, concluded that Project-Based Learning (PjBL) provides significant benefits for English learning despite several implementation challenges. This study is similar to the present research in investigating the implementation of PjBL in English teaching through a qualitative approach. The difference is that Alhaq’s study focuses on tourism students in a vocational high school, whereas the present study examines the integration of local wisdom into PjBL for eleventh-grade senior high school students.¹⁸
2. M. Rohid Burhanul Hakim in “*The Implementation of Project-Based Learning Method in English Learning Classroom at Eighth Grade of SMP Negeri 8 Purwokerto*”, found that PjBL enhances students’ engagement and communication skills in English learning. Similar to the present study, it investigates the implementation of PjBL using a qualitative approach. However, the study focuses on junior high school

¹⁸ Indah Fatihaturrahmah Alhaq, *The Implementation of Project-Based Learning on English Lesson for Tourism Students: Advantages and Challenges* (Master's thesis, English Language Education Study Program, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia, Bandung, 2024).

students, while the present research explores the integration of local wisdom into PjBL at the senior high school level.¹⁹

3. Alvi Raihan Utami in “*The Implementation of Project-Based Learning by a Teacher in an EFL Context*”, concluded that the effective implementation of PjBL supports meaningful English learning despite several classroom challenges. Both studies employ a qualitative approach to investigate the implementation of PjBL in EFL classrooms. The difference is that Utami’s study examines PjBL implementation in a general EFL context, whereas the present study specifically integrates local wisdom into Project-Based Learning.²⁰
4. Armin Fani et al. in “*Implementing Local Wisdom Through Project-Based Learning in ELT and Pancasila Student Profiles Development Program*”, concluded that integrating local wisdom into PjBL effectively supports English language learning while strengthening the Pancasila Student Profile. Both studies investigate the implementation of PjBL integrated with local wisdom through a qualitative approach. However, the previous study focuses on teachers and the Pancasila Student Profile program, whereas the present study emphasizes the

¹⁹ M. Rohid Burhanul Hakim, *The Implementation of Project-Based Learning Method in English Learning Classroom at Eighth Grade of SMP Negeri 8 Purwokerto* (Bachelor's thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, 2025).

²⁰ Alvi Raihan Utami, *The Implementation of Project-Based Learning by a Teacher in an EFL Context* (Master's thesis, English Language Education, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia, 2025).

implementation of local wisdom-based PjBL for eleventh-grade students and examines their responses to the learning process.²¹

Based on the three previous studies, it can be concluded that Project-Based Learning (PjBL) is an effective approach in English language teaching, as it enhances students' engagement, creativity, collaboration, and communication skills while supporting student-centered learning in line with the *Kurikulum Merdeka*. All studies consistently highlight that the successful implementation of PjBL depends on teachers' understanding, instructional strategies, and the proper application of its key elements. However, common challenges such as time management, unequal student participation, and incomplete implementation of PjBL components are still encountered in classroom practice. Despite these similarities, the previous studies mainly focus on general implementation, advantages, and challenges of PjBL, without deeply integrating cultural aspects into the learning process.

C. The Operational Concept

The operational concept of this study is developed to clarify the key variables and guide the researcher in collecting and analyzing the data systematically. It provides a clear framework for understanding how Project-Based Learning integrated with local wisdom is implemented in the English teaching process.

²¹ Armin Fani, Novi Nurdian, and Novi Suma Setyawati, "Implementing Local Wisdom Through Project-Based Learning in ELT and Pancasila Student Profiles Development Program," *Acitya: Journal of Teaching and Education* 7, no. 1 (2025): 19–35.

Tabel II. 1

Table The Operational Concept

Variable	Definition	Indicators
Project-Based Learning (PjBL)	Project-Based Learning is a student-centered learning model that involves students in completing projects through inquiry, problem-solving, and collaboration to develop knowledge, skills, and attitudes in real-life contexts. ²²	1. Determining the project (students identify project topics) 2. Guiding students in designing project steps (planning project procedures and activities) 3. Arranging the project schedule (planning the timeline and deadlines) 4. Facilitating and monitoring project implementation (providing guidance and monitoring students' progress) 5. Presenting project results (students present and communicate project outcomes) 6. Evaluating students' projects and the learning process (assessing project outcomes and reflecting on the learning process).²³
Local Wisdom	Local wisdom refers to a set of cultural values, knowledge, and practices developed by a community that guide behavior and interaction with the environment and are integrated into the learning process. ²⁴	1. Integration of local wisdom into English learning (embedding local wisdom in teaching and learning activities) 2. Integration of local cultural values in learning (incorporating norms, traditions, and local

²² Dimitra Kokotsaki, Victoria Menzies, and Andy Wiggins, "Project-Based Learning: A Review of the Literature," *Improving Schools* 19, no. 3 (2016): 267–277, <https://doi.org/10.1177/1365480216659733>.

²³ Ibid.

²⁴ Fajar Adinugraha, "An Approach to Local Wisdom and Cultural in Biology Learning," in *Proceedings of the 3rd International Conference of Education and Science (ICES 2021)* (2022), <https://doi.org/10.4108/eai.17-11-2021.2318660>.

		knowledge into learning activities) 3. Utilization of the local environment as a learning resource (using the local environment and community context to support English learning).²⁵
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²⁵ Mutia Pramadani, Fitri Arsih, and Zulyusri, "Exploration of Local Wisdom in Pariaman City: A Contextual Approach to Biology Learning," *Al Jahiz: Journal of Biology Education Research* 6, no. 2 (2025), <https://doi.org/10.32332/al-jahiz.v6i2.10879>.