The Teacher's Challenges of the Implementation of Problem-Based Learning in Teaching English at SMKN 1 Toraja Utara

Yanti Inna Pagampa [1*], Viktor Siumarlata [2], Judith Ratu Tandi Arrang [3]

[1, 2, 3] Universitas Kristen Indonesia Toraja, Indonesia

* yantiinna28@gmail.com

Abstract

The urgency of this research lies in addressing the practical challenges faced by teachers in implementing Project-Based Learning (PBL) within English instruction at SMKN 1 Toraja Utara, particularly under the Merdeka Belajar Curriculum. PBL is widely recognized for fostering critical thinking, collaboration, and authentic language use; however, its successful application requires adequate teacher preparation, resources, and supportive learning environments. This study adopts a qualitative approach, utilizing interviews, classroom observations, and document analysis to explore these challenges in depth. The findings indicate that teachers face substantial barriers, including insufficient formal training and limited understanding of PBL concepts, which hinder the design and facilitation of effective projects. Resource shortages, such as inadequate materials and budget constraints, further complicate implementation. Additionally, resistance from students and parents reduces motivation and acceptance of the approach. Time constraints emerge as a particularly critical obstacle, limiting opportunities for thorough planning, execution, and assessment of projects, despite the presence of some supportive facilities. Other notable issues involve difficulties in evaluating students' problem-solving skills and managing diverse classroom dynamics to ensure equitable participation. These findings highlight the need for targeted professional development, improved resource allocation, and adaptive teaching strategies to align PBL with the vocational school context. While PBL presents significant educational benefits, addressing these constraints is essential for its effectiveness. The study recommends stronger institutional support and the integration of PBL-focused training into teacher development programs to enhance its sustainability and impact in vocational English education.

Keywords: Teacher Challenges, Problem-Based Learning, Teaching English

Introduction

Education is essential to the development of people, communities, and countries. It is a complex catalyst that strengthens social cohesion, reduces inequality, and prepares people to deal with the challenges of a constantly changing global environment in addition to advancing economic and technological advancement (Chen et al, 2021). It is impossible to overestimate the importance of funding inclusive, high-quality education since it is crucial to promoting sustainable national development and raising people's standard of living in general. Education is essential to the advancement of society and the country, highlighting the link between social advancement and educational attainment (Widiansyah, 2018). This viewpoint emphasizes the notion that a society's ability to innovate and thrive is closely related to its citizens' level of education (Creswell, 2014). Additionally, educators play a role that goes beyond traditional instruction; they are increasingly acknowledged as knowledge architects who shape the moral and intellectual development of future generations. Asserts that educators play a critical role in

forming the values, abilities, and competencies required for effectively navigating today's challenges and thereby advancing the development of the country (Babu, 2023). The implementation of the Merdeka Belajar Curriculum (KMB) in Indonesia marks a substantial shift in the country's educational system, with the goal of enabling schools to modify their curricula to suit the particular requirements of their local communities while also meeting the demands of contemporary education (Kemdikbudristek, 2022). This creative method aims to give students a more relevant and interesting educational experience while acknowledging the variety of sociocultural contexts across the country.

Problem-Based Learning (PBL) has become a transformative pedagogical approach that encourages students to actively engage with real-world issues within this progressive framework. PBL improves academic performance while preparing students to be engaged, informed citizens who can make significant contributions to society by encouraging critical thinking, teamwork, and practical problem-solving abilities. This approach highlights the value of adaptive teaching strategies in preparing students for the complexity of the twenty-first century and reflects a move towards learner-centered education (Guo et al, 2023). Apart from its many pedagogical benefits, Problem-Based Learning (PBL) has been shown to dramatically improve students' critical thinking abilities. Support the idea that PBL fosters an atmosphere that encourages critical thinking and analytical reasoning (Saibin et al, 2023). By encouraging students to work on challenging issues, this method helps them develop critical thinking skills and the ability to draw well-founded conclusions. Furthermore, as points out, PBL has been demonstrated to enhance problem-solving skills. Students are required to recognize problems, evaluate viable solutions, and put effective strategies into practice by taking on real-world challenges. In addition to giving students the skills they need to handle real-world scenarios, this experiential learning approach cultivates an innovative and flexible mindset (Ali, 2019).

PBL fosters critical thinking and problem-solving abilities as well as vital abilities like communication and teamwork. PBL settings' collaborative learning environments promote the growth of interpersonal skills. Clear thinking, active listening, and negotiating opposing views are all skills that students acquire that are essential in both academic and professional settings. Additionally, PBL promotes a culture of continuous learning. PBL cultivates a desire for ongoing personal and professional development by involving students in self-directed inquiry and giving them a sense of control over their learning processes. In a time of rapidly changing job markets and technological advancements, this intrinsic motivation is essential. When compared to students exposed to traditional teaching methods, research consistently shows that students who participate in PBL experiences report higher levels of satisfaction. PBL's dynamic and interactive elements not only increase student interest in the material but also frequently produce better real-world results. Students gain a deeper comprehension of the material as they actively apply what they have learned to real-world situations, which eventually improves their ability to remember and apply what they have learned.

However, the successful implementation of PBL hinges on teachers' ability to navigate various challenges, including limited resources, inadequate training, and resistance from students and parents (Mihaela et al, 2020). This study investigates these challenges faced by teachers at SMKN 1 Toraja Utara, aiming to provide insights that can enhance the effectiveness of PBL in English instruction. Recent studies have highlighted the importance of teacher training and resource availability in the successful implementation of PBL. For instance, emphasize that effective PBL requires not only appropriate teaching strategies but also sufficient training for educators (Astifo, 2020). In addition, points to the critical role that time management plays in facilitating PBL activities, as the approach often involves complex planning, coordination, and

execution of tasks that demand careful allocation of instructional time. However, despite these insights, many teachers continue to encounter obstacles in applying PBL effectively, such as limited access to relevant teaching materials, inadequate institutional support, and varying levels of student engagement. These issues indicate a need for further exploration of the specific challenges they face in real classroom settings. While existing literature provides valuable information about the benefits and strategies of PBL, there remains a gap in understanding the unique challenges experienced by teachers in Indonesian vocational schools, where the curriculum must balance academic knowledge with practical, industry-oriented skills. Most studies have focused on higher education or general educational settings, leaving a lack of empirical data regarding the specific context of SMKNs, particularly in rural or semi-urban areas where resource constraints and sociocultural factors may influence teaching practices. This study seeks to fill this gap by examining the practical difficulties teachers face when implementing PBL in English classes, particularly under the KMB framework, in order to provide context-specific insights that can inform future policy and pedagogical development.

While numerous studies have explored the benefits, strategies, and pedagogical implications of Problem-Based Learning (PBL), most existing research has predominantly focused on higher education or general school settings, resulting in limited empirical evidence within the context of Indonesian vocational schools. Specifically, there is a lack of in-depth investigation into the practical challenges faced by teachers in implementing PBL in English instruction under the Merdeka Belajar Curriculum framework. This research addresses that gap by providing a context-specific analysis of SMKN 1 Toraja Utara, where unique sociocultural dynamics, resource availability, and curriculum adaptation needs shape the teaching and learning process. The novelty of this study lies in its focus on the intersection of PBL pedagogy and vocational English education in a rural Indonesian setting, combining qualitative insights from teacher interviews, classroom observations, and document analysis. By capturing the lived experiences and practical constraints of teachers, this research not only contributes to a deeper understanding of PBL's implementation challenges but also offers targeted recommendations for professional development, resource optimization, and adaptive teaching strategies tailored to vocational education contexts.

Method

A research design is a thorough framework that outlines the strategy and procedural rules that govern a study. It can include anything from broad theoretical presumptions to particular data collection and analysis techniques. It is crucial to develop a strong research design because it lays the groundwork for the validity and dependability of the study's conclusions. Qualitative research approach was used in this specific study. Because it enables researchers to delve deeply into participants' experiences, perceptions, and contextual factors that influence their practices, the qualitative methodology is especially beneficial when investigating complex phenomena. Examining the various difficulties teachers encounter when applying Problem-Based Learning (PBL) in the context of teaching English was the main goal of this study. Given PBL's pedagogical importance, it is imperative to comprehend these difficulties in order to improve student learning outcomes and teaching efficacy.

The participant selected for this study was an experienced English teacher at SMKN 1 Toraja Utara, chosen through purposive sampling. This non-random sampling technique was employed to ensure that the participant possessed relevant experience with PBL, thereby providing a rich source of qualitative data. By focusing on a single educator, the study aimed to facilitate an in-depth exploration of the specific challenges encountered in the implementation of PBL, allowing

for a nuanced understanding of the contextual factors at play. The study was carried out at SMKN 1 Toraja Utara, a vocational school that provides a special environment for examining PBL techniques in English teaching. Data was gathered using a triangulated approach that included semi-structured interviews, classroom observations, and the examination of numerous pertinent documents in order to fully comprehend the complexities involved. While classroom observations gave the researcher a chance to see how PBL strategies are actually used in an educational setting, semi-structured interviews gave the teacher a flexible way to share their thoughts and experiences. Lesson plans and student feedback are just two examples of the extra context that document analysis added to the data.

The framework put forth by researcher, which outlines a methodical approach with four primary stages data collection, data reduction, data presentation, and conclusion drawing was used to conduct data analysis (Miles et al, 1994). The aforementioned techniques were used to collect data in the first stage, and the data was then reduced to identify key themes and patterns in the second stage. The researcher was able to conduct a targeted analysis of the educator's challenges during this phase by identifying important insights that surfaced from the observations and interviews. In order to enable an understandable interpretation of the results, the findings were arranged in a logical fashion during the third stage, data presentation. The findings were finally summarized in the conclusion stage, which also offered ideas for future research directions and implications for instructional practice. In conclusion, this study's research design was meticulously designed to examine the challenges associated with integrating problem-based learning into English instruction. The study sought to produce significant insights that could guide future instructional strategies by employing a qualitative methodology and concentrating on the experiences of a single participant. It is expected that the results of this study will not only shed light on the particular difficulties faced by teachers but also offer viable solutions to these problems, increasing the effectiveness of PBL approaches in English teaching. The research's implications go beyond personal practice and add to the larger conversation about successful teaching methods in modern classrooms.

Results

Table 1 *Teacher's challenges in Implementing PBL*

No.	Extract	Description	Sources
1	Teacher Training and Knowledge	The researcher asks about the implementation of PBL and the training YR has received. YR explains that he uses PBL but encounters challenges and has not participated in formal training.	Conducted on: 17 July 2023
2	Resource Limitations	The researcher inquires about the support facilities available at the school and the issue of time constraints. YR explains that while the facilities are conducive to PBL, time limitations hinder its implementation.	Conducted on: 17 July 2023
3	Resistance to PBL	The researcher inquires about student resistance and parental reactions to PBL. YR explains how he deals with student resistance and the different responses he receives from parents.	Conducted on: 17 July 2023
4	Evaluation and Assessment in PBL	The researcher asks about how to assess problem-solving skills and the challenges of evaluating the learning process. YR describes his evaluation approach.	Conducted on: 17 July 2023
5	Classroom Management in PBL	The researcher inquires about how to manage student groups in Project-Based Learning (PBL) to promote active participation. YR describes the strategies employed for classroom management.	Conducted on: 17 July 2023

The table highlights the challenges teachers face when implementing Project-Based Learning (PBL), based on interviews with a teacher named YR. Key issues include a lack of

training and knowledge about PBL, which YR feels hampers his effectiveness despite his efforts. Time constraints are also a significant barrier to successfully carrying out PBL. Additionally, YR discusses student resistance and mixed responses from parents, which complicate the integration of PBL. Evaluating problem-solving skills presents further challenges, as does managing classroom dynamics to ensure all students participate actively. Overall, these factors underscore the difficulties educators encounter when trying to adopt PBL methods. The table presents extracts from an interview conducted on 17 July 2023 with YR, a teacher at SMKN 1 Toraja Utara, regarding the implementation of Project-Based Learning (PBL) in English instruction. The first extract focuses on teacher training and knowledge, revealing that although YR applies PBL in his teaching, he faces several challenges and has never received formal training in the method. This indicates a gap in professional development opportunities that could support more effective PBL implementation. The second extract addresses resource limitations. While YR acknowledges that the school provides adequate facilities to support PBL activities, he identifies time constraints as a significant barrier. This suggests that even with sufficient infrastructure, the intensive time requirements of PBL can hinder its full adoption.

The third extract highlights resistance to PBL from both students and parents. YR explains the strategies he employs to address student reluctance and notes the varying reactions from parents, ranging from support to skepticism. The fourth extract concerns evaluation and assessment within PBL. YR outlines his approach to assessing problem-solving skills but also points out the inherent challenges in evaluating such skills effectively. The fifth extract discusses classroom management in a PBL context. YR describes the methods he uses to organize student groups and encourage active participation, which are essential for maintaining engagement and ensuring equitable contributions in project work.

Discussion

Teacher Training and Knowledge

For Project-Based Learning (PBL), a pedagogical approach that emphasizes active learning through engagement with real-world projects, to be implemented successfully, teacher preparation and expertise are essential. In order for PBL to be effective, teachers must not only have a solid grasp of the underlying ideas and techniques but also be adequately trained to support its implementation in a variety of classroom contexts. Because PBL is so complicated, teachers must manage a variety of teaching techniques, evaluate students' progress, and establish a setting that encourages group learning. Nevertheless, the teacher (referred to as YR) had a substantial lack of formal training in PBL methodologies, according to the insights gleaned from the interview. Even though structured professional development is acknowledged to be important, YR has not taken part in any official PBL training courses. The instructor has instead depended on unofficial information sources, like internet sites and the counsel of more seasoned colleagues. Although these unofficial channels can offer insightful information and useful advice, they might not be as thorough or rigorous as official training programs (Fitriana, 2021).

Implementing PBL effectively can be significantly hampered by a lack of thorough training. A comprehensive grasp of PBL is essential for its effective implementation (Ertmer et al, 2019). Teachers with a strong foundation in PBL principles are better able to create interesting projects, encourage student collaboration, and efficiently evaluate learning outcomes (Jaganathan et al, 2023). Without this fundamental understanding, teachers might find it difficult to apply PBL in a way that maximizes its potential advantages, like encouraging students' creativity, critical thinking, and problem-solving abilities. Furthermore, depending too much on informal training

could result in inconsistent PBL implementation in various classrooms. PBL principles can be interpreted and applied differently by teachers without formal training, which can lead to inconsistent teaching methods. Students may not receive an equally high-quality educational experience as a result of this variability, which could have a detrimental effect on their experiences and results. In summary, the results of YR's interview highlight how important it is for teachers to receive thorough project-based learning training. Effective PBL practices require formal training programs that give teachers the skills and information they need. Investing in strong professional development for teachers will be essential to ensuring that PBL is successfully implemented as educational institutions look to improve their teaching methodologies. In addition to helping teachers, this investment enhances students' educational experiences, which eventually helps create a future workforce that is more capable and engaged.

Resource Limitations

Project-Based Learning (PBL), a pedagogical approach that thrives on the integration of various resources and adequate time for successful implementation, can be greatly impacted by resource limitations. Although it is admirable that the school offers helpful resources like computer labs, internet access, and instructional aids, these things by themselves are not enough to address the difficulties that PBL entails. The teacher identified time constraints as one of the most urgent problems, which make it difficult to carry out PBL initiatives effectively. The teacher specifically points out that there is often insufficient instructional time to fully implement PBL approaches. Due to this restriction, the initial project plans must be modified, which frequently means adding new tasks or changing the project's scope. The educational value of PBL may be undermined by such changes, which dilute the intended learning experiences. Because PBL is exploratory and iterative, students need enough time to work on projects in depth, interact with peers, and evaluate their own learning (Maritu et al, 2023).

Time constraints drastically reduce opportunities for critical thinking and in-depth investigation, which eventually impacts learning outcomes and student engagement. This problem is consistent with recent research findings that highlight how important time management and having enough resources are to the effective use of PBL. Effective time management is crucial for helping students negotiate the challenges of PBL, facilitating meaningful inquiry, teamwork, and the growth of problem-solving abilities (Aksela et al, 2019). Their findings highlight the fact that PBL's full pedagogical potential cannot be achieved in the absence of sufficient time, as students may be hurried through assignments without having enough time for in-depth research or reflection. Similarly, the availability of resources, both in the form of tangible materials and time support, has a big impact on how PBL is implemented in classrooms. According to their research, a lack of time can cause stress and burnout in both teachers and students, in addition to restricting the scope of student projects. This stress can make PBL implementation even more difficult since teachers may feel pressured to sacrifice the caliber of learning opportunities in order to fulfil curriculum requirements. Given these factors, it is clear that managing time constraints is essential to the successful application of project-based learning. Institutions of higher learning must understand how important it is to set aside enough time for PBL activities, perhaps by reorganizing their curricula or adding more resources for assistance. Furthermore, making time for investigation and teamwork a priority is necessary to cultivate a school culture that supports inquiry-based learning.

In conclusion, time constraints continue to be a major obstacle to the effective application of PBL, even though the availability of resources like technology and instructional aids is crucial. Schools can improve the efficacy of PBL strategies and ultimately improve students' educational

experiences by placing a high priority on effective time management and resource allocation. In order to foster an atmosphere that supports critical engagement and in-depth learning two characteristics of successful project-based pedagogies it is imperative that these constraints be addressed.

Resistance to PBL

The learning environment and the overall efficacy of Project-Based Learning (PBL), a pedagogical approach that prioritizes active engagement and inquiry, can be greatly impacted by parental and student resistance. Student resistance in the PBL context can take many different forms, such as unwillingness to participate, trouble understanding project goals, or unruly conduct during group activities. Such resistance has the potential to erode the collaborative spirit that is essential to PBL, which would impede both the classroom's overall educational experience and the learning of individual students. The teacher uses individualized tactics designed to satisfy the various needs of the students in order to overcome these obstacles. It is essential to have tailored support systems for individuals who have trouble understanding the project content or who have disruptive tendencies. Differentiated instruction, one-on-one counseling, and the use of scaffolding techniques which are intended to progressively increase students' confidence and comprehension may be some of these tactics. The instructor hopes to reduce resistance and encourage active participation in PBL activities by creating a supportive learning environment.

Research showing that customized interventions can greatly increase student motivation and participation in project-based contexts highlights the efficacy of these individualized approaches. Another level of complexity arises from the fact that parental reactions to PBL implementation can differ greatly between households. Some parents actively encourage PBL because they see how it can help their kids develop critical thinking, teamwork, and practical problem-solving abilities. On the other hand, some parents might voice reservations about PBL's perceived rigor or doubt its conformity to conventional educational standards. Since parental support is frequently essential in reinforcing educational strategies at home, this variation in parental attitudes can have a significant impact on the overall success of PBL initiatives in the classroom. The significance of resolving parental concerns through effective and transparent communication is demonstrated by research by (Dahlgren et al, 1998). Teachers can promote greater understanding and support for PBL by giving parents comprehensive information about its goals and advantages. Whether through workshops, informational sessions, or cooperative projects, involving parents in the PBL process can help close the gap between the home and the school and make sure that parents are informed and feel included. Stress that building a cooperative relationship with parents can reduce resistance and make the classroom a more favorable place for students to learn. Teachers can dispel misconceptions and create a supportive community around the PBL framework by actively engaging parents in conversations about their kids' educational experiences. This partnership not only increases parental support but also reaffirms PBL's worth as a successful teaching method.

In conclusion, the effective adoption of project-based learning is severely hampered by parental and student resistance. Student resistance can be successfully managed by the teacher through the use of individualized strategies, creating a more stimulating learning environment. Support for PBL initiatives can be increased at the same time by addressing parental concerns through open communication and active participation. By identifying and resolving these aspects of resistance, teachers can foster a more encouraging and cooperative environment that eventually helps Project-Based Learning succeed in the classroom. PBL's ability to enhance all

students' educational experiences and better prepare them for the challenges of the modern world depends on the interaction between parental support and student engagement.

Evaluation and Assessment in PBL

Assessing problem-solving abilities and teamwork within the context of Project-Based Learning (PBL) requires the development of precise and impartial standards (Zhang et al, 2023). Due to the complexity of PBL, assessment procedures must take into account the various processes that students go through during their learning journey rather than just evaluating finished products. To capture the complex nature of student engagement and the growth of vital abilities like teamwork and problem-solving, an assessment framework that is well-structured is necessary. By assigning students to ability-based groups, the teacher in this situation takes a methodical approach to assessment and adjusts assessments to the different skill levels in the classroom. This distinction is essential because it enables a more fair evaluation procedure that takes into account each person's unique strengths and shortcomings. The teacher can learn more about each student's thought processes, team dynamics, and overall contributions to group projects by assessing their performance on particular problem-solving exercises. In addition to shedding light on each student's unique abilities, this kind of detailed evaluation creates a more encouraging learning atmosphere that promotes development.

But there will always be difficulties when trying to evaluate the learning process alongside the results, especially when it comes to students who might not be as involved in group activities or as active. Although their participation levels may not immediately reveal it, these students may have important insights or potential. As a result, the test might unintentionally give preference to students who are more vocal or involved, thus excluding those who make less obvious contributions. In order to promote a more comprehensive view of student achievement, this issue emphasizes the need for evaluative criteria that take into account both the learning process such as collaboration, critical thinking, and engagement and the final results. The body of research on PBL assessment supports this dual emphasis on process and outcome, emphasizing the value of impartial evaluation techniques. In order to provide a thorough grasp of student learning, contend that effective assessment in PBL contexts should be multifaceted, integrating formative and summative assessments (Aksela et al, 2019). Throughout the learning process, formative assessments can provide students with instant feedback and opportunities for introspection, allowing them to modify their approach and enhance their performance. On the other hand, summative evaluations, which are usually carried out at the conclusion of a project, are used to gauge how well learning objectives have been met and to assess the culmination of student efforts. Stress that a range of evaluative instruments, such as peer assessments, self-reflections, and teacher observations, should be used in conjunction with traditional grading procedures to ensure that PBL assessments are effective. Such a variety of approaches can contribute to a deeper comprehension of the learning process by capturing the subtleties of student participation and teamwork. Peer assessments also enable students to participate in reflective practices, which motivates them to think about their contributions and the dynamics of their group projects.

In conclusion, the development of precise, impartial standards that cover the learning process as well as the end results is necessary for the assessment of problem-solving abilities and teamwork in project-based learning. A step toward developing a more fair and efficient assessment framework is the teacher's strategy of assigning students to ability-based groups and evaluating their performance on problem-solving exercises. To guarantee that all opinions are heard and respected during the learning process, it is imperative to address the difficulties

involved in assessing less engaged students. Teachers can create a more welcoming and encouraging environment that values each student's unique strengths by integrating assessment procedures with PBL's tenets. This will ultimately increase PBL's efficacy as a teaching strategy.

Classroom Management in PBL

Managing classroom dynamics in Project-Based Learning (PBL) requires the use of effective strategies that encourage active student participation. Because PBL is collaborative and inquiry-driven, it is imperative that all students participate because their contributions are essential to the success of group projects. One of the most important ways to maximize the educational benefits of PBL is for teachers to create a dynamic and inclusive learning environment, and there are a variety of pedagogical strategies that can be used to accomplish this. To involve every student in the learning process, the instructor in this situation employs game-based teaching strategies. It has been demonstrated that game-based learning, which integrates play and competition into instructional activities, improves motivation and fosters a more engaging learning environment. The teacher piques students' interest and motivates active participation by turning learning assignments into interactive games. In addition to making learning fun, this approach helps students develop a sense of community, which is crucial for productive teamwork in PBL environments.

Additionally, the teacher establishes distinct roles for each student and clearly outlines responsibilities within groups. In PBL contexts, where teamwork can occasionally result in uncertainty about individual contributions, this structuring is crucial. Students are more likely to take responsibility for their work and interact with their peers in a meaningful way when they are aware of their specific roles, whether they are project managers, researchers, or presenters. The effectiveness of the group as a whole is increased when roles are clearly defined because they reduce the likelihood of disputes and guarantee that each student is held responsible for their contributions. Research backs up the idea that maintaining student involvement in PBL requires interesting teaching strategies and well-defined group roles. Active engagement through a variety of instructional strategies not only increases student interest but also improves learning outcomes, according to (Poikela et al, 2010). According to their findings, students are more likely to acquire critical thinking abilities, work well with peers, and retain information more effectively when they are actively engaged in their learning processes.

Furthermore, by emphasizing the value of structured group dynamics in encouraging active participation, contribute to this body of literature (Yang et al., 2021). According to their research, students who are assigned to groups that are well-structured and have clear roles exhibit greater levels of engagement and accomplishment. In addition to learning to value the variety of abilities and viewpoints that their peers contribute to the group, this methodical approach enables students to capitalize on their unique strengths. In addition to improving the caliber of project results, these cooperative exchanges help foster the growth of critical interpersonal skills, which are becoming more and more important in today's workplace and educational environments. Monitoring group dynamics continuously is another requirement for implementing efficient classroom management techniques in PBL contexts. To guarantee that all opinions are heard, the instructor must continue to pay close attention to how the students are interacting with one another and offer assistance when needed. Using formative assessments and observational methods, the instructor can learn how the group functions and make adjustments in real time to create a more welcoming atmosphere.

In summary, effective classroom management in project-based learning necessitates the thoughtful use of captivating instructional strategies and clearly defined group roles to encourage active student participation. Students can be effectively engaged through the use of game-based techniques, and group accountability and collaboration are improved by clearly defining roles. The significance of these strategies in maintaining student engagement and enhancing learning outcomes is continuously emphasized by research. Teachers can optimize the advantages of PBL by fostering a dynamic and inclusive learning environment in the classroom, giving students the tools they need to succeed in inquiry-based and collaborative settings.

Conclusion

The purpose of this study was to identify and analyze the challenges faced by teachers in implementing Project-Based Learning (PBL) in English instruction at SMKN 1 Toraja Utara under the Merdeka Belajar Curriculum. The research sought to explore specific obstacles related to teacher readiness, resources, student engagement, assessment, and classroom management. The findings indicate several key challenges. A major issue is the lack of formal training in PBL, with teachers relying on informal sources such as the internet or advice from colleagues. Time constraints significantly affect the effectiveness of PBL, even when adequate facilities like internet access and computer labs are available. Additional challenges include resistance from both students and parents, difficulties in evaluating problem-solving skills, and managing group dynamics during project work. These results have important implications for the successful adoption of PBL in vocational school settings. Teacher preparedness, effective resource management, and strategies to address resistance are crucial for maximizing PBL's potential to enhance student learning outcomes. The study's limitations include its narrow focus on a single school and one teacher's perspective, which restricts the generalizability of the findings. Future research should involve multiple schools and a larger number of participants, using mixed methods to gain deeper insights. It is also recommended that teacher training programs incorporate practical workshops on PBL, that schools allocate sufficient time for project implementation, and that more robust evaluation frameworks be developed to assess both process and outcomes effectively.

Acknowledgment

References

Aksela, M., & Haatainen, O. (2019). Project-based learning (PBL) in practise: Active teachers' views of its' advantages and challenges. In International STEM in Education Conference (pp. 9-16). Queensland University of Technology.

Ali, S. S. (2019). Problem based learning: A student-centered approach. English language teaching, 12(5), 73-78. Teaching. http://dx.doi.org/10.5539/elt.v12n5p73

Astifo, A. M. (2020). Using immersion teaching process to develop EFL learners' speaking skill. Journal of Tikrit university for humanities, 27(5), 45-61. https://doi.org/10.25130/jtuh.27.5.2020.21

Babu, M. R. 2023. "The Constructive And Vital Role Of Teachers And Youth In Nation Building." 7838(December): 378–81.

Chen, J., Kolmos, A., & Du, X. (2021). Forms of implementation and challenges of PBL in engineering education: a review of literature. European Journal of Engineering Education, 46(1), 90-115. https://doi.org/10.1080/03043797.2020.1718615.

Creswell, J. W. 2014. Research Design: Qualitative, Quantitative, and Mixed Methods Approach. London: Sage Publications, Inc.

Dahlgren, M. A., Castensson, R., & Dahlgren, L. O. 1998. "PBL from the Teachers' Perspective. Higher Education." Higher Education 36(4): 437–47.

Ertmer, P. A., & Glazewski, K. D. (2015). Essentials for PBL implementation: Fostering collaboration, transforming roles, and scaffolding learning. Essential readings in problem-based learning, 58, 89-106.

Fitriana, R. O. (2021). The important role of English songs in learning English for young learners. Jurnal Dieksis ID, 1(1), 13-18. https://doi.org/10.54065/dieksis.1.1.2021.45

Guo, Q., Jamil, H., Ismail, L., Luo, S., & Sun, Z. (2023). Effects of problem-based learning on EFL learning: A systematic review. PloS One, 19(12), e0307819. https://doi.org/10.1371/journal.pone.0307819.

Jaganathan, S., Bhuminathan, S., & Ramesh, M. 2023. "Problem-Based Learning – An Overview." Journal of Pharmacy & Bioallied Sciences 16(1435–1437). https://doi.org/10.4103/jpbs.jpbs_820_23.

Kemdikbudristek. 2022. "Merdeka Belajar: Kampus Merdeka." https://mbkm.kemdikbud.go.id/.

Maritu, J. C., Indah, O. D., & Hermini, H. (2023). English Day Program Implementation In The Students' Speaking Skill Of SMAN 2 Luwu. Jurnal Dieksis ID, 4(1), 53-62. https://doi.org/10.54065/dieksis.4.1.2023.462

Mihaela, B., & Ştefania, K. 2020. "Continuous Improvement Challenges: Implementing PBL in One University in Romania." Studies in Business and Economics 15: 18–27. https://doi.org/10.2478/sbe-2020-0022.

Miles, M. B., & Huberman, A. M. 1994. Qualitative Data Analysis: An Expanded Sourcebook (2nd Ed.). Sage Publications.

Poikela, S., & Moore, I. 2010. PBL Challenges Both Curriculum and Teaching. In New Approaches to Problem-Based Learning. Routledge.

Saibin, T. C., Ung, L. L., Janteng, J., & Matmali, N. (2023). Competition-based learning and project-based learning to promote undergraduate students' motivation and performance in mathematics.

Widiansyah, A. T. 2018. "Peranan Pendidikan Sebagai Modal Utama Membangun Karakter Bangsa." MUADDIB: Studi Kependidikan dan Keislama 7(2): 117–48. https://doi.org/10.24269/muaddib.v7i2.1155.

Yang, D., Skelcher, S., & Gao, F. (2021). An investigation of teacher experiences in learning the project-based learning approach. Journal of Education and Learning (EduLearn), 15(4), 490-504. https://doi.org/10.11591/edulearn.v15i4.20302

Zhang, D., & Hwang, G. J. (2023). Effects of interaction between peer assessment and problem-solving tendencies on students' learning achievements and collaboration in mobile technology-supported project-based learning. Journal of Educational Computing Research, 61(1), 208-234 https://doi.org/10.1177/07356331221094250.