The Implementation of Project-Based Learning Model in Merdeka Belajar Curriculum to Improve Students' English Learning Outcomes

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Abstract

Merdeka Belajar Curriculum is a form of evaluation of the previous curriculum, namely the 2013/K-13 curriculum. In Merdeka Belajar Curriculum, students are focused on various intra-curricular learning, where the learning contents presented to students will be more optimal with the aim that students can have enough time to explore concepts and strengthen their competence. So, a learning model is needed to support this curriculum's implementation. Project-based learning model is regarded as a learning model which is suitable to be to implemented in Merdeka Belajar Curriculum. The aim of this study was to investigate how problem-based learning implemented in Merdeka Belajar Curriculum to improve students' English learning outcomes. The designed of this research was classroom action research in which the data collection was obtained through planning, acting, observation, reflection and tests. The subject of this study was the students grade XI at one of vocational school in North Sumatera which consisted of 30 students. The data analysis technique used qualitative and quantitative that was conducted in 2 cycles. The results showed that the implementation of project-based learning in Merdeka Belajar Curriculum could improve students' English learning outcomes. It can be seen from the average score of Students' learning outcomes in cognitive domain at the first cycle from 57.12% increased into 82.88% in the second cycle, the average score of students 'learning outcomes in psychomotor domain at the first cycle from 53.65% increased into 84.61%, and the average score of students' learning outcomes in affective domain at the first cycle from 72.5% increased into 83.85%. It showed that the implementation of the project-based learning model in Merdeka Belajar Curriculum can improve students' English learning outcomes.

INTRODUCTION

Societies in the twenty-first century have created progressive and significant changes. The emergence of these numerous modifications has shifted human existence toward the contemporary era, which is predicted to bring about a substantial upheaval. One of the most important requirements of the modern period is being able to speak and write in English fluently. Learning English can help us connect to the globe and advance both our personal and professional lives as English becomes a common language around the world (Nishanthi, 2018). John et al. (2021) also claimed that language is necessary for classifying the most recent knowledge and research. Without exception, learning English is a big

investment that can lead to a variety of opportunities, including those in the workplace. For pre-employment qualification, it is essential.

A sustainable future that offers prospects for good quality in all facets of human life depends critically on education alone. Education is a necessary for preparing a person for life and employment because it is the process and result of obtaining systematized knowledge and skills. Through independence, action, and creativity, education seeks to develop an adaptable personality (Webb et al., 2018). The quality of education, life, and a person are all connected and dependent upon one another, claim Lysenko & Zharinova (2021). Wrahatnolo & Munoto (2018) suggested that all facets of education, in this case formal education, from administration, technology, and media to students, are taken into account when education has been considered as the cornerstone of the 21st century. A curriculum structure with required subjects is utilized as a first step.

Only if the curriculum contains an innovation that successfully addresses society's requirements so education procurement will be sufficient. The most important innovation in education, according to Fındıkoğlu & Ilhan (2016), begins with the curriculum. As a result, curriculum plans and education are connected, and their mutually beneficial relationship helps both of these domains grow (Campbell, 2020). According to Lee (2020), the curriculum paradigms and viewpoints serve as a guide for developing, implementing, and assessing curricula. They are crucial elements of subject-based and integrated curricula as well as life, values, religion, and spiritual education programs in schools for kids. According to Shofiyah's (2018) research, curriculum development should adhere to two principles: 1) the general principle of relevance, adaptability, sustainability, practicality, and effectiveness; and 2) the specific principle of education, education content, education and learning process, media and technology use, and assessment process.

There are always changes in education in Indonesia. (Ananda, 2021) Curriculum changes cannot be prevented and passed, but rather must be lived and adapted with the needs and principles. (Sadewa (2022) According to Plate (2022), the failure of education depends on a curriculum that does not meet the needs of the times. (Anggraena (2022), Felicia (2022), Dion (2022), Pratiwi (2022), Utama (2022), Alhapip (2023), Widiaswati (2022), etc. Therefore, the curriculum must be evaluated and then adapted with the knowledge, progress and needs of the market. Merdeka Belaiar Curriculum was launched in 2022-2024 with the aim of catching up with education during covid-19 and with this curriculum, learning activities will be more flexible. However, it is not possible to implement this curriculum in all schools as it has yet to be inaugurated. Merdeka Belajar Curriculum will be implemented as an additional option for the 2022-2024 learning recovery. There are currently three curriculum options implemented: The 2013 Curriculum, the Emergency Curriculum, and Merdeka Belajar Curriculum or Independent Curriculum (Iskandar, Rosmana, Anggraeni, Sulistyorini, & Anisa, 2022).

In response to this challenge, Indonesia has attempted to provide innovation through its Merdeka Belajar Curriculum. This curriculum has been implemented in all schools in 2022–2024 as an option based on readiness. In accordance with the decree of the minister of education, culture, research, and technology, no. 56 of 2022 on guidelines for implementation of the curriculum in the order of recovery learning, this curriculum was created to bridge the gap in learning loss and learning gaps that occurred during COVID-19. According to Arifa (22), there are three main factors that must be taken into account to speed up education recovery: first, to ensure that specific regulations are available; second, to ensure that the financial budget does not impose an excessive burden on schools, especially for smaller ones; and third, to ensure that human resources, facilities, and infrastructure are ready for implementation. Merdeka Belajar Curriculum has a positive impact on teaching and learning, and it focuses on essential materials to achieve learning objectives. The paradigm of the new learning system is oriented towards the "Pancasila student profile". It serves as a reference point for all policies and innovations in the system,

such as learning activities and assessments related to a green future, lifelong learning and connecting with the environment and students' cultures.

Wiguna (2022): Merdeka curriculum focuses on fundamental materials, character growth, and competency in students' interests and talents, which has a significant impact on accelerating innovative learning paradigms in teaching and learning. Yamin (2020): Merdeka Belajar Curriculum realises the idea of creative and innovative critical thinking followed by the capacity to work together and communicate. Indarta (2022): Education is connected with social aspects, so Merdeka Belajar Curriculum is relevant to 21st-century skills requirements and society, where students need to adapt quickly to a rapidly changing world. Learning must build high-order 4C skills, character, and lifelong learning habits, as well as prepare students for multi-disciplinary careers. OECD (2020): Learning framework for 2030 must consider students' well-being when broadening skills. They include Cognitive & Meta-Cognitive Skills (Creative & Critical Thinking, Learning to Learn, Self-regulation), Social & Emotional Skills (Empathy, Self-Efficacy, Teamwork), Practical & Physical Skills (Optimizing New Information & Communication Technology Devices).

Nadiem Anwar Macharim (Mendikbudistem) in his speech on February 12th 2022, stated that "Merdeka curriculum is much more compact, simple, and flexible, with a guiding principle that it will bring a new paradigm of 'freedom' for both the teacher and the learner" (Angga & Iskandar, 2022). Students need to feel that learning is 'fun' and 'meaningful' and that 'learning' makes them feel 'free' to learn continuously' (Indarta et al., 2022). Mardhiyana & Sejati (2016) add that freedom of thought can have 'lasting benefits. For example, to realize their wellbeing and freedom, it must offer pressure-free learning, so that the learner is influenced to gain knowledge and optimise their learning experience (Zahro & Luthfi, 2021). As the focus shifts to the students and their needs, the learning technique will likely become 'student-cantered'. Teachers are active participants, while the learner is the 'facilitator' and controller' (Pertiwi et al., 2022).

The concept of Merdeka Belajar Curriculum is the one that made the students explore their interests and talents. In Merdeka Belajar Curriculum students are not forced to study subjects which are not their major interest. Students are free to choose the material they want to study according to their interests. Therefore, a learning model must be used to support the implementation of this independent curriculum. One of the appropriate learning models for the implementation of the independent curriculum is project-based learning model. In the project, the main focus of the student learning is not only to prepare for the exam questions but also to provide the students with the meaningful learning experience. In the Project-based Learning model, students are given the opportunity to learn according to their own interests. This is the concept of project-based learning. This is the concept of learning according to the learner's point of view. (Source: Mahfiroh, Islam, Rahmat, 2018).

Project Based Learning (PBL) is a learning model in which students plan learning activities, conduct collaborative projects, and create work products that they can present to others. Project-based Learning model (PBL) involves a project as part of the learning process. The learning experiences and concepts of students are built on the products produced as part of the project-based learning process (Africa, 2015). The goal of project-based learning is to: Improve students' ability to resolve project-based problems, acquire new knowledge and skills within the learning process, make students more active to solve complex project problems with actual product results, develop and improve students' skills to manage materials or tools for completing assignments, and increase student collaboration.

The reality that emerges from the field, particularly from the study on English learning at SMK PELAYARAN SAMUDERA INDONESIA (SAMINo MEDAN is that mastery of the student learning outcomes remains relatively low. From 30 students, only 3 to 4 were in the full category. This becomes the subject for reflection for the subject teacher to overcome these challenges. In fact, based on the results

of the reflection, it was found that the students need a learning strategy, or model that can maximize their ability to work together with their friends through Project-based Learning. English material has a very high probability of being used in this model. It has been found that the Project-based Learning model is barely used by the teachers at this school. There are a few subjects which used this model. This model is not used in learning English itself. Student cooperation activities are still restricted to working in a group to complete bank of questions/practice questions and discuss the material. The rest is done in a conventional manner.

A lot of research had been done on Project-based Learning models. Some of them were: Project Based Learning Model (PBL) to improve student performance (Rais, 2010); PBL Model to increase student creative ability (Sari, 2018; PBL Model to improve Critical Thinking Skills (Kristiyanti, 2020); PBL Model to improve learning performance (Ramlawati, 2022); The overall conclusion of the research is that the Project-based Learning model can be used to improve students' academic performance. However, there is a lack of discussion among other studies on Project-based Learning model. Merdeka Belajar Curriculum is more focused on raising the profile of students from Pancasila.

Therefore, from the issues mentioned above, the researcher wanted to carriy out research related to the application of Merdeka Belajar Curriculum in learning English through the Project-based Learning model. According to Harriman (2014, p. 26), Project-based Learning is "a learning model that engages students, teachers and curriculum. Students can complete their assignment individually or in group to meet the standard." According to Bell (2010, p. 39), "Project based Learning is a learning methodology that provides essential strategies for students to succeed in the twenty-first century." She also states that by using Project-based Learning, students learn from their learning processes. According to Fandiño (2013), "In EFL classrooms, teachers should provide practice and process in learning activities that focus on several skills."

According to a recent study, Project-Based Learning (PBL) in the classroom has several benefits. According to Sumarni (2015, p. 480), Project-based Learning improves students' collaboration skills, communication skills, creativity skills, and problem-solving skills. The following are some of the positive impacts of using PBL in the classroom: According to Dewi (2014), PBL activities make the students fun and enjoy The use of real world-related projects strengthens students' knowledge In order for PBL activities to be effective in the classroom, it is important for the teacher to minimise stiff and formal relationship with the students On the other hand, according to some experts, this learning model requires a lot of time because students need to solve the problem It will impact on the time allocation of the subject (Grant, 2002, & Lasauskiene & Rauduvaite, 2015, p. 790). Moreover, according to Sumarni (2015 p. 482), there must be several equipment to be prepared for conducting Project-based Learning.

According to Edutopia (2007), there are six steps in the project-based learning (PBL) teaching and learning process: 1) Start with the fundamental question 2) Develop a project plan 3) Develop a learning schedule 4) Monitor the students and the project's progress 5) Assess the results of the project 6) Evaluate the learning experience According to Professor Larmer (2013), in carrying out PBL activities to enhance the 4Cs skills of students, the lecturer should focus on these three aspects: designing, developing, and determining.

The first is designing. In this aspect the teacher can motivate the students to enhance their critical thinking skills by using questions in their project; The second is to design the process of the project that promotes critical thinking skills; The third is to provide the students with the reasons why they should work together; The fourth is to find the ways to interact and communicate with the experts for students; The fifth is to promote students creativity and innovation skills through projects that involve design and invention; challenges; problem-solving exercises; and arts integration.

In developing aspect; the teacher should develop students' aptitude in completing the project by outlining the attributes of each of the 4Cs skills. Lecturers can ask students to complete the project in a real-life situation, such as thinking critically, working together, communicating with the audience and using creativity to produce some products. Teaching students how to resolve the problem and assess the information to provide a response to a question. Organizing the project teams with a strategy and shared leadership experience. Managing team building activities. Establishing norms for collaboration.

In determining aspect, the teacher can lead the students to make decision-making in their team. Strengthen the active speaking and listening skills of students. Promote the culture within the classroom by developing students' creative skill will help English learners to think critically about language functions in modern learning activities.

METHOD

The research design of this study is a Classroom Action Research (CAR). Classroom Action Research is an activity to improve learning practices on learning activities from problems that arise in learning situations. According to Suhardjono in Iskandar (2015), Classroom Action Research is research which conducted with the aim to improve the quality of learning practices in the classroom. The results of the research are then reported in accordance with the real conditions carried out by teachers in their classrooms in an effort to improve the quality of learning with methods, strategies or learning models that are tailored to classroom conditions and the characteristics of the subject matter.

This study was aimed to elaborate the implementation of the Merdeka Belajar Curriculum in improving the students' English learning outcomes which covered: 1) the implementation of the teaching module, 2) the teaching and learning process, 3) the use of learning materials, 4) the use of learning media, 5) the implementation of assessment and evaluation, and 6) the opportunities and obstacles. According to Arikunto in Dadang Iskandar (2015), the term Classroom Action Research can be abbreviated as Action Research only because the term "class" only indicates a number of subjects that are targeted for improvement. So, the purpose of action research is to solve problems through a real action, not just observe the phenomena concerned. It is conducted on the basis of learning problems that arise in the classroom in order to improve the learning process so that learning objectives can be achieved. The objective of this research is to improve students' creative thinking skills using the Project-based Learning model based on Merdeka Belajar Curriculum. The flow chart of this study follows Kurt Lewin's design stages, which can be summarised as follows:
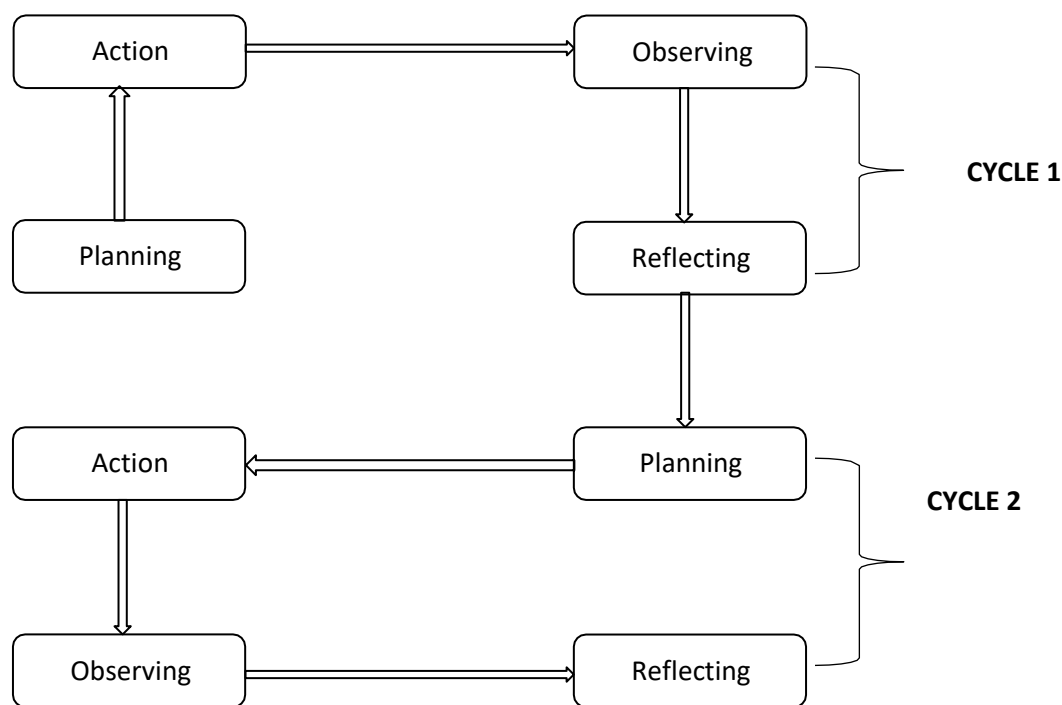
Figure 1. Classroom Action Research Procedures

Respondents

The respondents of this research are the students of vocational school SAMUDERA IDONESIA MEDAN (SAMIN) grade XI which consists of 30 students at academic year 2022/2023. The school located on Komp YUKA, Jl. Abd. Sani Mutalib Jl. Marelan V, Terjun, Kec. Medan Marelan, Kota Medan, Sumatera Utara.

Instruments

In this research, the data is collected by using quantitative and qualitative data. In collecting quantitative data, the test is conducted by the researcher in order to measure students 'English learning outcomes. Teacher gave the certain topic to be discussed by using Project-based Learning and the students should do some activities concerned with what the topics asked them to do. The qualitative data is used to describe the situation during teaching and learning process. The qualitative data is collected by using observation sheet, diary notes, interview, and documentation.

Procedures

The researcher used classroom action research procedures based on Kurt Lewin's design which consisted of two cycles in which each cycle contained four phases, namely; planning, acting, observing, and reflecting.

Planning

planning is created based on issues found at the pre-CAR stage in order to empirically evaluate the chosen action hypothesis. Each single step in this action plan is detailed. At this preparation stage, every requirement for implementing CAR is meticulously prepared, starting with the teaching materials and resources, teaching plans that include teaching methods and procedures, and observation and evaluation techniques or instruments. At this point, it's also important to consider all the potential roadblocks that could appear during the implementation phase. The implementation of CAR can proceed according to the predetermined hypothesis by expecting more than predicted. The following steps are taken during

the action planning stage: (1) Getting approval from teachers grade XI and the principal of SMK PELAYARAN SAMUDERA INDONESIA (SAMIN) Medan. (2) Examining the learning models that the former teachers of the class used to teach. (3) Create a Learning Implementation Plan (RPP) using a Project-based Learning model with two cycles and two meetings for each cycle based on Merdeka Belajar Curriculum. (4) Creating observation logs, pretest, and post-test questions as research instruments.

Acting

During the action stage, the teacher applies Problem-based Learning model to lessons that are taught in the classroom. The teacher's actions are in accordance with the applicable curriculum, and the outcome is anticipated to be an improvement in the efficiency of collaborator involvement in order to aid the researcher in sharpening the reflection and evaluation that conducted on what was occurred in the classroom. Every experience, piece of information, and learning theory were mastered and applied throughout this process of reflection.

Observing

Observation was carried out simultaneously with the implementation of the action. The execution of the action is accompanied by activities for action observation. The implementation of the decisions and plans made at this point is included in the data as well as how they affected the instructional process and outcomes that were gathered with the aid of observational tools created by the researcher. At this point, it is vital to take into account the employment of various research measuring devices for the purpose of data triangulation.

Reflection

This is the stage in which the data collected during observations were processed. The data is then interpreted and searched for explanations, analysed and then synthesized. Outsiders may be involved in this data review phase. Outsiders are only involved to help researcher reflect and evaluate more deeply. In this reflection stage, all the experiences, knowledge and instructional theories that had been learned and applied to the preceding class actions became materials for considering and comparing so that it would be able to draw a strong and accurate conclusion. This reflection stage plays a critical role in the success of class action research.

Data Analysis

In this classroom action research, qualitative description analysis is used, which is a research method that describes reality or facts in accordance with the data obtained with the aim of knowing the learning outcomes achieved by students as well as to determine students' response to activities and students' activities during the learning process. The purpose of this analysis is to describe student activities during the teaching and learning process. The descriptive analysis was carried out as follows:

Qualitative Descriptive Analysis

Qualitative descriptive analysis has a purpose is to give production to the variables mentioned according to the actual combination. This technique is used to analyze qualitative data. This qualitative descriptive analysis is obtained from qualitative data collected in the study which includes:

a) Teacher observation sheet
b) Student observation sheet
c) Teacher and student interview results

Quantitative Descriptive Analysis

Quantitative descriptive analysis is a statistical data that serves to describe or provide an overview of the object under study through sample or population data. What is included as quantitative data in this research is student learning outcomes. To analyze the students' learning outcomes after the learning

process of each cycle is done by providing an evaluation in the form of competency test questions. The analysis was calculated using simple statistics, namely:

1. Formative Test Score
   Students' score of English tests is counted by using the following formula:

   $$Score = \frac{Score\ obtained}{Maximum\ Score} \times 100$$

2. Student Completion Data
   Based on the instructions for teaching and learning, that the achievement level for the formative test is 85%, then the researcher considered that the use of Problem-based Learning model is said to be successful in improving Students 'English Learning outcomes if the students were able to complete and meet learning completeness at least 85% or a standard score of around 75 as the criteria for success learning. Sudjana stated that to determine the percentage of learning completeness can be done by using this formula:

   $$P = \frac{F}{N} \times 100\%$$

   P = Percentage of learning completeness
   F = Frequency (many students who are complete)
   N = Total number of students

3. Class Average
   The students' average scores or the mean score of the students can be calculated by using this formula:

   $$X = \frac{\Sigma x}{\Sigma N}$$

   X = Average (mean)
   Σx = The sum of all student scores
   ΣN = Number of students

   From the results of the average scores, it will be obtained that the achievement of learning indicators can be categorized based on the following provisions which is expressed by quantitative criteria, namely:

90-100	: very good
70-89	: good
50-69	: good enough
0-49	: not good

RESULTS AND DISCUSSION

The Classroom Action Research on English materials had been conducted in August 2022 which involved 30 students grade XI in this study. The data collected are cognitive knowledge, skills and attitude values. The study was divided into 2 cycles. The reason why this classroom Action Research is divided into 2 cycles because the results from the first cycle showed that the English students' learning outcomes did not meet the average score for completeness of learning outcomes. Therefore, it is necessary to continue the study by providing the same learning activity for the next cycle. Here are the first cycle results obtained from the following 3 assessment domains:

Table 1. The Students' English Learning Outcomes based on Cognitive Domain in Cycle 1

Description	Result
Average	57,12
Highest	75
Lowest	45
Finished	3
Unfinished	27
Classical completeness	3,85%
Learning outcomes	57.12%

As can be seen from the above results, the average student's score stands at 57.12 and the classical completeness rate stands at 3.85 %. There are 3 students who has finished and 27 students who have not finished or are KKM below 75.

Table 2. The Students' English Learning Outcomes based on Psychomotoric Domain in Cycle 1

Description	Result
Average	53,65
Highest	70
Lowest	40
Finished	0
Unfinished	30
Classical completeness	0%
Learning outcomes	53,65

From the above data, the average practice value for students English Learning Outcomes was 53.65 and the classical completeness percentage was 0%. In psychomotor domain, cycle I, none of the students met KKM, which means they did not meet the requirements for completeness.

Table 3. The Students' English Learning Outcomes based on the Affective Domain in Cycle 1

Description	Result
Average	72,5
Highest	85
Lowest	60
Finished	15
Unfinished	15
Classical completeness	57,69%
Learning outcomes	72,5%

The average of the students' English learning outcomes in affective domain is 75.2 and the classical completeness percentage is 57.69%. In other words, out of 30 students, 15 students do not meet the requirements for completeness.

Based-on the result of learning outcomes test from the first cycle, the students English learning outcomes are still low and most of the students have not finished their tests, so this research continues into the second cycle. During the second cycle, there were 4 meetings, where the first meeting focused on the previous material, and the second meeting focused on the next material. In addition, students

were given the chance to improve their assignment project, monitor their progress, and evaluate the tools they had used.

Table 4. The Students' English Learning Outcomes based on Cognitive Domain in Cycle 2

Description	Result
Average	82,88
Highest	100
Lowest	70
Finished	26
Unfinished	4
Classical completeness	92,31%
Learning outcomes	82,88%

Based on the above data, the average value for students in cycle 2 increases by 82.88 and the classical mastery presentation is 92.31%, or 26 students meet the learning mastery criteria and the remaining 4 students did not complete the course.

Table. 5 The Students English Learning Outcomes based on the Psychomotoric Domain in Cycle 2

Description	Result
Average	84,61
Highest	95
Lowest	70
Finished	29
Unfinished	1
Classical completeness	96,15%
Learning outcomes	84,61%

Based on the above data, the average practice value for students in cycle 2 increases by 84.61 and the classical mastery percentage is 96.15%. In other words, 29 students meet the requirements for completion and 1 student remains who has not completed.

Table. 6 The students' English Learning Outcomes based on the Affective Domain in Cycle 2

Description	Result
Average	83,85
Highest	95
Lowest	75
Finished	30
Unfinished	0
Classical completeness	100%
Learning outcomes	83,85%

The results of the above analysis also showed an increase of 83.85 in the affective value for students in the 2nd cycle. Classical completeness percentage: 100% In other words, 100% of students meet the 100% maximum completeness criteria. The following table shows the data obtained for students' cognitive learning outcomes in the 1st and 2nd cycles.

Table 7. The Students' Cognitive Learning Outcomes

Aspect	Cycles	Average	Learning Outcomes Presentation

Learning Outcomes	**cycle1**	57,12	57,12%
Cognitive	**cycle 2**	82,88	82,88%

The graphicic below showed that the comparison of student's English learning outcomes score in cycle I vs cycle 2.
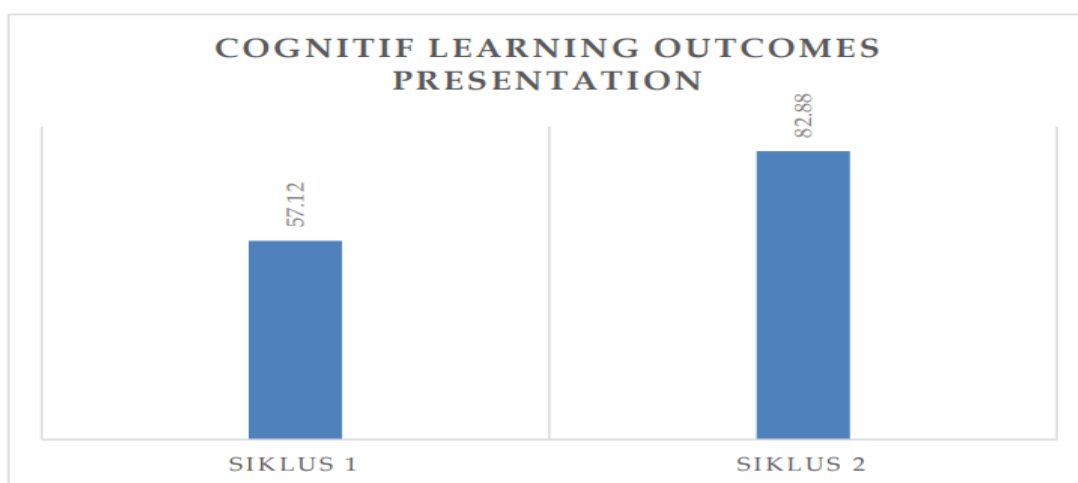

Figure 2. Cognitive Learning Outcomes Presentation

Table 8 showed the students' comparison scores in English subjects in the 1th cycle and the 2nd cycle.

Table 8. The Students' Psychomotoric Learning Outcomes

Aspect	Cycles	Average	Learning Outcomes Presentation
Learning Outcomes	cycle1	53,65	53,65%
Psycomotor	cycle 2	84,61	84,61%

The table below showed a comparison between psychomotor skills of the students English learning outcomes.
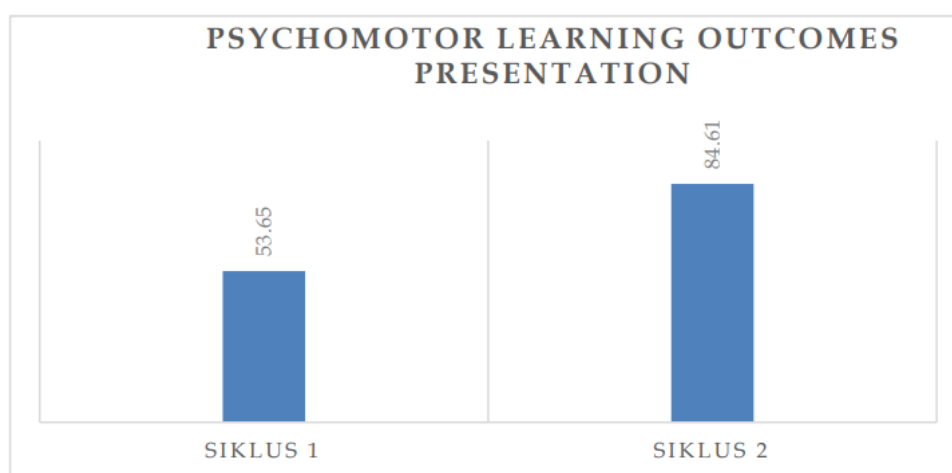

Figure 3. Psychomotoric Learning Outcomes Presentation

Here is a comparison of the score for affective learning in English subjects among students in cycle 1 and cycle 2.

Table.9 Students' Affective Learning Outcomes

Aspect	Cycles	Average	Learning Outcomes Presentation
Learning Outcomes	Cycle1	72,5	72,5%
Psycomotor	Cycle 2	83,85	83,85%

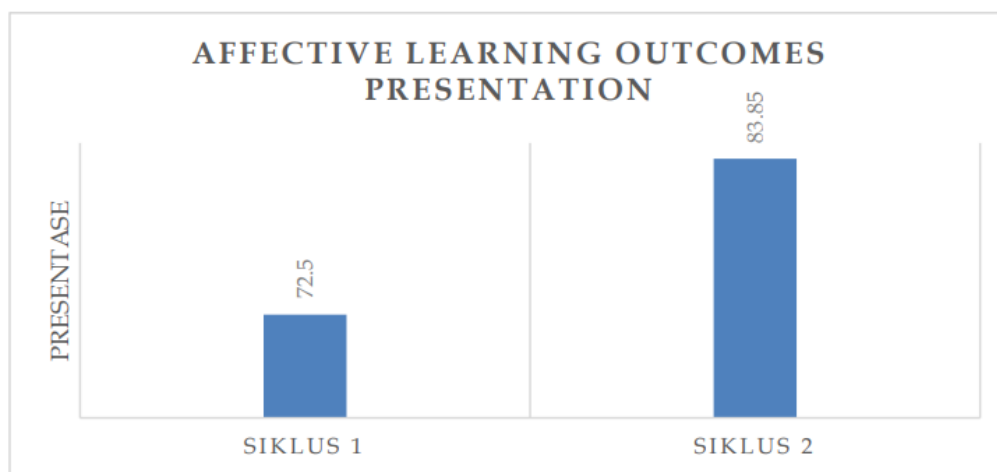A Comparison of affective learning results can be seen in the following graph.

Figure 3. Affective Learning Outcomes Presentation

Based on the above information, the researcher can state that the percentages of learning outcomes from Cycle I and Cycle II for cognitive, Psychomotor and Affective domains increase significantly. This is in line with the opinion of Kristiyanto (2020), which stated that Project-based Learning model improves students' critical thinking skills and improves student English learning outcomes. Also, according to the opinion of Darmawan (2022), Ramlawati (2022), and Ranti (2022), after application of the project-based learning model, students' learning outcomes had been improved. This indicates that the application of project based learning model can improve the learning outcomes of students grade XI in English subjects at SMK PELAYARAN SAMUDERA INDONESIA (SAMIN) Medan.

CONCLUSION

The curriculum is a framework for education that will aid in the advancement, development, and growth of numerous educational goals. The question to ask is whether every change in the curriculum minister requires a replacement. A common misconception is that changing ministers equates to changing the curriculum. One of the objectives for the Minister of Education's election is to alter the curriculum. The fundamental objective is to implement a curriculum well rather than changing it, despite the fact that this is the goal. The Merdeka Belajar Curriculum is an excellent curriculum that takes into account the skills, interests, and capabilities that each student possesses. However, a number of inconsistencies prevent the curriculum from being implemented effectively. And for that reason, Merdeka Belajar Curriculum was held. The use of the Project-based Learning model to the students grade XI in English learning can enhance student learning outcomes, according to this study's conclusions, which are cause for concern. This can be seen by looking at the average learning outcome scores for the

cognitive domain, which increased from 57.12% to 82.88% in the second cycle, the psychomotor domain, which increased from 53.65% to 84.61% in the first cycle, and the affective domain, which increased from 72.5% to 83.85% in the first cycle.

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